

Shiphay Learning Academy



Creativeness - Respecting - Aspiration - Contribution

Year 5 Curriculum Plan: Spring 2026

Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Year 5 : Spring 2026



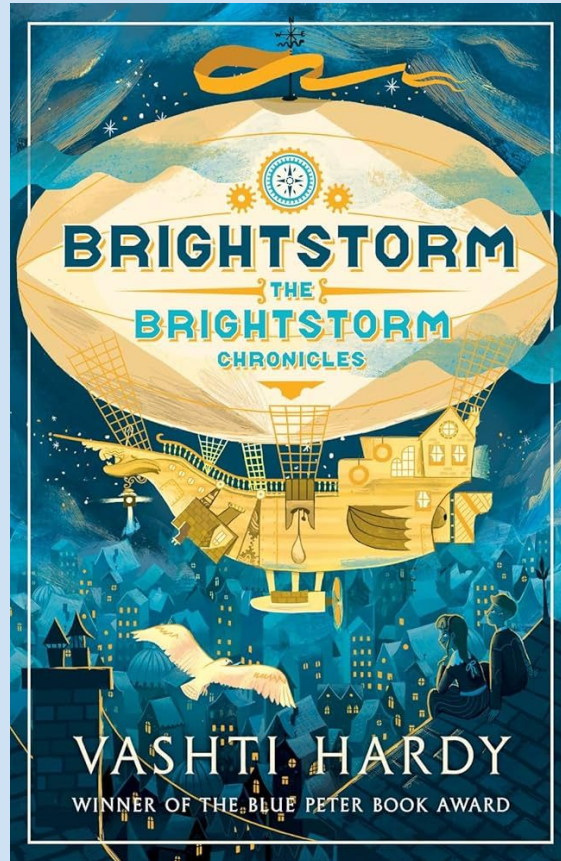
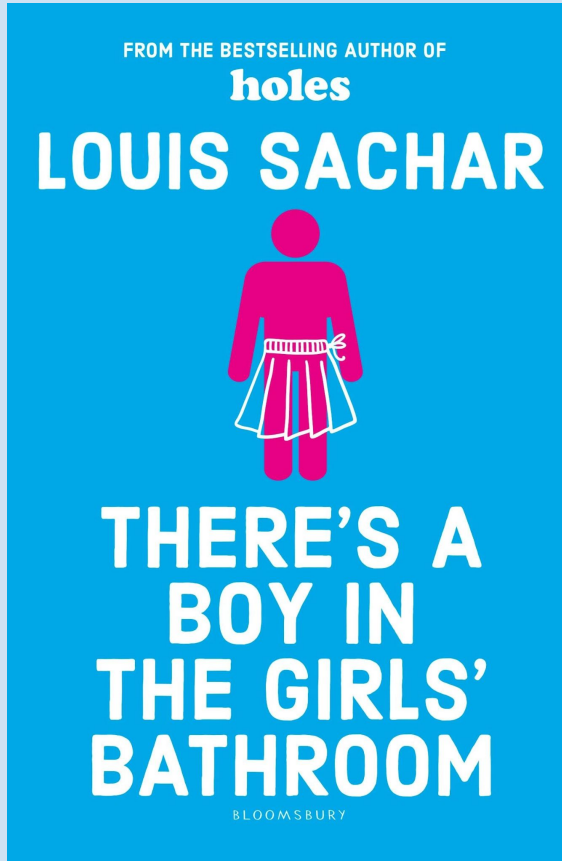
READING from the Reading Spine

- Our core book at the start of this term is *Adrift in New York*.
- Our Bug Club Comprehension texts for this term include: Wild Animals and Wind Runner.
- In addition to this, the children have the opportunity to read for pleasure. Children have access to their year group libraries and are encouraged to change their books regularly. The children also have the opportunity to talk about their reading and share recommendations with each other.

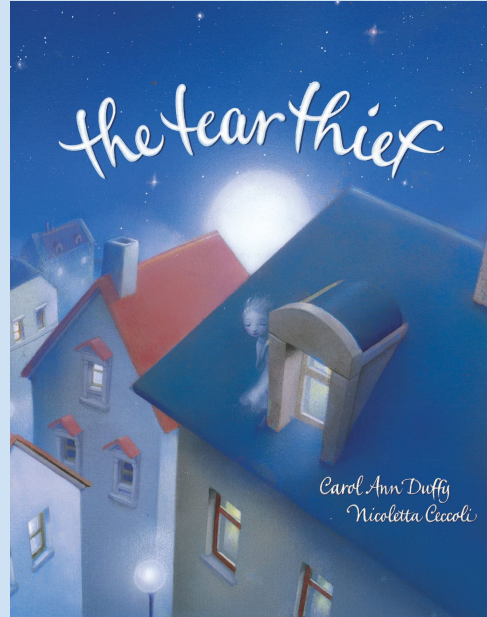
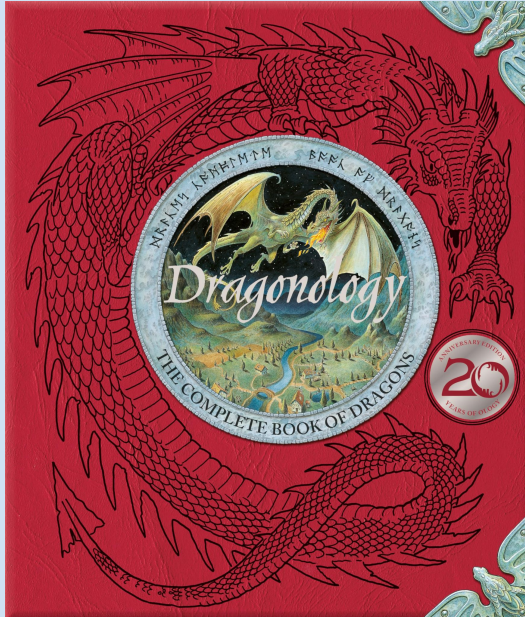
WRITING using BookWrites

- In the first half term, we will be teaching Poetry using *The Sea* by James Reeves. For the final independent text the children will write a poem that will be an extended metaphor of their choice.
- Following this, the children will write a short story based on the book *Tear Thief*.
- In the second half term, children will look at Dragonology. At the end of the unit, they will create their own non-fiction informational text.
- Spellings are taught in discrete lessons each week. For home learning, children will have the homework sheet from Spelling Shed on Friday and should be brought back on a Thursday.
- Handwriting is taught using the Nelson scheme.

Reading Spine



Bookwrites



You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly; reminding them to change their reading book in the mornings; by discussing books they have read and by visiting the library.



Be ready, be respectful, be safe



Year 5 : Spring 2026



MATHS

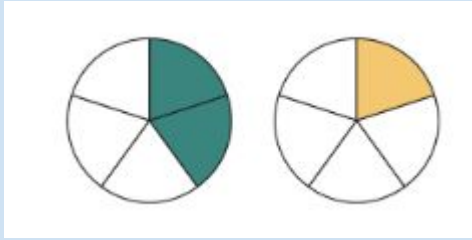
- In maths, we will begin the term by continuing our Fractions B unit, which covers adding and subtracting proper, improper and mixed number fractions. They will over cover finding equivalent fractions and converting between them.
- Moving forward, the children will start their second unit on Multiplication and Division, understanding how to lay out short multiplication and division methods, and when to apply these effectively. They will also be using arrays and place value charts to solidify their understanding of numerical value.
- After this, the children will complete our Fractions C unit, focusing on multiplying fractions and finding fractions of various amounts, whilst answering questions in context.
- Finally, the pupils will start their Decimals and Percentages, understanding decimal numbers up to 3 decimal places. Children will also develop their understanding of rounding, by rounding to the nearest tenths, hundredths and thousandths. They will also find the equivalent percentages.

You can help by: Revisiting times tables with your child daily, ensuring that they have instant recall up to 12 x 12 and know all their corresponding division facts.

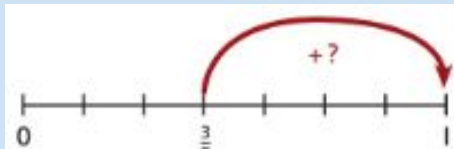
Maths - models and images

Fractions

Fraction diagrams



Number lines



Multiplication and Division

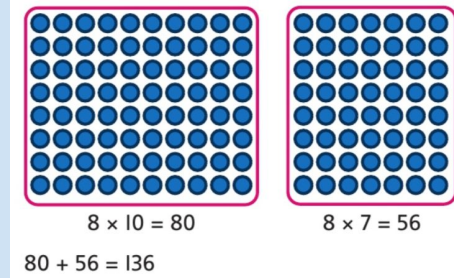
Short division

		4	3	
	2	8	6	

Place value chart

T					O			
10	10	10	10	10	1	1	1	1
10	10	10			1			

Arrays



Tens and Ones Multiplication

	Th	H	T	O	
		1	4	3	
x			1	2	
		2	8	6	143×2
	1	4	3	0	143×10
	1	7	1	6	143×12
		1			



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES

Education
Trust

Homelearning



Reading

In Year 5, children should be reading at least four times per week for at least 20 minutes (ideally this should be every day). Please encourage your child to read as frequently as possible at home; this can have a huge impact on *all* areas of their learning.

Spellings/SPAG

The homework sheet from Spelling Shed will be send out on a Friday and should be brought back the following Thursday.

Maths

Children should use Times Tables Rock Stars to ensure that they have a rapid recall of all multiplication and division facts up to 12 x 12. We recommend that children practise at home at least four times a week for 15-20 mins. In Year 5, children will also receive maths homework to consolidate learning from lessons (homework is handed out on a Friday and should be returned the following Thursday).



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing behaviour. We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Miss Alice Farmer (Assistant Head and team leader) is also available to give assistance.