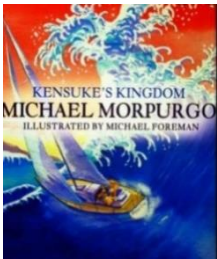
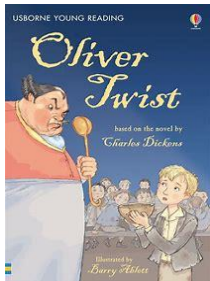
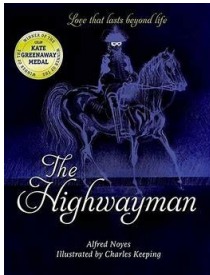
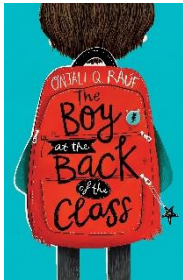
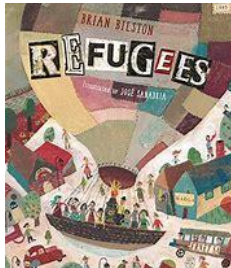
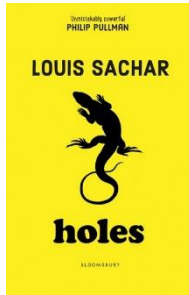
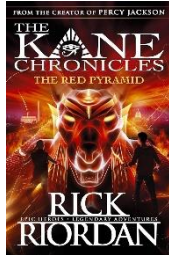


Year 5 Curriculum overview 2025-26

Class Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Text: Kensuke's Kingdom By Michael Morpurgo  Complimentary texts: Haiku poetry – performance Writing outcomes: Entertain: Setting description, character description, narrative Inform: Survival guide Poetry: Haiku	Text: Oliver Twist By Charles Dickens (extracts and children's version)  Writing outcomes: Persuade: Letter in role Entertain: Character description, narrative, POV diary entries Text: The Highwayman (poem) By Alfred Noyes  Writing outcomes: Poetry: Narrative poem	Text: The Boy at the Back of the Class By Onjali Q. Raúf  Writing outcomes: Entertain: Description, action and dialogue, narrative Persuade: TED talk Text: Refugees (poem) By Brian Bilston  Writing outcomes: Poetry: In reverse	Text: Holes By Louis Sachar  Writing outcomes: Entertain: Action and suspense narrative Describe: Setting and character descriptions from different POV Inform: Information text	Text: Titanium (music video)  Writing outcomes: Entertain: Setting description, narrative (action, dialogue, description), diary entries Text: Pandora Discovered From Avatar  Writing outcomes: Inform: Non-chronological report - Voice over	Text: The Red Pyramid – Kane Chronicles By Rick Riordan  Writing outcomes: Describe: Character descriptions, diary entries from different povs Entertain: Narrative (action, description, dialogue) Persuade: Balanced argument Complementary text: The Egyptian Echo By Paul Dowswell  Writing outcomes: Inform: Newspaper report

Maths	Main teaching focus: <u>Number and place value</u> • I can recognise and represent the place value of digits in a four- and five-digit number. • I can position and compare numbers on a number line. • I can use related facts. • I can round any number to the nearest 10, 100, 1000, 10,000 and 100,000. <u>Addition and subtraction</u> • I can use a range of mental strategies when adding and subtracting numbers. • I can add and subtract mentally with increasingly larger numbers. • I can solve addition and subtraction multi-step problems. • I can measure and calculate the perimeter of composite rectilinear shapes. • I can use all four operations to solve problems involving length. <u>Multiplication and division</u> • I can make links between arrays and area. • I can calculate, compare, and order the area of rectangles. • I can identify multiples and factors. • I can identify prime numbers. • I can multiply and divide by 10 and 100. • I can divide by sharing and grouping. • I can use known facts to estimate.	Main teaching focus: <u>Fractions</u> • I can represent families of common equivalent fractions. • I can compare, order, and find equivalent fractions. • I can add and subtract fractions with the same denominator. • I can add and subtract fractions with denominators of multiples of the same number. • I can convert between mixed and improper fractions. • I can find equivalent fractions. <u>Time</u> • I can recall and represent key facts of time. • I can solve problems involving time durations. • I can solve time problems using key facts. • I can read and interpret information in timetables. <u>Geometry and measurement</u> • I can identify properties of geometric shapes. • I can compare and classify geometric shapes. • I can estimate and compare angles using key facts. • I can use reasoning to identify angles within shapes. • I can identify and represent the position of a shape following a reflection. • I can identify, describe and represent the position of a shape following a translation. <u>Place Value with measurement (mass and capacity) and all four operations</u> • I can convert between different units of metric measure (mass). • I can read scales to measure in grams and kilograms. • I can round decimals with two decimals places to the nearest whole number. • I can solve problems in the context of mass.	Main teaching focus: <u>Fractions</u> • I can recognise and use tenths and hundredths. • I can recognise and use thousandths. • I can compare fractions. • I can recognise equivalent fractions. • I can round decimals with two decimal places to the nearest whole number and to one decimal place. • I can represent percentages. • I can solve problems which require knowing percentage and decimal equivalents. <u>Geometry</u> • I can recognise and estimate angles. • I can use a protractor to measure angles accurately. • I can use properties of rectangles to deduce missing lengths and angles <u>Addition and subtraction</u> • I can add and subtract mentally. • I can choose efficient methods of calculating when adding and subtracting. • I can solve addition and subtraction problems in context. <u>Fractions</u> • I can add and subtract fractions. • I can solve measure problems involving fractions and decimals. <u>Statistics</u> • I can count forwards and backwards with positive and negative numbers through zero. • I can interpret negative numbers in context • I can read and interpret information in a line graph • I can read and interpret information given within a table	Main teaching focus: <u>Measurement and geometry</u> • I can understand and use approximate equivalences between metric units and common imperial units. • I can solve problems involving measure. • I can identify 3-D shapes from 2-D representations. • I can investigate volume of cubes and cuboids. • I can estimate the volume of cubes and cuboids. <u>Fractions</u> • I can multiply proper fractions by whole numbers. • I can compare and order fraction, decimal and percentage equivalents. • I can solve problems using knowledge of fraction and percentage equivalents. • I can solve problems involving numbers up to three decimal places. <u>Addition and subtraction</u> • I can add and subtract, deciding which operations and methods to use and why. • I can solve addition and subtraction problems in context, deciding which operations and methods to use and why. • I can add and subtract fractions. <u>Multiplication and division</u> • I can multiply and divide numbers by 10, 100 and 1000. • I can solve problems involving multiplication and division using knowledge of factors and multiples. • I can multiply and divide numbers mentally drawing upon known facts. • I can multiply and divide numbers using a formal written method. • I can solve problems involving multiplication and division.	Main teaching focus: <u>Multiplication and division</u> • I can identify prime numbers. • I can identify factors. • I can recognise and use square numbers and cube numbers. • I can solve problems using my knowledge of factors and multiples, squares and cubes <u>Geometry</u> • I can distinguish between regular and irregular polygons. • I can plot points on a coordinate grid in the first quadrant • I can identify, describe and represent the position of a shape following a reflection or translation <u>Four operations</u> • I can decide which operation and method to use and why. • I can decide which operation and method to use within a context. <u>Addition and subtraction with statistics</u> • I can solve addition and subtraction problem using an efficient method. • I can solve missing number problems. • I can read and interpret information in tables. • I can solve comparison, sum and difference problems using information presented in a line graph.	Main teaching focus: <u>Fractions</u> • I can compare and order fractions. • I can compare and order mixed numbers on a number line. • I can add and subtract fractions . • I can find a percentage of a number. • I can find a percentage of a number efficiently. • I can recognise percentage and decimal equivalences. • I can solve problems which require knowing percentage and decimal equivalents. • I can multiply proper fractions by whole numbers. • I can multiply proper fractions using knowledge of fraction and decimal equivalents. <u>Geometry</u> • I can estimate and compare acute, obtuse and reflex angles. • I can measure given angles accurately. • I can find missing angles using key facts. • I can properties of rectangles to deduce related facts and find missing lengths and angles. <u>Multiplication and division</u> • I can multiply and divide numbers mentally drawing upon known facts. • I can use the short multiplication method. • I can use the long multiplication method. • I can use the short division method. • I can solve multiplication and division calculating efficiently. • I can solve multiplication and division problems efficiently . • I can identify multiples, factors and prime numbers. • I can recognise and use square number and cube numbers • I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
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		• I can convert between different units of metric measure (capacity). • I can read scales to measure in millilitres and litres. • I can round decimals with two decimals places to the nearest whole number. • I can solve problems in the context of capacity. • I can solve addition and subtraction multistep problems in context, deciding which operations and methods to use and why. • I can use the vocabulary of factor, multiple and prime. • I can solve problems using knowledge of factors and multiples. • I can use a formal written method to multiply numbers up to 4-digits. • I can solve problems in context, deciding which methods to use and why		• I can solve problems involving multiplication and division, including scaling by simple fractions.		<u>Four operations and measurement</u> • I can estimate and convert units of measure. • I can relate fraction and decimals with measure. • I can solve problems involving measure including scaling. • I can solve problems in the context of measure. • I can calculate the area and perimeter of a range of rectangles . • I can estimate the volume. • I can read and interpret information in timetables.
Science	Working scientifically: • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys and graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including conclusions.					
	Concept: Properties and changes • Compare and group together everyday materials on the basis of their properties. • Know that some materials will dissolve in liquid to form a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. • Demonstrate that dissolving, mixing and changes of state are reversible changes.	Concept: Forces • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. DT- use knowledge to make a Victorian toy (zoetrope)	Concept: Living things and their habitats • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.	Concept: Earth and space • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.	Concept: Animals including humans • Describe the changes as humans develop to old age. • Draw a timeline to indicate stages in the growth and development of humans. • Learn about the changes experienced in puberty.	
History	Historical skills: • Describe historical events from the different time periods. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Evaluate how significant events in history have helped shape the country we have today.					

	- Use historical sources to test out a hypothesis in order to answer a question. - Understand how historical artefacts help us understand the past.		
	<u>A2 Victorians</u> How did life change significantly for children during the Victorian era? - Use timelines to set the Victorian era into British and World History and explore key events and significant figures - Explore the life of a poor and rich child during the early Victorian period - Consider the validity of a variety of historical sources - Discover how new laws created protection for children during the Victorian era - Investigate what schools were like towards the end of the Victorian era	<u>Sp2 Mayans</u> How does the Mayan civilisation contrast with British history? - Use timelines to set the Mayan civilization into World History and compare to British history at the time. - Explore who the ancient Maya were, and when and where their civilization existed - Discover what Mayan society looked like and how this compares to modern life – explore Mayan masks and design/create these. - Use a range of sources to piece together what life was like for the Mayans - Investigate the reasons behind the decline of the Mayan civilisation	<u>Su2 Ancient Egypt</u> Who were the ancient Egyptians and what were their most significant achievements? - Use timelines to set ancient Egypt into world history as one of the earliest civilisations - Explore the greatest inventions and achievements of the ancient Egyptians - Discover why and how the Egyptians built the pyramids and what tomb paintings and artefacts can tell us about life in ancient Egypt - Investigate the contents of Tutankhamun's tomb and the ethical implications of digging up the past.
Geography	<u>A1 Japan – economic activity</u> Why is Japan such a successful economic power? - Identify the position and significance of latitude and longitude; use grid references - Discover key physical features including volcanoes - Explore key aspects of human geography including the distribution of natural resources, and economic activity, including trade links - Investigate the main exports of Japan, and how this contributes to their position as a major economic power Compare British and American industry and economics to Japan	<u>Sp1 A journey through Europe</u> Compare and contrast a range of European countries, including the UK Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Explain how a location fits into its wider geographical location; with reference to human, physical and economic features.	<u>Su1 North America – natural resources</u> Is there enough for everyone? - Explain what the world's natural resources are and where they are found - Investigate how and why the use of natural resources has changed over time - Explore renewable and non-renewable sources of energy - Discover where our food comes from - Consider how resource exploitation can cause problems and what we can do to help - Apply learning to plan how to found a society on another planet (Science / English link)
Art	A1 Skill- sketching and collage Develop sketching skills using different types of pencil. Explore the work of Hokusai and experiment with different drawing mediums. Explore collage art and experiment with simple collage techniques using a range of mediums. Create a variety of repeated designs using different techniques and analyse the effectiveness before creating final piece. Create a collage/painting based on Hokusai's Wave.	Sp1 Skill- convey tone and perspective using a range of mediums (landscape art) Use a variety of line techniques (straight, curved, hatching, cross-hatching, spirals, etc) to add dimension and movement Explore perspective in famous landscape paintings Experiment with a range of different mediums and compare the effect Create landscape art that shows perspective using a choice of collage, paint, sketching, charcoal	Su2 Skill- sketching and printing Build up drawings and images of whole or parts of items using various techniques. Convey tonal qualities, showing good understanding of light and dark on form. Create different effects in clay by using a variety of tools and techniques – Egyptian cartouche Create repeated patterns using mono and block printing.
Design and technology (skill & purpose)	A2 Mechanical systems Use pulleys or gears to create a Victorian inspired toy according to specific design criteria - Explore how pulleys and gears work and where they are used in the world - Create working pulleys and gears using kits and by making own designs - Explore the effect of differing gear sizes and ratio. - Create a product which incorporates working pulleys and/or gears - Evaluate the effectiveness of the product with reference to the	Sp2 Food technology How do different climates affect seasonal food? - Explore how food grown in the UK is affected by the seasons - Discover food from different European cultures based on climate and seasonal availability - Understand how food is processed into ingredients that can be eaten or used in cooking - Learn about different processing procedure - Explore how raw foods can be prepared and combined to create processed foods	Su1 Frame structures Design a house for new planet according to specific criteria - Learn techniques for providing greater stability and structure including triangulation and by exploring engineering works - Brunel's bridges - Create frame structures from different materials and test their strength - Measure and cut to accurate dimensions and use appropriate joining techniques. - Evaluate the effectiveness of the product with reference to the

	design specification, testing and ‘consumer’ feedback		Practice food preparation and cooking skills.		design specification and testing	
Computing	Computer systems & networking Systems and searching Recognising IT systems in the world and how some can enable searching on the internet.	Creating media Video production Planning, capturing and editing video to produce a short film.	Data and information Introduction into vector graphics Creating images in a drawing program by using layers and groups of objects.	Programming A Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Data and information Flat-file databases Using a database to order data and create charts to answer questions.	Programming B Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
Physical Education	Netball Mindfulness	OAA Performance Nutrition	Inclusion – sitting volleyball Gymnastics Personal Care	Kabaddi Tchoukball Sleep	Hockey Teamwork and leadership	Athletics Yoga
Music	Musical skills: - Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. - Learn to sing and to use their voices, to create and compose music on their own and with others. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.					
	Shaping Music My Best Friend	Unlocking Vocal Potential Bells Ring Out The Match Girl	Sounds Dramatic YuStudio – A Spooky Story Project	Decoding Sound and Notation Heal the Earth	Carnival Time 1 Brazilian Sama Drumming – Part 1	Carnival Time 2 Brazilian Samba Drumming – Part 2
PSHE	<u>Me and my relationships</u> Explain what collaboration, negotiation, compromise and communication means. How to respond to the feelings of others. Identify what makes a healthy and unhealthy relationship To understand passive, aggressive and assertive behaviours	<u>Valuing differences</u> Define the qualities of friendship Recognise feelings associate with being isolated Understand discrimination Importance of respect (British values) Identify and describe different groups that make up our school/wider community	<u>Keeping myself safe</u> Demonstrate strategies to deal with face to face and online bullying. Know how to spot the signs and how to support those to have/are being bullied. Know how to protect personal information Explore and share views on appropriate risk taking	<u>Rights and respect</u> Identify current issues in the media concerning health and wellbeing Define rights, respect, duties and responsibilities Define loans, credit, debt and interest Explain some of the areas that the local council are responsible for.	<u>Being my best self</u> Know the basic functions of the four systems covered and know they are inter-related Identify why I am unique – own talents What does community mean? How can I stay healthy? Know some of the laws and harmful effects of smoking/drinking	<u>Growing and changing</u> To know words and phrases associated with feelings Distinguish between good and bad feelings Identify who can and can’t be trusted and why Know how the body changes physically and emotionally during puberty Know the correct words for sexual organs

RE	<u>Shahada and Salat</u> Key concept: Belonging Islam	<u>The Birth Narratives</u> Key concept: Interpretation Christianity	<u>The Golden Rule</u> Key concept: Love Humanism	<u>What does Easter mean?</u> Key concept: Sacrifice Christianity	<u>Places of Worship</u> Key concept: Sacred Christianity and Sikhism	<u>Haji and Zakat</u> Key concept: Umma (community) Islam
French	‘Monsters’ (description, adjective-noun agreement) -Notice cognates and near cognates in the text. -Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. -Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. -Recognise rules of agreement in longer phrases.	‘Miam miam!’ (food, café conversation, money) -Use a model text to support conversation. -Recognise shop names -Use a bilingual dictionary to translate given words. -Ask and respond to questions found in a café conversation.	‘C’est combien?’ (shopping, avoir <i>faim</i>) -Recognise number words in written form. -Correctly build and pronounce two-digit numbers -Join in with a story, using gestures and key vocabulary. -Correctly sort word-cards by gender and apply the appropriate article.	‘C’est de quelle couleur?’ (describing oneself, colour-noun agreement) -Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. -Identify a person correctly from a description of their hair and eye colour. -Compose a spoken sentence to describe a friend.	‘Qui fait quoi?’ (verbs, different forms) -Attempt to read new verbs aloud. -Create an opinion phrase using one of the new verbs. -Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. -Work together to build a verb spinner and use it to generate appropriate phrases. -Recognise and recall different parts of verbs avoir and être.	‘Qui est-ce?’ (family) -Adapt a sentence to change its meaning. -Apply some understanding of French pronunciation. -Recognise key information within a longer text. -Build sentences confidently using word cards. Use different opinions in sentences. Change elements of a sentence whilst retaining the meaning.
Visits TBC	Artist workshop	Osborne House	Inspirational speaker	Food technology workshop	Planetarium	British Museum
Parent Sharing Events TBC	Art workshop					DT workshop