

Curriculum 2025/2026 – Year 5







	Autumn 1- Ambition and aspirations	Autumn 2- Belonging and equality	Spring 1- Lessons from history
Writing Reading 	Writing Root/Spelling Seed Text Robot Girl By Malarie Blackman Hidden Figures By Margot Lee Shetterly Firebird By Saviour Pirotta Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 10 Sessions, 2 Weeks Outcomes Science-fiction narrative Non-chronological report on the life and achievements of the women and history of NASA/NACA Fairytale narrative Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces Formal letters, retellings, character descriptions Reading Leaf Text Cosmic By Frank Cottrell-Boyce Hidden Figures Young Readers' Edition By Margot Lee Shetterly When the Stars Come Out By Nicola Edwards and Lucy Corwright Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 12 Sessions, 2 Weeks	Writing Root/Spelling Seed Text The Lost Thing By Shaun Tan The Lizzie and Belle Mysteries: Drama and Danger By J.T. Williams Freedom Bird By Jerdine Nolen Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks Outcomes Own version narrative about a 'lost thing' Biography of Ignatius Sancho Biography Diary entries, formal letters, guides / non-chronological reports, adverts, official paperwork, lost tags Posters, diary entries, case notes, letters, dialogue (quotations), character descriptions, fact files, persuasive speeches Short/'instant' non-narrative poem, explanation, dialogue, postcard, letter of advice, description in the form of a letter, recount, narrative poem Reading Leaf Text Me, My Dad and the End of the Rainbow By Benjamin Dean Bright Stars of Black British History By J.T. Williams The Secret of Haven Point By Lisette Auton Activate Windows Go to Settings to activate Windows.	Writing Root/Spelling Seed Text Children of the Benin Kingdom By Dinah Orji Kaspar, Prince of Cats By Michael Morpurgo Anne Frank By Josephine Poole Alte Zachen: Old Things By Ziggy Hanoo Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 10 Sessions, 2 Weeks 15 Sessions, 3 Weeks Outcomes Non-chronological report Newspaper article Newspaper article Analytical essay on what we can learn from other generations Informal letters, contrasting diary entries, survival guides, eyewitness reports, story summaries Character descriptions, reports, letters, advertising leaflet, balanced report Letters, short descriptions, extended diary entries, obituary, optional opinion piece Character descriptions, flashbacks, diary entries in role, short autobiographies Reading Leaf Text Titanic The Story of Titanic for Children By Joe Fullman When Hitler Stole Pink Rabbit By Judith Kerr Poems from the Second World War By Gaby Morgan Letters from the Lighthouse By Emma Carroll Activate Windows Go to Settings to activate Windows.
	Spring 2- Legends and folklore Writing Root/Spelling Seed Text Rumaysa: A Fairy Tale By Radiya Hafiza The Whale By Ethan and Vita Murrow Beowulf By Michael Morpurgo The Lost Happy Endings By Carol Ann Duffy Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks Outcomes Fairy tale reworking (prequel) Film pitch Own version legend or missing chapter Prequel- alternative perspective Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative Reported speech, speech and thought bubbles, description, recount in role, letter to a newspaper editor Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions, obituary Letter, poetry, passage of direct speech, diary entry, story ending Reading Leaf Text Sir Gawain and the Green Knight By Michael Morpurgo Walter de la Mare: The Complete Poems By Walter De La Mare Who Let the Gods Out? By Maz Evans Activate Windows Go to Settings to activate Windows.	Summer 1- Power vs principles Writing Root/Spelling Seed Text The Man Who Walked Between the Towers By Miodrac Gerstein The Island By Armin Greder The Odyssey By Gillian Cross The Tempest By William Shakespeare Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 20 Sessions, 4 Weeks 17 Sessions, 3 Weeks Outcomes Biography Narrative sequel from a different character's perspective Epic adventure story Playscript Fact files, journalistic writing, setting descriptions, letters of advice, persuasive speeches Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement Setting description, character descriptions /comparisons, diary entry, dialogue Reading Leaf Text The Good Thieves By Katherine Rundell Cogheart By Peter Bunzl Mythologica By Stephen P. Kershaw Activate Windows Go to Settings to activate Windows.	Summer 2- Mystery and truth Writing Root/Spelling Seed Text High Rise Mystery By Sharna Jackson The Strange Case of Origami Yoda By Tom Angleberger Curiosity: The Story of a Mars Rover By Markus Motum Length 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks 15 Sessions, 3 Weeks Outcomes Extended Narrative Discussion text Expanded explanation for a new rover Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter Instructions, persuasion, recount (diary entry) Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report Reading Leaf Text Overheard in a Tower Block By Joseph Coelho The Polar Bear Explorers' Club By Alex Bell Real-life Mysteries: Can you explain the unexplained? By Susan Martineau Activate Windows Go to Settings to activate Windows.











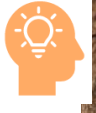






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 	Place value Number-Addition and subtraction	Number- Multiplication and division A Fractions A	Number- Multiplication and division B Fractions B	Number- Decimals and percentages Measurement- Perimeter and area Statistics	Geometry- Shape Geometry- Position and direction Decimals	Place value- Negative numbers Measurement- converting units Measurement- volume







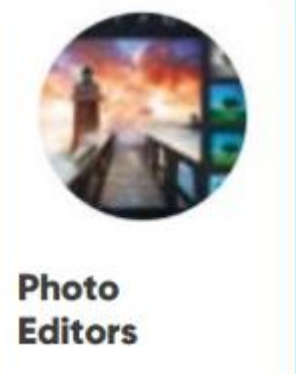





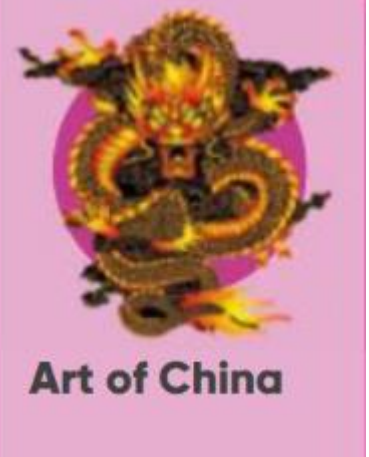



<p>Science</p>	<p>Earth and Space</p> <p>In this unit, we will learn about the Big Bang and the Universe, the movement around the sun in our Solar System and how gravity works.</p>	<p>Forces</p> <p>In this unit, we will learn about different types of forces and the effects they have on objects (including air resistance, water resistance and friction) and Newton's and Galileo's contributions to physics.</p>	<p>Properties and Changes of Materials</p> <p>In this unit, we will learn about the properties of a range of materials and reversible and irreversible changes.</p>	<p>Living Things and their Environments</p> <p>In this unit, we will learn about animal and plant life cycles with a focus on how different species reproduce.</p>	<p>Human Biology</p> <p>In this unit, we will learn about how human health, development and different ways that advancements in Science and Technology can affect us.</p>	<p>Revision Unit</p> <p>In this unit, we will review and extend our learning in a number of areas of Science including; Astronomy, Sound, Plants and Living things, Evolution and Inheritance, Forces and Materials.</p>
<p>History</p>	<p>British History: 18th Century Britain</p> <p>In this unit, we will learn that ancient Rome is a Roman Civilisation from the founding Italian city of Rome, that gave us many things we still use in the UK today, such as roads, town, language and literacy.</p>	<p>British History: How Britain Gained an Empire</p> <p>In this unit, we will learn that ancient Rome had two systems of government – the Roman Republic and the Roman Empire – and the reasons for the eventual fall of Rome.</p>	<p>Locality Study: History of your area since 1066</p> <p>In this unit, we will learn that the crowns of Scotland and England were combined by King James VI as he became King James I of England, and how conflict led to civil war including the famous Gunpowder plot.</p>	<p>Non European Study: American Revolution</p> <p>In this unit we will learn about King Charles I and his response to the Grand Remonstrance, and the causes that led to the English Civil War.</p>	<p>European History: French Revolution</p> <p>In this unit, we will learn that the Great Plague of 1665 was worse than ever before and led to the evacuation of London and that the Great Fire of London in 1666 lasted for 3 days causing a huge amount of damage.</p>	<p>Non-European Study: Slavery and Abolitionism</p> <p>In this unit, we will learn that there was religious conflict in Restoration England and that the Glorious Revolution of 1688, was when James II was replaced as ruler of England, Scotland and Ireland by his daughter Mary II and her husband William of Orange.</p>



<p>DT</p> 	<div style="display: flex; justify-content: space-around;"> <div data-bbox="477 327 685 688">  <p>Design: Design and explain electrical products, mechanisms and food products</p> </div> <div data-bbox="685 327 872 688">  <p>Make: Make products using construction materials, electrical components</p> </div> </div> <p>This term, we will learn how to construct a three dimensional frame to make a structure such as a caddie. Also to use technical vocabulary relevant to the project.</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1353 298 1546 659">  <p>Cooking: Measure, weigh and combine ingredients hygienically</p> </div> <div data-bbox="1546 298 1760 659">  <p>Nutrition: Learn about different nutrients and food groups</p> </div> </div> <p>This term, we will learn about cultural events and seasonal food. We will use this knowledge to design and make a seasonal food product, before evaluating the effectiveness of our designs and products. Also to use technical vocabulary relevant to the project.</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="2279 327 2457 659">  <p>Evaluate: Evaluate a product against the initial design and consumers preference</p> </div> <div data-bbox="2457 327 2635 659">  <p>Technical Knowledge: Use switches and circuits as well as methods to reinforce structures</p> </div> </div> <p>This term, we will learn how to create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Also to use technical vocabulary relevant to the project.</p>			
<p>Geography</p> 	 <p>Spatial Sense</p> <p>In this unit, we will learn about different types of maps to understand the physical geography of a country and to locate countries and landmarks accurately as well as calculate time zones.</p>	 <p>Seas and Oceans of the World</p> <p>In this unit, we will learn about seas and oceans and the negative impact that humans can have on them such as plastic pollution, nitrogen and environmental disasters.</p>	 <p>Mountains of the World</p> <p>In this unit, we will learn about mountains around the world, where they are and how they were formed millions of years ago.</p>	 <p>Earthquakes and Volcanoes</p> <p>In this unit, we will learn about tectonic plates and how tectonic activity can lead to earthquakes and volcanoes and the effect these have on communities.</p>	 <p>International Trade and the UK</p> <p>In this unit, we will learn about globalisation, what the UK imports and how fair-trade impacts communities.</p>	 <p>Islands of the World</p> <p>In this unit, we will learn about the Caribbean islands and we will expand on previous learning, from earlier this year, about oceans, earthquakes and volcanoes.</p>
<p>PSHE</p> 	<p>Me and My Relationships</p> <p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Valuing Difference</p> <p>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p>	<p>Keeping Myself Safe</p> <p>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>Rights and Responsibilities</p> <p>Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Being my Best</p> <p>Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community</p>	<p>Growing and Changing</p> <p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>

<p>Religious Education</p> 	  <p>Is believing in God reasonable?</p> <p>Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's <i>Summa Theologiae</i>.</p> <ul style="list-style-type: none"> • Difference between knowledge, belief and opinions about God's existence.  <p>Multi, Humanist</p>	  <p>How has belief impacted on music and art through history?</p> <p>Explain divergent role of music in worship and festivals in the life of the Christian Church.</p> <ul style="list-style-type: none"> ☑ Explain how art has been used in Christianity to reflect key events and facilitate worship. ☑ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. ☑ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.  <p>Christian, Muslim</p>	  <p>Why should we be good? What do the great philosophers teach about the meaning of life?</p> <ul style="list-style-type: none"> • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. • Consideration of consequences of action in relation to karma.  <p>Buddhist/Christian</p>	  <p>What difference does the resurrection make to Christians?</p> <p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <ul style="list-style-type: none"> • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Practices and expression: worship: different expressions of Christian worship. • Festivals: the diverse ways in which people celebrate festivals such as Easter.  <p>Christian</p>	  <p>How do Hindus make sense of the world?</p> <p>The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.</p> <ul style="list-style-type: none"> • The different genres and interpretations of oral traditions and the Vedas. <ul style="list-style-type: none"> • The impact of events and experiences on Hindu beliefs. • Different views about the nature of knowledge, meaning and existence. Introducing ethical theory. • The impact of Ahimsa, Dharma and Karma on daily life and beyond.  <p>Hindu</p>	
<p>Music</p> 	<p>Shaping Music (featuring My Best Friend)</p> <p>Year 5 Unit 1 Learning Objectives</p> <ol style="list-style-type: none"> 1. Improvise freely over a drone or groove. 2. Compose a short ternary piece using Music Notepad. 	<p>Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)</p> <p>Year 5 Unit 2 Learning Objectives</p> <ol style="list-style-type: none"> 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts. 	<p>Sounds Dramatic (featuring YuStudio A Spooky Story Project)</p> <p>Year 5 Unit 3 Learning Objectives</p> <ol style="list-style-type: none"> 1. Introduce major and minor chords. 2. Use chords to compose music to evoke a specific atmosphere, mood or environment. 	<p>Decoding Sound And Notation (featuring Heal The Earth)</p> <p>Year 5 Unit 4 Learning Objectives</p> <ol style="list-style-type: none"> 1. Develop and expand musical understanding through critical listening. 2. Read and play notated melodies. 	<p>Carnival Time 1 (featuring Samba Course - Part 1)</p> <p>Year 5 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> 1. Develop the skill of playing by ear on instruments, copying longer phrases. 2. Play musical instruments with increasing technical control, accuracy, fluency and expression. 	<p>Carnival Time 2 (featuring Samba Course - Part 2)</p> <p>Year 5 Unit 6 Learning Objectives</p> <ol style="list-style-type: none"> 1. Perform as an ensemble using acoustic instruments. 2. Understand the stories, origins, traditions, history and social context of Brazilian samba.



<p>Computing</p> 	 <p>Can you program? Code Studio</p> <p>In this unit, we will continue to develop our coding skills that we were developing in previous years. We will continue to explore the world of block coding by using functions and conditional statements to write more complex code.</p>	 <p>Journalists</p> <p>In this unit, we will be learning how to use online sources to create and manipulate content to create a newspaper article as well as researching and gathering information, organising our ideas and presenting it in a Google Doc.</p>	 <p>Animation Specialists</p> <p>In this unit, we will learn how to create stop motion animation using an animation application.</p>	 <p>Photo Editors</p> <p>In this unit, we will learn how to take photos in order to capture a specific theme using a variety of photography techniques before editing and enhancing them.</p>	 <p>Can you code? Scratch</p> <p>In this unit, we will learn to use the Scratch program to develop my understanding of coding and block coding.</p>	 <p>Blogging</p> <p>In this unit, we will learn about blogging and the reasons why so many people around the world have chosen to take this up full time.</p>
<p>Art & Design</p> 	 <p>Language of Art: Style</p> <p>In this unit, we will learn about how space is used in artwork creating positive and negative space and how depth is created in art through the study of artists such as Picasso, Kandinsky and Keith Haring.</p>	 <p>Landscapes</p> <p>In this unit, we will learn about landscape paintings and how to create texture and depth within them by looking at work from different artists where these skills have been used, including John Constable, Claude Monet, Thomas Gainsborough and Vincent van Gogh.</p>	 <p>Art of China</p> <p>In this unit, we will learn about traditional Chinese art and writing looking at the techniques that are used to create them.</p>	 <p>Photography</p> <p>In this unit, we will learn photography skills looking at a number of different ways to take photographs to achieve the most visually interesting image.</p>	 <p>Print and Printmaking</p> <p>In this unit, we will learn about creating patterns through a range of different printmaking techniques including monoprinting, relief printmaking and collagraphs.</p>	 <p>Print and Printmaking</p> <p>In this unit, we will continue to learn about different printmaking techniques looking at the intaglio method and silkscreen printing using famous artwork by Edvard Munch and Henri Matisse as inspiration for designs.</p>
<p>French</p>	<p>Review Year 3/4 The Time</p>	<p>Daily routines Physical descriptions</p>	<p>Personality Clothes and colours</p>	<p>Going shopping for clothes In the city directions</p>	<p>Snacks and drinks at the café Occupations and professions</p>	<p>A letter from France Recap</p>



<p>PE</p>	<p>Basketball (6 Lessons)</p> <p>In Year 5, basketball lessons focus on refining and mastering skills such as dribbling, passing, shooting, and defending. Pupils will work on improving accuracy, control, and consistency under pressure, and begin to develop more advanced tactics such as creating space, switching play, and reading the game. The term emphasizes teamwork, communication, and strategic decision-making, as pupils apply their skills in increasingly competitive small-sided and full-court games. They are encouraged to play with confidence and creativity, demonstrating both technical skill and awareness of teammates and opponents.</p>	<p>Hockey (6 Lessons)</p> <p>In Year 5, hockey lessons focus on enhancing precision and control when dribbling, passing, receiving, and shooting. Pupils will develop speed, accuracy, and spatial awareness, learning to make quicker decisions during play. The term emphasizes applying skills in game scenarios, working as part of a team to maintain possession, defend effectively, and create scoring opportunities. Pupils are encouraged to anticipate opponents' moves and communicate strategically, improving both individual technique and overall team performance.</p>	<p>Football (6 Lessons)</p> <p>In Year 5, football lessons focus on developing advanced control, passing, dribbling, and shooting techniques. Pupils will work on improving accuracy, speed, and decision-making in both attack and defense. The term emphasizes applying skills in competitive games, understanding tactics, supporting teammates, and adapting to changing situations on the pitch. Pupils are encouraged to anticipate play, communicate effectively, and demonstrate consistency and creativity, helping them perform with confidence in more structured and challenging game environments.</p>	<p>Fitness (6 Lessons)</p> <p>In Year 5, fitness lessons focus on building on the skills and foundations developed in previous years, including strength, stamina, flexibility, coordination, and cardiovascular endurance. Pupils will work on improving technique, control, and consistency across a variety of exercises and activities, such as circuits, bodyweight exercises, and aerobic challenges. The term emphasizes setting personal goals, monitoring progress, and challenging themselves to improve performance over time. Pupils are encouraged to develop self-discipline, understand the benefits of regular physical activity, and apply effort with focus and determination, supporting their overall health, fitness, and physical development.</p>	<p>Cricket (6 Lessons)</p> <p>In Year 5, cricket lessons focus on refining batting, bowling, and fielding techniques. Pupils will work on improving accuracy, consistency, and power, while learning to make tactical decisions about when to run, throw, or field. The term emphasizes applying skills in small-sided matches and structured games, understanding positions, supporting teammates, and following rules. Pupils are encouraged to think strategically, work as a team, and demonstrate control and technique in more challenging situations compared to Year 4.</p>	<p>Athletics (6 Lessons)</p> <p>In Year 5, athletics lessons focus on enhancing technique, power, speed, and endurance across running, jumping, and throwing activities. Pupils will work on refining skills for accuracy and efficiency, including pacing, stride, and take-off techniques. The term emphasizes performing in structured challenges and competitions, aiming to improve personal bests and monitor progress. Pupils are encouraged to set goals, develop consistency, and apply skills with greater control, building on their previous learning to achieve improved performance.</p>
	<p>Assessments (8 Lessons)</p> <p>In Year 5, pupils continue to participate in fitness assessments, tracking performance in the 70-meter sprint, standing long jump, long-distance throw, and long-distance running. The focus is on monitoring progress, improving personal bests, and developing greater speed, strength, stamina, and coordination. Pupils are encouraged to set personal goals, challenge themselves, and understand the link between consistent practice and physical development, building on the foundations laid in previous years.</p>	<p>Tag Rugby (6 Lessons)</p> <p>In Year 5, tag rugby lessons focus on developing advanced running, passing, evasion, and defensive skills. Pupils will work on improving accuracy, speed, decision-making, and teamwork in dynamic game situations. The term emphasizes applying skills in structured games, supporting teammates, finding and creating space, and understanding simple tactics. Pupils are encouraged to anticipate play, communicate effectively, and apply strategies creatively, increasing both their individual and team performance compared to Year 4.</p>	<p>Gymnastics (6 Lessons)</p> <p>In Year 5, gymnastics lessons focus on refining balance, strength, flexibility, and control while performing a variety of movements. Pupils will work on linking skills into longer and more complex sequences, paying attention to precision, fluidity, and grace. The term emphasizes creating and performing purposeful routines, exploring a wider range of shapes, levels, and apparatus. Pupils are encouraged to move with confidence, demonstrate control and elegance, and focus on the quality and flow of their movements.</p>	<p>Netball (6 lessons)</p> <p>In Year 5, netball lessons focus on enhancing passing, catching, footwork, and shooting skills. Pupils will work on improving accuracy, timing, and coordination, while developing tactical awareness in both attack and defense. The term emphasizes applying skills in structured games, understanding positions, creating space, supporting teammates, and making quick decisions. Pupils are encouraged to anticipate play, communicate effectively, and move with confidence and control, demonstrating both technical skill and strategic thinking..</p>	<p>Swimming (12 Lessons)</p> <p>In Year 5, swimming lessons focus on refining and extending core swimming skills such as floating, breathing techniques, stroke development, and water safety. Pupils will work on improving stroke efficiency, speed, and endurance across different swimming styles, including front crawl, backstroke, and breaststroke. The term emphasizes applying skills in longer swims, simple sequences, and basic water-based challenges, while developing confidence and control in the water. Pupils are encouraged to focus on technique, smooth and coordinated movements, and self-rescue skills, building on the foundations established in previous years to become more competent and independent swimmers.</p>	<p>Rounders (6 Lessons)</p> <p>In Year 5, rounders lessons focus on refining and developing key skills such as batting, throwing, catching, and fielding. Pupils will work on improving accuracy, consistency, and control while applying these skills in small-sided games and more structured match situations. The term emphasizes teamwork, communication, and tactical thinking, including knowing when to run, throw, or support teammates. Pupils are encouraged to anticipate play, make quicker decisions, and demonstrate confidence and coordination, building on their Year 4 foundations to play more effectively and strategically.</p>

