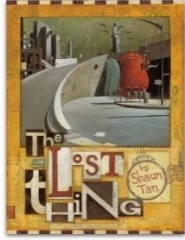
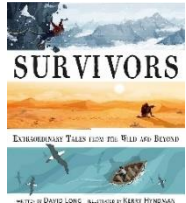
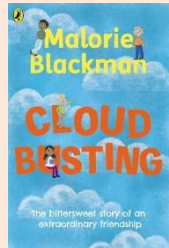


Curriculum Overview Year 5 (2026-27)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
English	T1 - Writing to Entertain – ‘The Lost Thing’ (Narrative)  T2 – Writing to Inform – ‘Survivors’ (Non-chronological report and newspaper article) 	T3 - Writing to Persuade – ‘Greta and the Giants’ (Persuasive letter and Debate)  T4 - Writing to Discuss (Explanation text) 	T5 – Writing to Entertain – ‘Street Child’ (Narrative)  T6 – Writing to Inform – ‘Street Child’ (Non-chronological report and Biography) 
Class Readers	Wonder by R.J. Palacio 	Cloud Busting by Malorie Blackman 	Street Child by Berlie Doherty 
Reading	Develop positive attitudes to reading and understand what they have read. - Class readers –contemporary novel - High quality books used in writing - complexity of plot - Individual reading books chosen by themselves at an appropriate level - Poetry week – Tanka poems - Variety of fiction and non-fiction texts - Non-fiction baskets Reading comprehension - Development of the skills required to use dictionaries to check for meaning of words met - Word Wonders – exploring vocabulary - Whole Class Reading: Main focus skills: Retrieval, Vocabulary, Prediction - Cross-curricular links in Foundation Subjects	Develop positive attitudes to reading and understand what they have read. - Class readers – poetry - High quality books used in writing - Individual reading books chosen by themselves at an appropriate level - Poetry week – Narrative poems - Variety of fiction and non-fiction texts for Whole Class reading - Non-fiction baskets Reading comprehension - Development of the skills required to use dictionaries to check for meaning of words met - Word Wonders - exploring vocabulary - Whole Class Reading: Main focus skills: Explain, Inference, Summarise - Cross-curricular links in Foundation Subjects	Develop positive attitudes to reading and understand what they have read. - Class readers – - High quality books used in writing - Individual reading books chosen by themselves at an appropriate level - Poetry week – Kennings - Variety of fiction and non-fiction texts for Whole Class reading - Non-fiction baskets Reading comprehension - Development of the skills required to use dictionaries to check for meaning of words met - Word Wonders - exploring vocabulary - Whole Class Reading: Main focus skills: Main focus skills: Explain, Inference, Summarise - Cross-curricular links in Foundation Subject

Maths	Place Value Addition and Subtraction Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals Negative Numbers Converting Units Volume
History	Were Vikings raiders, trader or something else? (British History 4) - I know why the Vikings came to Britain - I know some Viking achievements Key vocabulary: change, trade route	What was life like in Tudor England? (British History 5) - I can name a Tudor Monarch - I know how many wives Henry VIII had - I can name at least one of Henry VIII's children Key vocabulary: – <i>democracy, enslaved, heir, merchant, tyrant, parliament</i>	What was the legacy of the Ancient Greek civilisation? - I can identify some achievements from the Ancient Greeks - I know an Ancient Greek philosopher - I can tell you something about Mount Olympus Key vocabulary: – <i>philosophy, citizen, democracy, legacy</i>
Geography	What is it like in the Alps? - I know where the Alps are and can locate them on a map - I know some physical and human characteristics of the Alps - I know some similarities and differences between my local area and the Alps Key vocabulary: coniferous, deciduous, recreation, tourism, temperate	Why do Oceans matter? - I know the significance of the Great Barrier Reef and can locate it on a map - I know why our oceans are suffering - I know some ways we can help our oceans Key vocabulary: atmosphere, biodegradable, ecology, ecosystem, erosion, marine, single use plastic	Would you like to live in a desert? - I know the characteristics of a desert biome - I know where some deserts are located - I know some physical features of a desert Key vocabulary: barren, desertification, reserve, flash flood, national park
Science	T1: Properties of materials: reversible changes *Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets *Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution *Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating *Demonstrate that dissolving, mixing and changes of state are reversible changes T2: Properties of materials: irreversible changes *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic *Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Working Scientifically within each study.	T3: 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. T4: 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 Working Scientifically within each study.	T5: Animals including humans *Describe the changes as humans develop to old age. T6: 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. Working Scientifically within each study.

Art	Drawing (Artist Study: Georgia O'Keeffe) - I know that Georgia O'Keeffe was an American artist who was known for her paintings of flowers and desert landscapes. - I know that Georgia O'Keeffe's style was 'abstract'. - I know that different pencils have softer or harder leads which make darker or lighter marks. Key Vocabulary: abstract, shade, 3D  Skills With pencil, use hard and soft lines to record detail and create shadow With coloured pencil, layer colours to create depth of colour and tone	Painting (Artist Study: John Constable) - I know that John Constable is an English painter who painted famous pictures of Salisbury Cathedral. - I know that John Constable's paintings were realistic. - I know that objects in the background are smaller, so that they appear further away. Key Vocabulary: landscape, realistic, perspective  Skills Create layers of paint to add detail to background	Sculpture (Artist Study: Clarice Cliff) - Design and make a 3D clay sculpture. - Use different tools for sculpting, shaping and adding detail. - Understand how to stick clay together and reinforce joins.  Skills Design and make a 3D clay sculpture. Use different tools for sculpting, shaping and adding detail. Understand how to stick clay together and reinforce joins.
D&T	Digital World: Monitoring Devices - I know a device means equipment created for a certain purpose or job and that monitoring devices observe and record. - I know a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. - I know conditional statements (and, or, if) in programming are a set of rules which are followed if certain conditions are met.	Cooking and nutrition: Developing a recipe - I know that beef comes from cows reared on farms. - I know that nutritional information is found on food packaging. - I know that coloured chopping boards can prevent cross-contamination.	Textiles: Stuffed Toys - I know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. - I know that soft toys are often made by creating appendages separately and then attaching them to the main body. - I know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.
PE	T1: Football and Gymnastics *Select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. *Help other members of his/her team to find space within a team game. *Perform actions in and out of rolls. *Perform a range of balances with a high level of control and accuracy. T2: Netball and Dance *Select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. *Help other members of his/her team to find space within a team game. *Perform dance actions with control and expression. *Choose own dance steps and movements and then develop them into a routine.	T3: Hockey and Gymnastics *Ball control, dribbling, passing and shooting with increasing accuracy *Perform actions in and out of rolls. *Perform a range of balances with a high level of control and accuracy. *Create sequences that have changes of speed and level. T4: Tag Rugby and Dance *Call out for a catch in a game showing they know they are in the best place. *Select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. *Help other members of his/her team to find space within a team game. *Perform dance actions with control and expression. *Choose own dance steps and movements and then develop them into a routine.	T5: Athletics and Cricket *Run longer distances knowing when to use a sprint. *Perform a range of jumps effectively T6: Cricket and Rounders *Use running, jumping, throwing and catching in isolation and in combination

PSHE	T1: Being me in my world - I know that a citizen is someone that lives in a particular city or town. - I know that prejudice is a pre-made opinion that is not based on actual experience. T2: Celebrating differences. - I know that discrimination is when someone is treated unfairly because of their race, gender, sexual orientation, age or ability. - I know that cyber bullying is a type of bullying that occurs online.	T3: Dreams and goals - I know that aspiration means having a hope, dream or goal for something you would like to achieve in the future. - I know that finances are the money you have, earn, save or spend, and how you manage it. T4: Healthy me - I know how to put someone in the recovery position. - I know that body image can be both positive and negative.	T5: Relationships - I know that self-esteem is confidence in my own worth or abilities. - I know that games and other media have age restrictions to keep me safe. T6: Changing me - I can name the parts of the male and female reproductive organs. - I know that hormones are chemical reactions in our bodies and can change our appearance and behaviour.
RE	T1: Understanding Christianity Key Question: What does it mean if God is Holy and Loving? Concept: The Existence and nature of God T2: Understanding Christianity Key Question: Was Jesus the Messiah? Concept: The Journey of Life	T3: Discovery RE- Sikhism Key Question How far would a Sikh go for their religion? Concept: Sharing beliefs, festivals and belonging to a community. T4: Understanding Christianity Key Question: What did Jesus do to save human beings? Concept: The Existence and nature of God	T5: Discovery RE – Sikhism Key Question: What is the best way for a Sikh to show commitment to God? Concept: Sharing beliefs, festivals and belonging to a community. T6: Understanding Christianity Key Question: How can following God bring justice and freedom? Concept: Global issues
French	T1: Pleased to Meet You -I know the names of the accents in the French alphabet. -I know how to use the simple future tense to share what I want to be using 'Je serai'...'. T2: All about ourselves -I know the names of different body parts (building on Y3 vocabulary) -I know how to create simple sentences to describe how I am feeling, using 'Je suis...' , using the correct masculine/feminine form.	T3: That's Tasty -I know how to ask and answer questions about drink choices. -I know how to say what food I would like. T4: Family and Friends - I know the names of farm animals -I know the French word/s for some of the items in my home	T5: School Life -I know the French names for objects around the classroom. -I know the French names of shape. T6: Time Travelling -I know facts about French history -I know how to say when and where I was born
Music	T1: Composing minimalist cell - I know a melodic ostinato is a repeated tune - I know notation is a way to visually represent music on a stave T2: Syncopation in song - I know syncopation means on the off beat	T3: Composing in major and minor - I know a major key can sound bright and a minor key can sound sad. - I know bar lines help group the same number of beats in each bar T4: Garage band - I know digital music is created using computing software.	T5: Balinese Gamelan - I know that Gamelan music is made up of interlocking rhythmic patterns. - I know Gamelan uses percussion instruments T6: Composing in ternary form - I know that the ABA structure (ternary form) in music has been used for centuries.

	I know an ensemble is a group that plays well together	I know the texture involves rhythm, chords and melody	I know a time signature tells us how many of each beat are in a bar.
Computing	T1: Computing systems and networks – Sharing information <i>Recognising IT systems in the world and how some can enable searching on the internet.</i> - I know the name of a search engine. - I know computer systems communicate with other devices T2: Creating Media video editing <i>Planning, capturing, and editing video to produce a short film.</i> - I know the name of a device that can record a video. - I know you can edit videos.	T3: Programming – Selection in physical computing <i>Exploring conditions and selection using a programmable microcontroller.</i> - I know the name of a physical computing component. - I know that a condition is either true or false. T4: Programming – Selection in physical computing <i>Using a database to order data and create charts to answer questions.</i> - I know you can group information using a database. - I know a database consists of records.	T5: Creating Media – vector drawing <i>Creating images in a drawing program by using layers and groups of objects.</i> - I know vector drawings are made using shapes and lines. - I know that each element of a vector drawing is called an object. T6: Programming – selection in quizzes <i>Exploring selection in programming to design and code an interactive quiz</i> - I know selection is done by using the 'if... then... else...' structure in algorithms and programs. - I know you need to test your program.
Cultural Capital / Enrichment	Harvest Service European Day of Languages Poetry Week Remembrance Day Activities Artist Study: Georgia O'Keefe Wiltshire Museum - Viking workshop Pantomime – Salisbury Playhouse	Artist study: John Constable Poetry week Easter service Mental Health awareness week Class trip to Winchester Science Centre	Earth Day Poetry week Artist study: Clarice Cliff RE outreach