



Year 5 Curriculum Overview 2025-2026



	Autumn	Spring	Summer
English	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries Beowulf by Michael Morpurgo Outcome - Fiction: Legend	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Brilliant Deep by Kate Messner and Matthew Forsythe Outcome - Persuasion/ information: hybrid leaflet Women in Shakespeare Outcome – Soliloquy
Reading	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and The Frost Giants by Neil Gaiman Genre- Myths and Legends Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company Genre – Persuasion/ information Fiction: contemporary African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
Maths	Number- Place Value Addition and Subtraction Multiplication and Division Arithmetic/Problem solving skills Measurement- Perimeter Geometry Position and Direction	Number- Fractions Multiplication and Division Decimals Measurement- Area	Number- Decimals & Percentages Geometry- Properties of Shapes Statistics Measurement- Converting Units Volume
Science	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 		

	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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 	<p>Forces</p> <ul style="list-style-type: none"> 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 <p>Earth and space</p> <ul style="list-style-type: none"> 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 	<p>Living things And their habitats</p> <ul style="list-style-type: none"> 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 <p>Animals including humans</p> <p>Describe the changes as humans develop to old age</p>
History	<p>The Anglo Saxons and Scots Was the Anglo-Saxon period really a Dark Age?</p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> The Anglo-Saxon's were a group of tribes from Europe who settled in Great Britain. The Anglo Saxons came from Germany, Holland and Denmark. The Roman army left Britain around 410AD and the Anglo Saxons had already begun to invade before the Romans left. Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. 	<p>Vikings Would the Vikings do anything for money?</p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> Vikings came from Scandinavia, Norway, Sweden and Denmark and migrated from their homeland for a range of reasons. Viking means pirate or raider but not all Viking people were raiders, many were farmers, traders and craftspeople. factors included overpopulation and lack of food and pull factors were wealth and a better climate. 	<p>The Ancient Maya Why should we remember the Maya?</p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala built amazing cities like Chichén Itzá with pyramids, temples, and palaces. the Maya civilisation formed a society of city-states. Maya society was organised into different levels, with kings, nobles, priests, and farmers.

	<ul style="list-style-type: none"> Anglo Saxons invaded as many different tribes and each took over different parts of Britain. the Anglo Saxons settled in Britain because the land was fertile. In 793AD, the Vikings invaded and settled in Britain. 	<ul style="list-style-type: none"> Vikings settled in many places, not just in Britain. In England, they mainly settled in the east because this was the first place they encountered. I know some accounts were written by Anglo Saxons years after the events took place. 	<ul style="list-style-type: none"> Maya rulers were believed to have a special connection to the gods. Maya people believed in many gods and built temples, held ceremonies, and celebrated festivals to honour them as a community. They created a written language using glyphs, developed the concept of zero, and made detailed calendars by studying the stars. millions of Maya people still live in Central America, speak Maya languages, and celebrate their traditions today.
Geography	<p>Spotlight on Spain (Europe)</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> name 8 countries in Europe name the capitals cities within several European countries. find and locate Europe on a world map. understand the international date line use maps/globes to locate the tropics and Greenwich Meridian. use satellite images to explore and understand the donut of Spain research facts about Madrid and Spain 	<p>Changes in the local environment</p> <p>In this unit, the children will learn:</p> <ul style="list-style-type: none"> what ordnance survey symbols stand for. know how to use a six figure grid reference. the UK is made up of 4 countries and can name them. To locate – Hartford, Northwich, Cheshire on a map. That changes that have happened over time in Hartford, Northwich. That Northwich is build on salt. how salt was found and extracted from our local area. how salt was transported. how to plan a journey in the UK using a road map. 	<p>Trade</p> <p>In this unit, the children will learn:</p> <ul style="list-style-type: none"> the main physical differences between developed and third world counties. that trade is the buying and selling of goods and services. Imports are goods or services purchased from one country and brought to the U.K. Exports are goods or services made in the U.K and sold to another country. Fair trade is a way of buying goods designed to ensure that producers in developing countries are paid a fair and stable price for the goods that we buy from them. A global supply chain is the different places a product and its parts come from, and travel to, on its way to the customer.
Computing	<p>Vector Drawings</p> <p>Create drawings in a drawing program by using layers and groups of objects.</p>	<p>Selection in Physical Computing</p> <p>Exploring conditions and selection using a programmable microcontroller.</p>	<p>Flat-file Databases</p> <p>Using a database to order data and create charts to answer questions</p>

Design Technology	Textiles - combine different shapes Designer bags (see DATA downloads) incorporate recycling – e.g. hessian. Measuring. Backstitch to strengthen		CAMS , Gears, Pulleys and Levers		Structures: Frame structures Bird Hide: Strengthen and reinforce 3D frames	
Art and Design	Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations		Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.		Mayan Clay Tiles Discover how the Mayan artists used clay and markings to create tiles. Using glyphs, rubbings, adding clay using slip and carving to create your own Mayan tile.	
Music	Composition Notation Blues		South and West Africa		Composition to represent the Festival of Colour	
My Happy Mind Personal, Social and Health Education	Meet my brain Understanding my emotions Understanding others' emotions Celebrate Celebrating who I am -Building self esteem in others		Appreciate Appreciate me Appreciating others Relate Building my relationships Relating to others		Engage Pursuing my dreams Facilitating others' dreams	
PE (Class teacher)	Hockey Dance		Phys Kids Gymnastics		Rounders Athletics	
PE (Mr Cairns)	Tennis Indoor athletics / Gymnastics		Gymnastics / OAA Football		Cricket Sports Day Athletics	
RE	How are the values of community and equality shown through the Sikh way of life? Free Choice Unit Bible Explorer		Why are the Five Pillars important to Muslims for their daily lives? What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music?		What does it mean to live in a religiously diverse world? Which beliefs do we find hard to understand in Christianity?	
No Outsiders	Kenny Lives with Erica and Martina by Olly Pike To consider consequences	Rose Blanche by Ian McEwan and Roberto Innocenti To justify my actions	Mixed by Arree Chung To consider responses to racist behaviour	How to Heal a Broken Wing Bob Graham To recognise when someone needs help	The Girls by Lauren Lee and Jenny Lovlie To explore friendship	And Tango Makes Three Justin Richardson To exchange dialogue and express an opinion