


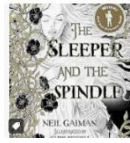
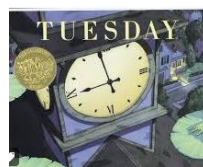
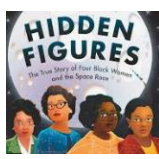

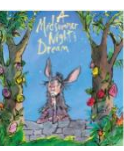
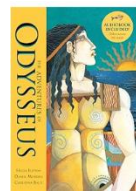


Year 5 Curriculum Plan 2025-2026

Term	Autumn 3rd Sept – 19 th Dec		Spring 6 th Jan – 20 th March		Summer 13 th April – 17 th July	
Driver Project	Dynamic Dynasty - History 		Stargazers - Science 		Ground-breaking Greeks - History 	
Significant Events	Roald Dahl Day Rosh Hashanah Black History Month Harvest Maths Week Halloween	Anti-Bullying week Diwali Bandi Chhor Divas Remembrance England St Andrews Day Christmas	Women in History Chinese New Year Lailat al Miraj National Sports Week Shrove Tuesday Valentines Day Parinirvana Day St Davids Day World Book Day Mothering Sunday St Patricks Day Eid Al-Fitr day Easter		Dance day St George's Day Shakespeare's birthday VE Day	Eid al-Adha Father's Day
Super Starter	Bell boating	HoE	Star gazing at the HoE		Greek history squad day	El Greco Visit
Fabulous Finish		Mad museum – science link		Make a moon buggy		Olympic games

Year 5 Curriculum Plan 2025-2026

English Writing Genres	<u>Writing to inform</u> Recount – summer holidays <u>Writing to persuade</u> Warning poster – mountain setting <u>Writing to entertain</u> Diary – Princess discussing future <u>Writing to inform</u> Passage of direct speech – dwarfs and queen <u>Writing to entertain</u> comparative character description- old lady and beautiful women	<u>Writing to inform</u> Formal letter – informing character of decision. <u>Writing to entertain</u> Narrative – fairy tale sequel <u>Writing to inform</u> Newspaper article – event occurred on Tuesday <u>Writing to persuade</u> <i>Cross curricular link in RE to formal letter to MP – persuading to do more for refugee (In RE book)</i>	<u>Writing to persuade</u> Job advert – advertising job at NASA <u>Writing to persuade</u> Persuasive letter – Mary Jackson to City manager <u>Writing to inform</u> Biography – One of the 4 hidden figure characters <u>Writing to entertain</u> <i>Cross curricular link in Science - mnemonic poems – planets in topic books</i>	<u>Writing to discuss-</u> Should we explore mars? <u>Writing to entertain</u> Character and setting description <u>Writing to entertain</u> Rhyming poem	<u>Writing to inform Non-</u> chronological report – information book <u>Writing to entertain</u> Character description	<u>Writing to entertain</u> Greek myths <u>Writing to entertain</u> Greek comedy playscripts
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Driving Texts	 The sleeper and the spindle	 Tuesday	 Hidden figure	 	 Adventures of Odysseus	
Maths	Baseline Assessments Place Value Addition and Subtraction	Multiplication and division A Fractions A	Multiplication and division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape. Position and Direction Decimals	Decimals cont. Negative numbers Converting Units Volume
Maths Cross Curricular	Measurements – mass, weight (science) Converting measurements (computing) Statistics - computing		Science- distance = measurements Position and direction		History – Master of maths in ground breaking Greeks Properties of shape – architecture Shakespeare – link to Greek	
Science	Forces and mechanisms (gravity, mass and weight, friction, air resistance, water resistance and levers, pulleys, gears linked to DT)	Human reproduction and ageing – animal life cycles and human life	Earth and space		A Properties and changing materials	

Year 5 Curriculum Plan 2025-2026

	Albert Einstein Galileo Galilei Isaac Newton			
Art and Design	Taoties (covered in PPA) Line, light and shadow (Pablo, line up and shading with Mrs Nailor lessons) .	Line light and shadow (remainder covered in PPA) Mrs Nailor's lessons = Poppy making Christmas art Christmas cards	Tints, tones and shades = landscape painting	Expression (Mrs Nailor's lessons) Natures art (PPA cover lesson)
Key Artists	Picasso		Chesley Bonestell	Edward Munch
Geography	Geography of China – China focus – physical and human features/ location	Investigating our world – Time zones Climate zones Vegetation belts Use of maps, atlases and globes	Investigating our world continued - Biomes Human Geography World cities Geographical skills Geographical features through aerial photographs	Geography of Greece – Greek focus – physical and human features/ location
History	<u>History Concept</u> – Power and Leadership	<u>History Concepts</u> – Conflict/Invasion	<u>History Concepts</u> – Migration and Exploration; Society and Human Rights	<u>History Concept</u> – Settlements <u>History Concept</u> – Culture and Pastimes

	<u>History Led Theme</u> – Shang dynasty Timelines, power/hierarchy, studying artefacts/historian digs and evidence of period, significance of Bronze, everyday life and religion Significant person = Lady Fu Hao	<u>History Led Theme</u> – Shang dynasty_ Importance of Jade and silk Warfare enquiry End of the Dynasty Comparison of Bronze ages around the world	Significant individual – Galileo The race to space event and timeline	<u>History Led Theme</u> Ground-breaking Greeks Discovering Ancient Greece	<u>History Led Theme</u> Ground-breaking Greeks Life in Athens in the classical period Culture Ancient vs Modern
D & T	Moving mechanisms- Pneumatics machine Pneumatics prototype =Link to STEM question for PPA cover.		Design, make and build Space buggy = Link to STEM question for PPA cover	Cooking Greek cuisine– Nutrition and Healthy Eating = Link to STEM question for PPA cover	

Year 5 Curriculum Plan 2025-2026

Computing	Digital Literacy - Online Safety Coding	Coding Spreadsheets	Databases, survey and quiz	Word processing MS word	Word processing MS word	Game creator
MFL	Chez moi	Les vetements	The planets	En classe		

Year 5 Curriculum Plan 2025-2026

Music	<u>Ancient China</u> Learning to use the pentatonic scale, explore pitch. Using glockenspiels	<u>Africa</u> Learning to create rhythmic compositions using untuned percussions - to extend the children you could use the glockenspiels to practice their rhythmic compositions	<u>Planets</u> Listening and appraising music and creating motifs. Use glocks to practice motifs	<u>Rock and Roll</u> Learning to appreciate different genre, sing and play chords - glocks	<u>Melodies of Divinity</u> Learning to improvise and explore Indian music	<u>Animal Kingdom</u> Composing music using chords, harmony and pitch 2/3 weeks of performance songs for play
PE	Tag rugby Hockey	Fitness Dance Table tennis	Table tennis Gymnastics Yoga	Dance Gymnastics	Netball Football	Athletics Cricket Greek Olympics
PSHE	Jigsaw Being Me in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
RE	Sikhism Guru Arjan Gurupurab	Christianity The true meaning of Christmas	Islam Ramadan and Eid al-Fitr	Hinduism Holi	Judaism Passover	Buddhism Dharma day
SMSC	<u>Spiritual</u> – Read great works of fiction including folktales, myths and legends <u>Moral</u> – Find out about poverty and wealth of different countries <u>Social</u> – Show respect for different beliefs and ways of life <u>Cultural</u> - develop a deeper understanding of different cultures and communities	<u>Spiritual</u> – Find out about the beliefs and practise of people in their community and wider world <u>Moral</u> – Explain why they think the choices people made were right or wrong <u>Social</u> – express opinions based on historical evidence and respect the opinions of others <u>Cultural</u> - create a range of dishes from a variety of cultures	<u>Spiritual</u> – Develop a sense of awe and wonder about the world around them <u>Moral</u> – calculate and prove whether an answer is right or wrong <u>Social</u> – Explore maps to discover how people live and what resources they have <u>Cultural</u> - visit and explore heritage sites	<u>Spiritual</u> – explore how beliefs and perspectives have changed over time <u>Moral</u> – explore choices and consequences that affect social change. Eg. Henry viii creating the church of England <u>Social</u> – Explore local history <u>Cultural</u> - visit and find out about historical sites	<u>Spiritual</u> – Explore how beliefs and perspectives have changed over time <u>Moral</u> – Explore what it means to be fair in competitive sports <u>Social</u> – Work as a team recognising others strengths <u>Cultural</u> - Find out about ancient civilizations from around the world	<u>Spiritual</u> – understand some of the differences in the way of life of other people and countries <u>Moral</u> – Follow rules to play games <u>Social</u> – Work together to discuss evaluate and improve their work <u>Cultural</u> - Develop a deeper understanding of different cultures and communities

Year 5 Curriculum Plan 2025-2026

British Values	<p><u>Democracy</u> - Listen to other people's opinions and ideas about scientific theories or religious questions; take part in House Captain Election</p> <p><u>Rule of Law</u> - follow safety rules in science</p> <p><u>Individual Liberty</u> - explore how historical figures expressed their views and beliefs and how these influenced history; explore where individual liberty has been oppressed</p> <p><u>Tolerance and Respect</u> - work together to plan enquiries</p>	<p><u>Democracy</u> - Understand how and why democracies have failed</p> <p><u>Rule of Law</u> - read stories that deal with laws in the past e.g. Holes (slavery)</p> <p><u>Individual Liberty</u> - express a view on a sensitive or controversial issue</p> <p><u>Tolerance and Respect</u> - explore how prejudice and discrimination has influenced history and affected groups of people_</p>	<p><u>Democracy</u> - investigate the laws of different geographical locations</p> <p><u>Rule of Law</u> - investigate the laws of different geographical locations</p> <p><u>Individual Liberty</u> - express views on environmental issues</p> <p><u>Tolerance and Respect</u> - discuss different cultures and beliefs and question misconceptions they may have about them</p>	<p><u>Democracy</u> - make decisions and come to conclusions using historical evidence</p> <p><u>Rule of Law</u> - rules of law that have influenced or caused historical change</p> <p><u>Individual Liberty</u> – express opinions about works of art; express thoughts and feelings though a piece of art</p> <p><u>Tolerance and Respect</u> - Raise discussion about stereotyping</p>	<p><u>Democracy</u> - make decisions and come to conclusions using historical evidence</p> <p><u>Rule of Law</u> - follow safety rules in science_</p> <p><u>Individual Liberty</u> – express opinions about works of art; express thoughts and feelings though a piece of art</p> <p><u>Tolerance and Respect</u> – accept constructive feedback about their art from others</p>
Experience Pathways	<p>Bell boating - experience</p> <p>Mad museum</p> <p>Holy Trinity Church – cultural diversity</p> <p>Stargazing – experience</p> <p>Greek History squad – cultural diversity</p>				