

2026-2027

Year 5

|           | AUTUMN                                                                                                                                                                               |                                                                              | SPRING                                                                                                                   |                                                                                                                                              | SUMMER                                                                                                                                                       |                                                                                         |
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| MATHS     | Place Value<br><br>Addition & Subtraction<br><br>Multiplication & Division A<br><br>Fractions A                                                                                      |                                                                              | Multiplication & Division B<br><br>Fractions B<br><br>Decimals and Percentages<br><br>Perimeter & Area<br><br>Statistics |                                                                                                                                              | Shape<br><br>Position & Direction<br><br>Decimals<br><br>Negative Numbers<br><br>Converting Units<br><br>Volume                                              |                                                                                         |
| ENGLISH   | See Separate English Curriculum Map                                                                                                                                                  |                                                                              | See Separate English Curriculum Map                                                                                      |                                                                                                                                              | See Separate English Curriculum Map                                                                                                                          |                                                                                         |
| RE        | See Separate RED Curriculum Overview<br><br>CST - Care of Creation<br>CST - Preferential Option for the Poor                                                                         |                                                                              | See Separate RED Curriculum Overview<br><br>CST- Solidarity and Peace<br>CST - Community and Participation               |                                                                                                                                              | See Separate RED Curriculum Overview<br><br>CST - Dignity of Workers<br>CST - Human Dignity                                                                  |                                                                                         |
| SCIENCE   | Termly Science Skills Focus: Planning Investigations                                                                                                                                 |                                                                              | Termly Science Skills Focus: Data Gathering                                                                              |                                                                                                                                              | Termly Science Skills Focus: Evaluation of Investigation                                                                                                     |                                                                                         |
|           | Animals including Humans<br>(human development from birth to old age)                                                                                                                | Forces<br>(gravity, air resistance, water resistance, friction)              | Properties and Changes of Materials<br>(dissolving, separating materials, reversible and irreversible changes)           |                                                                                                                                              | Earth and Space<br>(Earth, Sun and Moon, the Solar System)                                                                                                   | Living things and their habitats<br>(life cycles and reproduction in humans and plants) |
| COMPUTING | Safety Rules (AUP)<br><br>Computing systems and networks<br>Learning about how pagerank works and how to identify inaccurate information.<br>Kapow-Search engines<br>(4 lessons 1-4) | Online Safety<br>ESafety<br><br>Kapow-Online safety<br>(3 lessons 1, 4 & 5), | Creating media<br>Creating animations<br><br>Kapow-Stop motion animation-option 2<br>(4 lessons 1-4)                     | Programming<br>Building-on programming and music skills to create different sounds<br>KKapow- Programming music -option 2<br>(4 lessons 1-4) | Data Handling<br>Learning about the Mars Rover, exploring how and why it transfers data including instructions<br>Kapow-Mars Rover 1<br>(3 lessons 1, 2 & 4) | Online Safety<br>ESafety<br><br>Kapow-Online safety<br>(Revisit ESafety from Term 1)    |
| GEOGRAPHY | The United Kingdom                                                                                                                                                                   |                                                                              | Investigating Rivers                                                                                                     |                                                                                                                                              | North America                                                                                                                                                |                                                                                         |
| HISTORY   | How and why did the Anglo-Saxons settle in Britain?                                                                                                                                  |                                                                              | How did the Battle of Hastings affect Britain today?                                                                     |                                                                                                                                              | How did the Benin Kingdom rise and why did it fall?                                                                                                          |                                                                                         |

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| <b>ART and DESIGN</b>        | <b>Style in Art</b><br>What is style in art?<br>Comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art |                                                                                                                   | <b>Art from Western Africa</b><br>Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork. |                                                                                                                     | <b>Printmaking</b><br>Mono-printing with Perspex, printing ink and pencils, screen printing with stencils.                      |                                                                                                      |
| <b>DESIGN and TECHNOLOGY</b> | <b>Mechanisms</b><br>using Cams                                                                                                                              |                                                                                                                   | <b>Structures/Mechanisms</b><br>Design a castle with cogs<br>Textiles                                                                                       |                                                                                                                     | <b>Textiles</b><br>Create a blanket for children in reception                                                                   |                                                                                                      |
| <b>PE</b>                    | <b>SWIMMING</b>                                                                                                                                              |                                                                                                                   | <b>Gymnastics/Dance –</b><br>Receiving body weight, turning and spinning                                                                                    | <b>Tennis</b><br>developing individual shots, marking and tackling                                                  | <b>Creativity</b><br>Using different types of equipment to create own game including rules, points. Individual and small games. | <b>Athletics</b><br>Set targets and improve performance in running, throwing and jumping activities. |
| <b>SPANISH</b>               | My Imaginary Friend                                                                                                                                          | Animals of The World                                                                                              | Let's Tell a Story                                                                                                                                          | My Family & Friends                                                                                                 | School Life                                                                                                                     | Let's Travel Through History                                                                         |
| <b>MUSIC</b>                 | <b>Performing:</b><br><b>Reading Notation -</b><br><b>Reading Notation 3:</b><br>Time Signatures                                                             | <b>Performing: Reading Notation -Pitch</b><br><b>Developing Sight Reading Skills 1:</b><br>Melodies(Glockenspiel) | <b>Performing: Instrumental Performance</b><br><b>Pop Music 1:</b><br>Arrangements and Improvisation (Glockenspiel OR Ukulele)                              | <b>Composing and Improvising</b><br><b>Creating Music for Film and TV:</b><br>Character, Atmosphere and Environment | <b>Creating and Performing</b><br><br><b>Exploring Classical</b><br><br><b>Music 2:</b><br>Ensemble Performance                 | <b>Musicianship: Singing and Listening</b><br><b>Becoming Musicians 3:</b><br>Chords and Triads      |
| <b>RSE</b>                   | <b>RSE – Ten Ten Life to the Full</b><br>M1 U1 Religious Understanding<br>M2 U1 Religious Understanding<br>M2 U2 Personal Relationships                      |                                                                                                                   | M2 U3 Life Online<br>M2 U4 Keeping Safe                                                                                                                     |                                                                                                                     | M2 U4 Keeping Safe<br>M3 U1 Religious Understanding<br>M3 U2 Living in the Wider World                                          |                                                                                                      |
| <b>PSHE</b>                  | <b>Emotions and Me</b><br>Looking After Our Wellbeing<br><b>Our Relationships</b><br>Stereotypes, Diversity and Relationships                                |                                                                                                                   | <b>Keeping Ourselves Safe</b><br>Rights, Safety and Digital Resilience<br><b>Keeping Ourselves Healthy</b><br>Healthy Lifestyles – Legal and Illegal Drugs  |                                                                                                                     | <b>Our Money, Our Futures</b><br>Money and Enterprise<br><b>Growing and Changing</b><br>Puberty and Rights                      |                                                                                                      |