Y5 CURRICULUM 2026-2027

SUBJECT	AUTUMN	SPRING	SUMMER
English	**Young, Gifted and Black:** • Identify the audience. • Organise paragraphs. • Use commas after fronted adverbials. • Use commas to clarify meaning and avoid ambiguity. **Beowulf** • Expanded noun phrases. • Describe settings, characters and atmosphere. • Integrate dialogue. • Inverted commas.	**Kai and the Monkey King** • Expanded noun phrases. • Relative clauses. • Link ideas across paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. **Malala's Magic Pencil** • Use a wide range of conjunctions to extend sentences. • Use commas to clarify meaning and avoid ambiguity. • Link ideas across paragraphs using adverbials of time, place and number. • Use of a variety of verbs. • Brackets, dashes and commas.	**The Brilliant Deep** • Modal verbs. • Build cohesion within paragraphs. • Choose the appropriate register. • Brackets, dashes and commas. • Select appropriate grammar and vocabulary. **Radiant Child** • Relative clauses using who, which, where, when, whose and that. • Adverbs to indicate possibility. • Build cohesion across paragraphs. • Link ideas using tense choices.
Mathematics Y5	Unit 1: Place Value within 1,000,000 (1) Unit 2: Place Value within 1,000,000 (2) Unit 3: Addition and Subtraction Unit 4: Multiplication and Division (1) Unit 5: Fractions (1) Unit 6: Fractions (2)	Unit 7: Multiplication and Division (2) Unit 8: Fractions (3) Unit 9: Decimals and Percentages Unit 10: Perimeter and Area Unit 11: Graphs and Tables	Unit 12: Geometry- properties of shape Unit 13: Geometry- position and direction Unit14: Decimals Unit 15: Negative Numbers Unit 16: Measure- converting units. Unit 17: Measure- volumes
Science	**Materials: Mixtures and Separation** Children will be able to define mixtures, solutions, and key processes such as sieving, filtering, dissolving, and evaporating. They will give examples, explain how these processes separate materials, recall factors affecting dissolving, describe the effect of temperature, and identify when each method should be used. **Materials: Properties and change** Children will be able to describe mixtures, predict outcomes, explain sieving, filtering, and evaporating, and identify factors affecting dissolving.	**Forces: Earth and Space** Children will be able to describe the geocentric and heliocentric models, the orbits and shapes of celestial bodies, and the forces involved. They will explain the Moon's phases, day and night, seasons, how a sundial works, and the uses and challenges of satellites. **Living Things: Life cycle and reproduction** Children will be able to describe the life cycles of plants, mammals, birds, amphibians, and insects, making comparisons between them. They will also explain plant reproduction, including asexual reproduction.	**Forces and space: Unbalanced forces** Children will be able to describe forces, resistance, and mass, explain surface area effects, streamline objects, and understand simple machines. **Animals: Human timeline** Children will be able to describe growth and development from birth to old age, explain changes during puberty and how to manage them, and compare gestation periods across humans and animals. **Making connections: Does the size of an asteroid affect the diameter of its impact crater?** Children will be able to recall and apply prior knowledge and carry out a full scientific enquiry.
History	**Were the Vikings raiders, traders or something else?** Children will be able to explain why Vikings invaded England, place events on a timeline, evaluate primary and secondary sources, compare Viking sagas, and assess Viking achievements.	**British history 5: What was life like in Tudor England?** Children will be able to use sources to make deductions about Henry VIII, his wives, and Tudor life. They will identify primary and secondary sources, assess reliability, and use evidence to write accounts. Pupils will also explore inventories to understand Tudor society and create their own realistic example.	**What is the legacy of the ancient Greek civilisation?** Children will be able to describe Ancient Greece, identify key periods, and make inferences about Greek gods. They will research a god, compare Athens and Sparta, and explain types of democracy and how Athenian democracy worked. Pupils will also explain philosophy, identify Greek philosophers' achievements, and recognise the legacies of Ancient Greece.
Geography	**What is life like in the Alps?** Being able to locate the Alps on a map, including locating and describing the physical and human characteristics of an Alpine region. Children will investigate what there is to do in the local area using data collection. Using this data the children will then compare our local area to an Alpine region.	**Why do oceans matter?** Children will be able to describe the water cycle, human uses of the ocean, and its role in regulating climate. They will identify the Great Barrier Reef, explain its benefits, and describe human impacts. Pupils will collect and present data from marine fieldwork, suggest improvements for marine environments, and explain actions that support healthy oceans.	**Would you like to live in the desert?** Children will be able to identify hot desert locations and features, locate major deserts, and explain how they are used. They will describe human impacts, threats, and time zone differences, compare deserts with another biome, and discuss the pros and cons of desert living.
Art	**Drawing: Depth, emotion and movement** Children will be able to use expressive and gestural lines to capture movement and convey emotion, and develop their drawings through printmaking. **Painting & mixed media: Portraits** Children will be able to create portraits using words and various materials, experiment with techniques and compositions, make prints and self-portraits, use art vocabulary, express opinions, and research key facts online.	**Sculpture: Interactive installation** Children will be able to explain and question installation art, justify opinions, and evaluate their own designs. They will plan, create, and adapt installations to convey themes, make thoughtful choices about materials, layout, and display, and present their work clearly, explaining how it engages the viewer. **Craft and design: Architecture** Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.	**Local Art**
D&T	**Making a pop-up book** Children will be making a pop up book based on a well known story	**Textiles: Stuffed toys** Designing a stuffed toy and making decisions on materials, decorations and attachments (appendages) after learning how to sew a blanket stitch.	**Cooking and Nutrition**

	Digital World: Monitoring Devices Applying computing skills to program a Micro:bit animal monitor and using 3D CAD tools in Tinkercad to design a case, housing or stand.	**Structure: Bridges** Children will be able to identify strong and weak shapes, recognise how supports increase bridge strength, and describe beam, arch, and truss bridges. They will use triangles to build simple truss bridges, cut and smooth materials safely, follow construction steps, complete a bridge with support, and suggest improvements.	Children will be able to describe the process of beef production, research and adapt a traditional recipe, add nutritional value through ingredient choices, and prepare and cook a version of bolognese sauce. **Electrical systems: Doodlers** Developing an understanding of series circuits by investigating how electrical products are constructed.
PE	Attacking and Defending	Net and Wall - Tennis Teamwork Sports Leaders	Striking and fielding games. Athletics
RE	**Belief into action- Sikhism** How far would a Sikh go for her/his religion? **Christianity** Is the Christmas Story true?	**Hindu Beliefs** How can Brahman be everywhere and in everything? **Easter- Christianity** How significant is it for Christians to believe God intended Jesus to die?	**Prayer and Worship – Sikhism** What is the best way for a Sikh to show commitment to God? **Beliefs and Practices- Christianity** What is the best way for a Christian to show commitment to God?
PSHE	**Being Me in My World** **Celebrating Difference** (Including anti-bullying)	**Dreams and Goals** **Healthy Me**	**Relationships** **Changing Me** (Including Sex Education)
Computing	Quizzing Databases Game Creator	Spreadsheets Coding	Word Processing – Microsoft, Apple and Google Concept Maps
MFL	Greet people Family 3rd person School subjects Likes/ dislikes at school Time School day (time)	Food Opinions on food Healthy/ unhealthy food Towns/ Places Directions Time and place	Holiday Opinions on holiday Holiday plans Homes Describe layout of home What people do at home
Music	Music in nature: Chords and melodies Three-cord pop: Playing in a band	West Africans rhythms: Create, play and perform Music technology: Podcasts and jingles	Stage and song: Storytelling through music Samba sounds: Rhythm and groove