Curriculum Map 2025-2026 Year 5

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global & Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Stories Around the Campfire Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
Curriculum Topic – So What?	**What can the life and achievements of the Ancient Greeks tell us about their impact on the Western World?** **History**	**What are the similarities and differences between a region of the UK and a region of Finland?** **Geography** **Petite Enquiry – How can we make a bridge move?**	**How do movements within the Solar System affect us?** **Science**	**How did reigning Monarchs utilise their power over different time periods?** **History**	**How can we use fieldwork to help us understand our surroundings?** **Geography**	**How has portraiture changed over time, considering the use of materials?** **Arts**
Suggested quality texts for English **Class reader author focus:** Onjali Q. Rauf and Gillian Cross	Who Let the Gods Out by Maz Evans The Flaming Olympics by Michael Coleman A Variety of Myths and Legends	Mighty Mikko: A Book of Finnish Fairy Tales by Parker Fillmore The Whale by Vita Murrow (P4C) 13 Bridges Children Should Know by Brad Finger	The Boy with the Power of a Star Pheonix by SF Said Range of non-fiction texts around space	Gansta Grannie by David Walliams The Conquerors by David Mckee (P4C)	Stig of the Dump by Clive King	Collected Plays for Children by Ted Hughes The Water Tower by Gary Crew (P4C)
English extended writing opportunities	Writing to entertain through exploring Greek Myths and Legends, looking at stories from different perspectives. Writing to inform through historical	Poetry – vocabulary building using personification. Writing to discuss through a balanced argument for and against a topical issue.	Writing to inform through newspaper reports linked to a famous space mission. Writing to inform and discuss through scientific diary entries from an astronaut's perspective.	Writing to persuade and inform through formal and informal letters linked to key events in the lives of reigning monarchs Writing to explain and persuade through speech writing from	Writing to entertain through narratives linked to residential (including character and setting descriptions) Writing to persuade and inform through advertising posters/leaflets encouraging children to	Writing to entertain through a focus on portraits as a foci, exploring character descriptions and narratives.

	recounts in 1st person based on specific points in history from a civilian's perspective. Writing to inform through instructional writing linked making a Greek artefact.	Writing to inform through a non-chronological report (e.g. a travel guide) based a region in Finland.	Writing to inform through a non-chronological report comparing 2 contrasting regions of space for a specific target audience.	different historical figure's perspectives during key events in specific monarchs' reign. Poetry – Structures focus (cinquain and senryu).	take part in outdoor learning. Poetry – focus on the work of a poet (performance poetry).	Writing to inform though biographies and autobiographies.
Mathematics	**Number: Place value** 1000s 100s 10s 1s Rounding to nearest 10/100/1000 (within 100,000) Numbers to 100,000 Counting in 10s, 100s, 1000s, 10,000s, 100,000s Compare, order and round numbers to a million Negative numbers Roman numerals to 1000 and 10,000 **Number: Addition and subtraction** Adding and subtracting two 4-digit numbers - one exchange /more than one Add/subtract whole numbers (more than 4 digits) Round to estimate Inverse operations Multi-step problems	**Number: Multiplication and division** Multiples Factors Common factors Prime numbers Square/cube numbers Multiply and divide by 10, 100, 1000 Multiples of 10, 100, 1000 **Fractions** What is a fraction? Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers (vice versa) Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions	**Number: Multiplication and division** Multiply 2, 3 and 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2, 3 and 4-digits by 2-digits Divide 2-digits by 1-digit Divide 3 and 4-digits by 1-digit Divide with remainders **Fractions** Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Calculate fractions of a quantity Fraction of an amount Using fractions as operators	**Number: Decimal and percentages** Decimals up to 2 d.p. Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P. **Measurement: Perimeter and area** Measure perimeter Perimeter on a grid Perimeter of rectangles Perimeter of rectilinear shapes Calculate perimeter Counting squares Area of rectangles & compound shapes Area of irregular shapes **Statistics:** Interpret charts	**Geometry: Properties of shape** Identify angles Compare and order angles Measure angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line and around a point Triangles Quadrilaterals Calculating lengths/angles in shapes Regular and irregular polygons Reasoning about 3-D shapes **Geometry: Position and direction** Describe position Draw on a grid Position in the first quadrant Translation (inc with coordinates) Lines of symmetry Complete a symmetric figure	**Numbers: Decimals** Adding and subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding and subtracting decimals (same number of decimal places) Adding and subtracting decimals (different number of decimal places) Adding and subtracting wholes and decimals Decimal sequences Multiplying and dividing decimals by 10, 100 and 1,000 **Measurement: Converting units** K Converting units of time Timetables **Measurement: Volume** Compare volume Estimate volume and capacity

		Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers		Comparison sum and difference Read, interpret and draw line graphs Use to solve problems Read and interpret tables inc two way tables Timetables	Reflection (inc with coordinates)	
Extended Maths Opportunities and investigations	Ordering using a timeline Space distances. Reach 100.	Using a table to interpret statistics All the digits. A4 fraction addition. A4 fraction subtraction.	Maths word problems, involving four operations about space. Data and patter-seeking Forgot the numbers.	Counting in tennis e.g 15/30/40 Matching fractions, decimals and percentages. Area and perimeter. Round the dice decimals 2.	Using symmetry in the environment. Six places to visit. Estimating angles.	Using units of time for gestation periods. Pouring problem.
Science	**Forces** Explain gravity is a force pulling objects towards Earth's surface. Investigate effects of air resistance, water resistance and friction. Recognise mechanisms allow a smaller force to have a greater effect.	**Properties and changes of materials** Compare materials based on various properties. Understand mixing and dissolving, and decide how to separate mixtures and solutions. Explain the difference between reversible and irreversible changes.	**Earth and Space** Describe the movement of Earth & planets relative to the Sun. Describe the movement of the moon relative to Earth. Explain night, day, moon phases and apparent movement of the Sun by using knowledge of Earth's movement.		**Living Things and their habitats** Compare life cycles of mammals, amphibians, insects and birds. Describe reproduction of plants and animals.	**Animals including Humans** Describe the changes as humans develop to old age (mentally, physically).
R.E.	**Being Modest and Listening to Others** Explore the Christian view of Easter and key elements of Islam teaching about those events **Being Attentive to the sacred as well as the precious**	**Being Loyal and Steadfast** Understand the internal and external aspects of friendship; both to people and to Jesus. **Being Hopeful and Visionary** Understand that the way we live may be influenced by our views of this lifetime	**Being Open, Honest and Truthful** Promote deeper consideration of honesty. In particular, that our reactions to truth and to dishonesty are often highly charged and inconsistent. **Caring for Others, Animals and the Environment**	**Participating and Willing to Lead** Understand that motivation for leadership in traditions focuses more on responsibility and service rather than prestige and reward **Sharing and Being Generous** Understand that giving can take the form of	**Being Temperate, Self-Disciplined and Seeking Contentment** Take personal responsibility for our own behaviour by choosing those who will influence us **Being Accountable and Living with Integrity** Understand that some individuals adopt one consistent moral code. Others address questions	**Being Thankful** Understand that a heartfelt gratitude is more than mere 'manners'. It can lead to radical changes in behaviour. **Being Imaginative and Exploratory** Understand that artistic freedom and the freedom of thought are highly valued in modern

	Understand that traditions often use language poetically. 'Listening' to God usually refers to attentiveness, not necessarily that God makes a sound. God is often thought to 'speak' through Scripture.	in terms of the totality of our existence.	Begin to understand that the family unit is the primary caring structure in society. Traditions acknowledge this in wedding services and marriage practices.	hospitality or volunteering **Experiential RE- Sikhism (Langar)**	of morality individually on each occasion	day Britain. This unit raises questions about limitations imposed by religious traditions. **Experiential RE-** Explore how different religions encourage and prohibit art within their religions.
History	**Chronological Understanding** Use a timeline to sequence significant events and people. Identify changes within and across historical periods. **Range and Depth of Knowledge** Identify the religious and ethnic, beliefs, cultural diversities in the wider world. **Historical Interpretation** Know that people can represent events or ideas in ways that persuade others.			**Range and Depth of Knowledge** Identify the religious and ethnic diversities in Britain. Explore the cause and consequence of events during the period. **Historical Enquiry** Use documents, printed sources, pictures, photos & buildings to collect information about the past. Choose reliable sources of evidence to answer questions. **Historical Interpretation** Look at different versions of the same event and identify differences in accounts. Explain why there are different accounts in history.		
Geography		**Human and physical geography** Human geography focus including types of settlement, land use, economic activity, trade links, distribution of natural			**Geographical skills and fieldwork** Use the 8 points of a compass, four and 6 figure grid references, symbols and key. (Ordinance survey). Use fieldwork to observe, measure and record human and physical	

		resources, food, minerals and water. **Place knowledge** Understand similarities and differences of human and physical geography of a region in the UK and EU region. **Geographical skills and fieldwork** Use maps in a range of formats, atlases and globes to identify the features including topography.			features in local area using methods including sketch maps, plans, graphs and digital technologies.	
Art and Design	**ART FOCUS DAY SCULPTURE** Use clay to create a sculpture. Use sophisticated tools to carve, add shapes & texture. -Rolling clay -Squeezing clay -Pulling and pinching clay with fingers -Carving details into the clay -Smoothing the clay with fingers -Creating holes/hollows in the clay with tools -Joining pieces of clay together Make coil pots/vases. Link to History topic - Ancient Greece.		**ART FOCUS DAY PAINTING** Mix colour, shades and tones with increasing confidence. Investigate paintbrushes and brush strokes. Make a colour lighter without using white: changing tone in colour. Change one colour into another. Change and blend colours by adding a little paint at a time. Mix greys. Use a range of colours in a painting. Use different brush strokes in a painting. Recap using watercolours and how to make lighter colours without using white	**ART FOCUS DAY PRINTING** Use layers of two or more colours when printing. Use tinfoil printing. Use string printing. Suggested artists: Rachel Duckhouse, Andy Warhol		**ART TOPIC DRAWING** **Line and Tone** RECAP - Make different types of line in pencil. Look at line in works of art. RECAP and EXTEND – Make different lines with fine, medium and broad line pens. Draw lines with different character. Use line to create tone. RECAP and EXTEND – Make different tones in pencil. RECAP and EXTEND – Use tone to shade three-dimensional shapes. **Looking** Talk about the subject before drawing. Use viewfinders to look for detail and content. Draw objects by looking for shapes.

	Suggested artists: Phoebe Cummings, Beate Kuhn, Yasutaka Baba		Paint in lighter and darker tones of watercolours. Sketch (lightly) before painting to combine line & colour. Create a colour palette based upon colours observed in the natural or built world. Suggested artists: Wassily Kandinsky, Lucien Rudaux, Yayoi Kusama, Pandora Mond, Harold Ancart			Draw using sighting (use a pencil to measure angles and lengths). Learn to see the relationship between line and shape. See the relationship between line and shape when drawing. **Figures and faces** Draw heads and position of features. Draw eyes. Draw mouths and noses Draw faces. Draw faces in profile. Suggested artists: Dante Gabriel Rossetti, Gustav Klimt, Roy Lichtenstein, Kehinde Wiley
Design Technology		**Moveable bridges** **Design:** Use research & develop design criteria to inform design of a functional product that is fit for purpose, aimed at a particular group. Generate, develop, model & communicate ideas through annotated sketches, cross-sectional and exploded diagrams. **Make:** Select & use wide range of materials & components		Generate, develop, model and communicate ideas through computer aided design (link to computing module)		

		according to functional properties. Select and use a wide range of tools and equipment to perform practical tasks accurately. **Evaluate:** Evaluate ideas and products against design criteria and consider views of others to improve their work. **Technical Knowledge:** Understand & use mechanical systems in their products e.g. gears, pulleys, cams, levers, linkages				
Music	**Livin' on a Prayer – Classic Rock Music** Listen to and understand the style and purpose of anthems. Play instruments with song. Improvise with voices and instruments. Perform and evaluate.	**Classroom Jazz 1** Learn about the origins, the style and structure of Three Note Bossa Nova and Five Note Swing. Find out how the pulse, rhythm, tempo, dynamics and structure work together to create the sound. Improvise with the tune/head using instruments. Perform and evaluate.	**Make You Feel My Love – Pop Ballad** Identify the style indicators and the mood of ballads. Explore the pulse, rhythm and pitch through games. Learn to play instrumental parts. Improvise using instruments. Compose own simple melody. Perform and evaluate.	**The fresh Prince of Bel Air – Old-School Hip-Hop** Understand that there is a story told. Find the pulse and explore rhythm and pitch. Play instrumental parts within the song. Write lyrics and compose music for own hip-hop song. Perform and evaluate.	**Dancing in the Street – Motown Music form the 1960s.** Explore this style of music. Examine how the pulse, rhythm, tempo, dynamics and structure work together. Learn to sing the songs and play instrumental parts. Improvise using voices and instrument. Compose own melody. Perform and evaluate.	**Reflect, Rewind and Replay** Listen and appraise a variety of western Classical music, revisiting different music types from the year. Participate in various musical activities which embed the interrelated dimensions of music using voices and instruments. Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.

Computing	**5.2 Online Safety** To be discerning in evaluating digital content (Maintain secure passwords, consider the impact of sharing inappropriate content & reliability of sources online) **5.4 Databases** Create a database and add field information and know how to word questions so that	**5.1 Coding** Review and explore number and text variables. Create a playable, competitive game combining the use of variables, if/else statements and repeats. Explore the launch command and use of buttons within a program that launch other programs or open websites	**5.3 Spreadsheets** Use formulae, tools and text variables to solve real-life problems e.g. conversions of measurements	**5.5 Game Creator** Create a game by designing a setting, characters, animations and sound effects Write informative instructions to play their game & evaluate games.	**5.6 3D Modelling** Use 2Design and Make to create a 3D model for a purpose.	**5.7 Creating Media Video Production** Learn how to create short videos using different filming techniques, storyboarding and editing skills. ***(from Teach Computing)***
MFL – French	**The Olympics** Know sport vocabulary Speak and write sentences using the verb 'faire' (to do). Decode longer texts in listening and reading activities. Understand the concept of de la, de l' and du and apply in sport sentences.	**My home** Recognise and name words associated with the home, including the correct article. Use the verb 'avoir' (to have/have not). Ask questions about somebody else's home. Attempt to create a longer spoken or written passage in French.	**The Planets** Name and recognise the planets. Spell correctly. Attempt to know and explain the rules of adjectival agreement and apply in adjective/noun descriptions.	**Clothes** Repeat and recognise clothes vocabulary. Use the appropriate genders and articles for these clothes. Explore the verb 'porter' (to wear) and translate sentences using this verb. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.	**Core Vocabulary** Phonetics lesson 3: É, E, È, EAU, EUX Read, understand and say numbers 1-100. Recap days and months. Tell the time.	**At the tearoom** Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article). Understand better how to change a singular noun to plural form. Order something to eat and drink in a café in a role play situation. Engage in a simple conversation. **Cultural lesson**: Trying French crepes (typical French cuisine)
PSHE	**Being Me in My World** Think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face.	**Relationships** Learn about the importance of self-esteem and ways this can be boosted. Understand that this is important in an online context as well as off-line as mental	**Celebrating Difference** Explore culture and cultural differences. Link this to racism, talking about what it is and how to be aware of their own	**Dreams and Goals** Talk about their dreams and goals and how they might need money to help them achieve them. Look at jobs that people they	**Healthy Me** Look at the risks linked to smoking and alcohol misuse and how they affect the lungs, liver and heart. Look at how body types are portrayed in the media, social media and celebrity culture.	**Changing Me** Revisit self-esteem and self/body-image and learn that we all have perceptions about ourselves and other and these may be right or wrong.

	Learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. Talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. Talk about democracy, how it benefits the school and how they can contribute towards it.	health can be damaged by excessive comparison with others. Investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. Learn about age - limits and also age-appropriateness. Apply the SMARRT internet safety rules in different situations. Learn about grooming and how people online can pretend to be whoever they want. Re-visit rights, responsibilities and respect with an angle on technology use. Discuss screen time and children find ways to reduce their own screen time. Learn how to be more discerning when viewing anything online or on social media.	feelings towards people from different cultures. Revisit the topic of bullying and discuss rumour spreading and name-calling. Talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. Talk about happiness regardless of material wealth and respecting other people's cultures.	know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. Look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	Talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	Reflect on how social media and the media can promote unhelpful comparison and how to manage this. Revisit puberty with further detail explaining bodily changes in males and females. Learn that having a baby is a personal choice. Explore reasons why people choose to be in a romantic relationship and choose to have a baby. Look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. Look at the perceptions that surround teenagers and reflect whether they are always accurate.
P.E.	**Dance Unit 1** Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression.	**Gymnastics Unit 1** Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for	**Netball** Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court. **Dance Unit 2**	**Basketball (4/5)** Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball-handling skills. Use footwork rules in a game situation and explore basic marking.	**Tennis (4/5)** Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay. Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in	**Athletics** Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws. **Gymnastics Unit 2** Take responsibility for your own warm-up. Perform more complex

	Football Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.	improvement. Select a component for improvement. **Tag Rugby** Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over a greater distance.	Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.	Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency. **Orienteering (school's developed planning unit – applied during residential in Sum 1)** Design and complete orienteering activities as part of a team and individually. Successfully use a map to complete an orienteering course.	competitive games. Further, explore tennis service rules. **Rounders (4/5)** To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders. Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.	actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.
SMSC	While studying the Ancient Greeks, children understand the huge number of Gods worshipped and the seriousness of appeasing them. Children consider the Greek life and the impact they had on how we live today.	Children build upon their place knowledge through the study of a region of the UK and comparing it to a region in Finland, focusing on human and physical differences and similarities, this allows the children to develop a better understanding of the lifestyles of others.	Become fascinated about the movement of Earth, other planets, the sun in the solar system and spherical bodies. Children will be asked to describe the movement of the moon relative to Earth. Children will be asked to explain day and night, movement of the sun across the sky through the Earth's rotation.	Monarch changes and cause and consequence of events during reigns. This can be used to demonstrate contribution to society and encourage reflection upon how one will contribute to modern Britain.	Deepen social skills during their visit to Frank Chapman for their fieldwork study. They will participate, cooperate and solve conflicts in teams to succeed in different challenges set for them. Their combined mapping skills and ability to communicate will allow them to prevail and successfully navigate a physical setting.	Opportunity to reflect on the work of many portrait artists over time, and explore their own personal interpretations helping to develop their spirituality, using them as inspiration for their own artwork. They also have the opportunity to reflect on art from different time periods
British Values	**Rule of Law** Class charter & PSHE topic **Democracy** Class election for school councillor. Ancient Greece origins of democracy	**Mutual Respect & Individual Liberty** Anti-Bullying week **Mutual Respect & Tolerance** RE - Understand aspects of friendship	**Individual Liberty** PE – composing dances **Mutual Respect** RE examples: Elizabeth Fry, Oscar Romero, Gandhi, Mother Teresa & PSHE topic	**Mutual Respect & Tolerance** PSHE	**Mutual Respect & Tolerance** RE – Understanding moral codes of others. **Individual Liberty** Computing – Game Creator	**Mutual Respect & Tolerance** RE - religious expression and artistic freedom **Individual Liberty** Portrait artists topic

Character Education			**Tim Peake – Communication, self-aware, honesty** Confident in putting their ideas forward (without showing off), Uses information effectively and communicates well with others using questions to complete tasks.		**Ranulph Fiennes- Transglobe adventure- Excellence, Teamwork Empathy** Being kind and making honest choices, Praises and encourages the skills of others, Practices independently maintains concentration and improves effort in order to improve	
International Links opportunities		Christmas around the world			International Evening	
Enterprise Opportunities	**Fundraising Enterprise** To feel positive about themselves by having opportunities to show what they can do. To meet and talk with people. Hold a gallery opening showcasing pots.		**Social Enterprise** Create a 'Happy Hamper' for the patients at the Birmingham Children's Hospital To care for each other. To take and share responsibility for what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.			
Visits & Visitors **(Circumstances dependent)**	Professor McGinty		Planetarium (TBC)		Frank Chapman	
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/ Eid Vaisakhi		