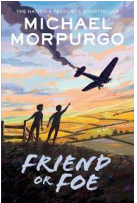
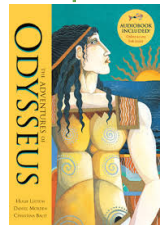
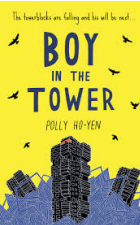
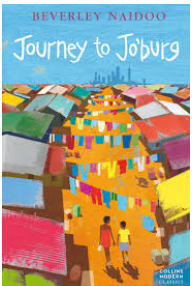


Year 5 Curriculum Map 2025 2026

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Historical Fiction	Myths	Historical	Modern Fiction	Film Narrative Poetry	Other Cultures
English Units	Friend or Foe by Michael Morpurgo  Writing outcomes: Write WW2 story using characters from the book (F) Newspaper report linked to the events in Friend and Foe (NF)	The Adventures of Odysseus by Hugh Lupton  Writing outcomes: Diary entry (F) Write the next chapter for Odysseus (Overcoming the monster) (F)	Children of the Benin Kingdom by Dinah Orji  Writing outcomes: Writing from a character's point of view (F) Eyewitness reports (NF)	The Boy in the Tower by Polly Ho-Yen  Writing outcomes: Writing from a character's point of view (F) Newspaper report about London Towers (NF)	The Piano (animation)  Writing outcomes: Narrative with flashbacks (F) Carnival of the Animals, poems inspired by Saint-Saens & Satoshi Kitamura (Poetry)	Journey to Jo'burg by Beverley Naidoo  Writing outcomes: Diary writing from a character's perspective- two entries of contrasting emotion (F) Information poster about Jo'burg (NF)
Maths	Place value (3 weeks) Addition and subtraction (2 weeks) Multiplication and division (1 week)	Multiplication and division (2 weeks) Fractions (4 weeks) Multiplication and division (1 week)	Multiplication and division (2 weeks) Fractions (2 weeks) Decimals and percentages (1 week)	Decimals and percentages (2 weeks) Perimeter and area (2 weeks) Statistics (2 weeks)	Shape (3 weeks) Position and direction (2 weeks) Decimals (1 week)	Decimals (2 weeks) Negative numbers (1 week) Converting units (2 weeks) Volume (1 week) Consolidation and assessment (1 week)
Computing	Systems and Searching Children develop their understanding of computer systems and how information is transferred between systems and devices. Children consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Building on: Y1, A1, Technology All Around Us and Y2, A1, Information Technology All Around Us and Y3, A1, connecting Computers, 4, A1, The Internet Leading to: Y6, A1, Communication and Collaboration	Video Production Children learn how to create short videos by working in pairs or groups. Children also learn about what actions to take if they see any inappropriate content online. Children have the opportunity to reflect on and assess their progress in creating a video. Building on: Y4, S1, Photo Editing Leading to: aspects of Y6, A2, Website Creation	Selection Children use physical computing to explore the concept of selection in programming through the use of the Micro Bit programming environment. Building on: Y4, S2, Repetition in Games Leading to: Y5, S2, Selection in Quizzes and Y6 Sp1, Variables	Flat-File Databases Children look at how a flat-file database can be used to organise data in records. They use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. Building on: Y4, Sp2, Data Logging Leading to: Y6, Sp2, Spreadsheets	Vector Drawing Children create vector drawings. They learn how to use different drawing tools to help them create images. Children recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Building on: some aspects of Y4, Sp 2, Programming Leading to: aspects of Y6, A2, Website Creation	Selection in Quizzes Children develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learn how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. Building on: Y2, S2, Programming Quizzes Leading to: Y6 Sp1, Variables

Science	Which material would make the best container for food storage? Materials Building on: EYFS, Years 1, 2, 3 and 4 Educational visit/Experience:	What are reversible and irreversible changes? Materials Building on: Years 1, 2, 3 and 4 and year 5 Autumn 1 Leading to:	What do we know about our solar system? Earth and space Educational visit/Experience: Royal Observatory, Greenwich-Shadows and sundials workshop Building on: EYFS	How do forces affect how things move? Forces Building on: Year 3 Educational visit/Experience:	How do living things reproduce? Living things and their habitats (Life cycles and reproduction) Building on: Years 2 and 4 Leading to: Year 6 Educational visit/Experience:	How do humans change as they develop to old age? Animals including humans (human changes and puberty) Building on: EYFS years 1,2,3 and 4 Leading to: Year 6 Educational visit/Experience:
History	What led to the Battle of Hastings? Children learn about the struggle for power of England leading up to 1066. Building on: Anglo Saxons unit. Leading to: Tower of London (which was built by William) in Y5. Educational visit/Experience:N/A Rationale: This unit takes the chronological journey of British history to 1066. It explores the concept of power and conflict. This unit focuses on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		If objects could speak, what story would they tell? Benin 1000-1500 Children learn about the culture and technological advances of this society and compare it to Britain at the time. They learn about the implications of colonisation by Europeans. Building on: Chronologically lying between the next and previous unit. Leading to: Chronologically lying between the next and previous unit. Educational visit/Experience: British Museum Rationale: To study a non-European society that provides contrast to British history. Allows a look at the period of time between 1066 and the 20th century. Develops the concepts of technology and progress. Develops the concept of power and conflict.		Why is The Tower of London significant? Children learn about the building and development of the tower from 1070 to present day and the significance it had in the area during different historical events. Building on: Battle of Hastings unit. Leading to: Children will learn more about the Middle Ages in KS3. Educational visits/experience: Tower of London	
Geography		What is trade and why is it necessary? Fair and unfair distribution of resources, economic activity and trade links, include unfair trade links, bananas Educational visit/Experience: London Docklands museum Building on:Year 3 Summer 2, Year 4 Summer 2 Leading to: Year 5 Spring 2, Year 6 (All units)		Would you rather live in an urban or rural area? Map skills - grid references and 8 points of the compass, compare Easdale, Inner Hebrides of Scotland and Glasgow, Scotland Educational visit/Experience: School Link Building on: Year 1 Spring 2, Year 2 Autumn and Spring 2, Year 4 Spring and Summer 2, Year 5 Autumn 2 Leading to: Year 5 Summer 2, Year 6 Summer 2		How are mountains formed? Physical geography of mountains, contour lines - finding a peak, topography, how this has changed over time Building on: Year 3 Spring 2, Year 4 Spring 2, Year 5 Spring 2 Leading to: Year 6 Spring 2
RE	What inner forces affect how we think and behave? Trip/Experience: Invite in a local Christian or Jewish visitor to talk about the story of Adam and Eve Building on: Year 2, Year 3, and Year 4 Leading to: Year 5 and year 6 Rationale: Explore stories from a range of religious traditions and how it teaches them to overcome temptation	How is Christmas celebrated around the world? Trip/Experience: Christian visitor or visit to local Church Building on: Year 2, Year 3, and Year 4 Leading to: Year 5 and Year 6 Rationale: To understand there are different versions of the christmas story	Why is Muhammad and the Qur'an important to Muslims? Trip/Experience: Visit to a mosque Building on: Year 2, Year 3 and year 4 Leading to: Year 5 and Year 6 Rationale: learn about the life and teachings of Muhammad, develop an understanding of why he is significant for Muslim people and explore the idea of role models and how Muhammad provides a role model for Muslim people.	How do Christians try to follow Jesus's example? Building on: Year2, Year3, and Year 4 Leading to: Year 5 and Year6 Rationale: Explore how Christians and Christian groups have tried to follow Jesus of Nazareth.	Should all creatures be treated equally? Building on: Year2, Year3, Year 4, and Year 5 Leading to: Year 6 Rationale: Consider whether there is any difference between animals and humans and how animals should be treated. To discover what different religions teach about how animals should be treated	What do religions believe about God? Trip/Experience: Guest speakers from any religion and Humanism Building on: Year 2, Year 3, and Year 4 Leading to: Year 6 Rationale: Explore a range of different ideas about God, whether he exists or not

Art	Artist: Ahmed Moustafa Art Strands: Drawing, Painting Trip/Experience: N/A Building on: Yr 4, Summer 1 Leading to: Yr 5, Spring 1 Rationale: Ahmed Moustafa is introduced as a local Islamic artist. This unit explores Arabic calligraphy and Islamic art influences.		Artist: Cyril Power and Sybil Andrews Art Strands: Drawing, Printing Trip/Experience: N/A Building on: Yr 5, Autumn 1 Leading to: Yr 5, Summer 1 Rationale: Cyril Power and Sybil Andrews are introduced as leading artists at the Grosvenor School of Modern Art. Children will create a linocut print inspired by their local environment. This unit the new theme of Futurism, depicting movement, speed, and the relationship between humans and machines.		Artist: William Kentridge Art Strands: Drawing Trip/Experience: N/A Building on: Yr 5, Autumn and Spring 1 Leading to: Yr 6, Summer 1 Rationale: William Kentridge is introduced as a South African artist, currently based in Johannesburg. This unit will explore his blend of drawing, animation and performance to delve into complex narratives.	
DT		Mechanisms How do mechanisms work? (cams) Building on: year 1- Spring 2- moving picture page, Year 1 summer 2 Moon buggy, Year 4 autumn 1 moving picture book. Leading to: Year 6 summer 2 Rationale: Explore how mechanisms work and use mechanical systems. Design purposeful and meaningful products.		Textiles Can I create a stuffed toy for younger children using research? Building on: year 3 summer 2 unit on pencil cases. Rationale: Challenge children to design, cut, stitch and decorate appealing products. Make informed decisions on stitching appropriate for product		Food technology Can I use seasonal ingredients to create a savoury quiche? Building on: Early years, Year 1 Healthy soup, Year 2 healthy pizza, year 3 create new bread design, year 4 healthy biscuit Leading to: year 6, Autumn 1 Rationale: understand the source, seasonality and characteristics of a broad range of ingredients, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
PSHE	Being me in my world Why are rights and responsibilities as a citizen of our country and as a member of our school important? Building on: Y4 Establishment week – getting to know children, going through rules and behaviour and expectations. Learning about what it means to be a citizen of a country.	Celebrating difference Why is culture so important? Building on: Y4 Understanding that we are all influenced by our culture. Learn about racism and how words can hurt. Think about the difference between direct and indirect bullying.	Dreams and goals Why is it important to think about your future? Building on: Y4 Understanding that there are different job choices available and that money may affect our dreams and goals.	Healthy Me What makes a healthy lifestyle? Building on Y4: Looking at the risks of smoking and alcohol misuse, learning about the recover position, having a healthy attitude to food and thinking about whether all images are real.	Relationships Why are rights and responsibilities important online? Building on Y4: Understanding what makes us unique, what the positive and negative things are about an online community, thinking about how to stay safe online, and whether we should use devices less.	Changing Me What is puberty? Building on: Y4 Identify how bodies change on the inside during puberty – how the male and female body change, periods, body image, self-image, and looking ahead to the next school year.
French	French monster pets Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. Building on: Year 4 Autumn 1 Leading on: Year 6 Autumn 2	Space exploration- in French Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Building on: Year 4 autumn 2 Leading on: Year 6 Autumn 2	Shopping in France Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases. Building on: Year 4 spring 1 Leading on: Year 6 spring 1	French speaking world Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language. Building on: Year 4 spring 2 Leading on: Year 6 spring 2	Verbs in a week Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs. Building on: year autumn 2 Leading on: Year 6 autumn 1	Meet my French family Learning family and relations vocabulary, the possessive adjective: ‘my’ and ‘how’ to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases. Building on: year 4 summer 2 Leading on: year 6 summer 1
PE	Fitness Swimming	Gymnastics Swimming	Badminton Swimming/OAA	Hockey Swimming/OAA	Rounders Swimming/Netball	Athletics Swimming/OAA

Music	Can you play the Blues? Listening: Famous Blues Artists eg BBKing, Muddy Waters. Composing/Performing: Own class Blues songs using 12 bar blues structure Experience: Listening to and evaluating their own songs. Building on: Y2 Spring 1 Leading to: Y5 Spring 2, learning about different patterns of notes and scales in Indian Music. Rationale: To know that Blues music is a genre which aims to share feelings and is created in a set pattern of chords.	Can you adapt musical motifs? Listening: Carol Of The Bells (Shchedryk – Ukranian Song) Composing/Performing: To create a new piece from existing motifs. Experience: Performing Christmas Songs to parents Building on: Y2 Sum 2 Leading to: Y6 Aut 2, learning about how motifs are used in Western Classical music Rationale: Composing requires planning and structuring musical ideas.	How do we play West African Music? Listening: Iro Ye – Benin Lullaby Composing/Performing: To create a class arrangement of an existing traditional West African Song. Experience: Creating a recorded performance . Building on: Y1 Aut 1 Leading to: Y5 Sum 2, how to make decisions on structuring our music Rationale: Composing requires analysing and adapting ideas to fit with the purpose	Can you play traditional Indian Music? <i>Link Y3 Music Of India.</i> Listening: ‘Anile Vaa? Or choose Indian song’ Performing: Play a drone, a rag and a tala Experience: learning a diverse range of music Building on: Y5 Aut 1 Leading to: Y5 Sum 1, comparing and contrasting styles of music from different continents and cultures Rationale: Learning about the stylistic features of traditional Indian Music	How do we play the music of South America? Samba and . carnival sounds and instruments Listening: Various Samba Bands performances Performing: Syncopated rhythms Experience: learning a diverse range of music Building on: Y5 Spring 1 Leading to: Y5 Sum 2, using our knowledge of a style of music to create a new piece. Rationale: Learning about the stylistic features of Samba Music	Can we use music technology to create a Samba style piece? Looping and remixing; Can you create a South American Dance Track using music technology and real instruments ? Listening: ‘Mas Que Nada’ Sergio Mendez Composing/Performing: creating and recording a samba style dance track using Garageband. Experience: How technology can be used to create music Building on: Y5 Sum 1 Leading to: Y6 Spring 2, using Garageband to mix and create a new piece Rationale: Music technology can be used to create, organise and control sound.
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