2025 - 2026 - Year 5

Curriculum Content on a Page

Autumn 2025	Spring 2026	Summer 2026
Autumn 1 – 8 weeks **Autumn 2 – 7 weeks**	**Spring 1 – 6 weeks** **Spring 2 – 5 weeks**	**Summer 1 – 6 weeks** **Summer 2 – 7 weeks**
Marvellous Maya 	**Extreme Survivors** 	**Eureka Greeka**
Key vocabulary: drought scribes indigenous hieroglyphs polytheist jaguar codex sacrifice priests invasion calendar deforestation fairtrade sustainability terraced farming physical / human geographical features drought scribes indigenous	**Key vocabulary:** mountain summit plateau face base crust altitude lava hypothermia expedition avalanche tectonic plate magma explorer climate biome earthquake volcano	**Key vocabulary:** empire marathon Olympics democracy architecture government philosophy sculpture hoplite Mt. Olympus amphitheatre conquered military Europe ancient
Love in Action – Sustainability Protecting the rainforests (fundraiser) Impact on indigenous tribes	**Love in Action - Climate Change**	**Love in Action - Democracy**
Wow Day – Historian in to conduct Maya Cultural Day	**Wow Day –** Explorer in to talk about mountains and surviving in extreme conditions	**Wow Day –** Link to Space - visit to the Space Centre, Leicester
Reading – Core texts • Journey to River Sea – Eva Ibbotson • A story like the wind – Gill Lewis	**Reading – Core texts** • Survivors – David Long • Shackleton's Journey – William Grill • The Snow Leopard – Jackie Morris	**Reading – Core texts** • Greek Myths – Jean Menzies • Who Let The Gods Out – Max Evans
Reading – Complimentary Texts	**Reading – Complimentary Texts**	**Reading – Complimentary Texts**

• Trash – Andy MuligSaving • Celeste – Timothee de Fombelle • The Secret Wild – Alex Evelyn • Swallows and Amazons – Arthur Ransome	• Asha & The Spirit Bird – Jasbinder Bilan • The Wolf Wilder – Katherine Rundell • When the Mountains Roared – Jess Butterworth • Holes – Louis Sacher	• Greenwild – Pari Thomson • A Boy Called Hope – Lara Williamson • Alex Neptune: Dragon Thief – David Owen • Alice In Wonderland – Lewis Carrol

Writing		
Autumn – Poetry **Autumn 1** • Narrative – informal letter • Non-fiction – non-chronological report **Autumn 2** • Narrative – character description • Non-fiction – persuasive letter (fair trade)	**Spring** - Poetry **Spring 1** • Non-fiction – instructions • Narrative – dialogue **Spring 2** • Narrative – adventure • Non-fiction – biography	**Summer** - Poetry **Summer 1** • Narrative – myth recount • Non-fiction – persuasive letter **Summer 2** • Non-fiction • Narrative – playscript
Maths - White Rose		
Science		
Working scientifically. During the year pupils are taught to use practical scientific methods, processes and skills.		
Living Things and Their Habitats • To describe the differences in the lifecycle of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some plants and animals. **Forces** • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	**Properties and Changes of Materials** • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Earth and Space** • To describe the movement of the Earth and other planets relative to the sun in the solar system. • To describe the movement of the moon relative to the Earth. • To describe the sun, Earth and moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Animals Including Humans** • To describe the changes as humans develop to old age. • Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Art		

Maya masks – oil pastels **<u>Drawing</u>** Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas. Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental	**Contemporary landscapes – watercolour mixing and shading** **<u>Drawing</u>** Create shadow using a range of hatching techniques. Make images appear further away by making them smaller. **<u>Painting</u>** Mix paint and other materials to create detailed patterns and textures. Use a range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.	**Greek Pottery – clay modelling** **<u>3D modelling</u>** Use a wide range of visual techniques and secondary sources of information to support the development of projects. Create increasingly complex 3D forms using clay. Use a wide range of techniques to join, combine and shape clay – coil, pinch and slab. Apply a range of techniques to the surface of clay – carving, slip painting, slip (score and sick). To create a 3D clay pot using coil technique.
and intentional.	To create a piece of artwork inspired by an artist. Artist: Jen Aranyi 	Artist: Louise Goodman
Values (A)		
<u>Autumn 1 – Love & Respect</u> **<u>Autumn 2 – Love & Generosity</u>**	**<u>Spring 1 – Collaboration & Hope</u>** **<u>Spring 2 - Perseverance & Forgiveness</u>**	**<u>Summer 1 – Thankfulness & Friendship</u>** **<u>Summer 2 – Trust & Compassion</u>**
Computing – Project Evolve Online Safety – Bespoke		
Self-Image and Identity /Copyright and Ownership Databases (5.4) **Online Relationships** Coding (5.1)	**Online Bullying** Game Creator (5.5 & 5.6) **Online Reputation** SCRATCH	**Managing Online Information** Google Docs - The basics of word processing Touch typing (link to topic) **Health, Well-being and Lifestyle/Privacy and Security** Spreadsheets (5.3) Video Editing - iMOVIE
Design and Technology		

Maya weaving

Textiles

Support reasons for selections with justifiable evidence and facts.
Make and use a paper pattern that includes a seam allowance.
Sew using a range of stitches including, backward running stitch and over sewing.
Use a wide range of techniques to add colour, texture and pattern to fabric.

Moving Mountains Toy

Mechanisms

Generate plans and designs based on research and ideas that take account of the users' views and the intended purpose.

Produce detailed designs and plans using prototypes, commentary and diagrams that include accurate measurements.

Select a range of appropriate tools to cut, shape and join materials and components effectively.

Select and use tools and equipment to measure, mark out and shape materials and components accurately.

Join and combine materials and components in permanent and temporary ways.

Produce a well-finished product that fulfils the functional and aesthetic design criteria.

Investigate and use analysis of existing products to inform own work.

Identify from a range the key features and functions needed to create an effective and efficient working product.

Give reasons, supported by factual evidence for the success of aspects of a product.

Describe the way in which a cam changes rotary motion into linear motion.

Ancient Greek dishes - Pitta Bread and Tzatziki

Food technology

- Talk about how the properties of certain foods can affect the final product.
- Know and understand the practice needed in terms of food hygiene and kitchen safety.
- Select the appropriate methods and equipment for measuring, e.g. time, dry goods, liquids etc.
- Compare commercial and domestic processes for producing food, e.g. bread.

History

• A non-European society that provides contrasts with British history – **Maya civilization**		• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - **Ancient Greece**

Geography

• (NC) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a **region within North or South America.** • (I) Communicate findings using geographical terms, **e.g. location, land use, settlement.** • (I) Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied • (NC) Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • (I) Recognise and describe the different views that people may hold when changes are made to the environment.	Describe and understand key aspects of: • (NC) Physical geography, including: climate zones, biomes and **mountains, volcanoes and earthquakes** • (NC) Use world maps, atlases and globes and digital/ computer mapping to locate countries and describe features studied. • (I) Create maps of the local environment and beyond using conventional symbols, a key and **four-figure grid referencing** (NC). • (I) Use a range of equipment and maps to conduct fieldwork tasks.	• (I) Talk about and describe a range of cities and countries around the world, **including a region in a European country (Athens).** • (NC) Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. • (I) Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. • (I) Identify physical and human features that have contributed towards the change and development of a locality. • (I) Talk about the way in which the physical location can determine the growth of a settlement or industry. • (NC) Identify the Equator, and the Tropics of Cancer and Capricorn.

Music – Charanga

• Livin' On a Prayer • Classroom Jazz 1	• Make you feel love • The Fresh Prince of Bel-Air	• Dancing in the Street • Reflect, Rewind, Replay

PE

Autumn 1 • Indoor – Gymnastics • Outdoor – Fitness **Autumn 2** • Indoor – Dance • Outdoor – OAA	**Spring 1** • Indoor – Badminton • Outdoor – Athletics **Spring 1** • Indoor – Swimming • Outdoor – Football	**Summer 1** • Indoor – Basketball • Outdoor – Tag Rugby **Summer 2** • Indoor – Netball • Outdoor – Cricket

German

• My school subjects • Time in the city	• Healthy eating - market • Clothes colour fashion	• Out of this world • Going to the seaside
PSHE - Jigsaw		
• Being Me In My World • Celebrating Difference	• Dreams and Goals • LEANS	• Relationships • Changing Me
RE – Understanding Christianity and Coventry and Warwickshire Agreed Syllabus		
• **Why might ancient stories still be so important for some worldviews today?** • **Incarnation** Was Jesus the Messiah?	• **Do religions change or do they stay the same?** • **Salvation** What did Jesus do to save human beings?	• **What might it mean to 'live well'** • **Gospel** What would Jesus do?