

Y5 2025-2026



Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <i>Invaders!</i> | <i>US Explorers</i> | | <i>Maya</i> | <i>Biomes and Ecosystems</i> | |
| Enrichment Experiences | | Marvellous History – Viking Day | | | Bikeability Maya Day Stockport County Sessions | River Mersey (Venture Out) Fieldwork |
| British Values and SMSC | Creativity | Peace | Trust | Forgiveness | Justice | Thankfulness |
| English – Writing (Literacy Tree) | The Lost Thing Shackleton's Journey | Fire Bird The Tale of Three Brothers | The Tempest Robot Girl | The Rain Player | The Man who walked between the towers High Rise Mystery Curiosity | Children of the Benin Kingdom Freedom Bird |
| English – Reading (Pathways) | Good night stories for rebel girls | Hansel and Gretel | Odd and the Frost Giants | Exploring Space | The Last Wild/Pollution | African Tales: A Barefoot collection |
| Spelling (ELS) | Introduction: fruit, struct Prefix: inter-family divide ough letter string c and sc as /s/ | Prefixes: sym-, sys- cret Suffix: -ous temper cess sper | fin Prefix: pro-cogn port (meaning carry) port (meaning harbour) spect | Hyphens que letter string velop ident Prefixes: con-, cor- | Prefix: com- commun gest Prefixes: contra-, contro- cord store/staur | Prefix: ex- Prefix: ex- Words ending -rass Additional morphemes: equip, age, bargain Additional morphemes: neighbour, physic, shoulder |
| <ul style="list-style-type: none"> • Can I use further prefixes and suffixes and understand the guidance for adding them? • Can I spell some words with silent letters? (for example, knight, psalm, solemn) • Can I continue to distinguish between homophones and other words which are often confused? • Can I use dictionaries to check the spelling and meaning of words? • Can I use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary? • Can I use a thesaurus? • Can I spell at least 55 words out of the 98 Year 5 and 6 statutory spelling list? | | | | | | |



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| <p>Grammar and Punctuation</p> | <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y5: (5) Can I convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify? (5) Can I use verb prefixes e.g. dis, de, mis, over and re? (5) Can I use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) related pronoun (5) Can I use modal verbs or adverbs to indicate degrees of possibility? (5) Can I use devices to build cohesion within a paragraph? (then, after that, this, firstly) (5) Can I link ideas across paragraphs using adverbials of time, place, number or tense choices? (5) Can I use brackets, dashes, or commas to indicate parenthesis? (5) Can I use commas to clarify meaning or avoid ambiguity in writing? Can I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? | | | | | | | |
| <p>Maths</p> | <p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A Number: Fractions A</p> | | <p>Number: Multiplication and Division B Number: Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics</p> | | | <p>Geometry: Shape Geometry: Position and Direction Number: Decimals Number: Negative numbers Measurement: Converting Units Measurement: Volume</p> | | |
| <p>Geography</p> | | | <p>My Region and the Western United States (Gr)</p> | | | | <p>Rivers (Gr)</p> | <p>Biomes and Ecosystems (Gr)</p> |
| <p>History</p> | <p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> | | | | <p>A non-European society that provides contrasts with British history – a study of Mayan c.AD 900</p> | | | |
| <p>Science</p> | <p>Properties and change (6 lessons)</p> | <p>Mixtures and separation 6 lessons)</p> | <p>Unbalanced forces 6 lessons)</p> | <p>Earth and space 6 lessons)</p> | <p>Making connections: Does the size of an asteroid affect the diameter of its impact crater? (3 lessons)</p> | <p>Life cycles and reproduction (6 lessons)</p> | <p>Human Timeline (3 lessons)</p> | |



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| Art & Design (Kapow) | Painting and mixed media – <i>Portraits</i> (5 Lessons) | | Craft and design – <i>Architecture</i> (5 Lessons) | | Drawing – <i>I need space</i> (5 lessons) | Sculpture and 3D – <i>Interactive installation</i> (5 lessons) | | | |
| D&T (Kapow) | | Structures – <i>Bridges</i> (4 lessons) | Mechanical systems – <i>Making a pop-up book</i> (4 lessons) | | Food – <i>Developing a recipe</i> (6 lessons) | Digital World – <i>Monitoring devices</i> (4 lessons) | | | |
| Music (Charanga) | Livin’ on a prayer | Classroom Jazz 1 | Make you feel my love | The Fresh Prince of Bel-Air | Dancing in the street | Reflect, Rewind and Replay | | | |
| Music (SMS) | Rhythm and composition 3 Rondo ABACA cat / monkey / rest / cow / armadillo / elephant / anteater | Ensemble singing and performance | Playing and Performing instruments 3 | Ensemble singing and performance with instruments | Inter-related dimensions of music 3 Word Rhythms | Musical appreciation and singing (ensemble, solo, duet and small group performance) | | | |
| MFL (Language Angels) | Phonetics lesson 3 (C) Do you have a pet? (I) | What is the date? (I) | The weather (I) | The Romans (I) | Habitats (P) | The Weekend (P) | | | |
| RE | <u>BELIEVING</u> Why do some people believe God exists? | | <u>BELIEVING</u> What would Jesus do? Can we live by the values of Jesus in the 21 st Century? | | <u>EXPRESSING</u> If God is everywhere, why go to a place of worship? | | <u>EXPRESSING</u> What does it mean to be a Muslim in Britain today? | | |
| Computing | Computing systems and networks – Systems and Sharing | Creating media – Video production | Programming A – Selection in physical computing | Data and information – Flat-file databases | Creating media – Vector drawing | Programming B – Selection in quizzes | | | |
| PE | Health and Fitness Football | Dance Health and Fitness | Gymnastics | Hockey Dance | Football with SCFC Cricket | Athletics/Rounders OAA | | | |
| | Swimming | | | | | | | | |
| PSHE & RSE | Relationships | | | Health and Wellbeing | | | Living in the wider world | | |
| | Families and friendships | Safe relationships | Respecting ourselves and others | Physical health and Mental wellbeing | Growing and changing | Keeping safe | Belonging to a community | Media literacy and digital resilience | Money and work |
| | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |