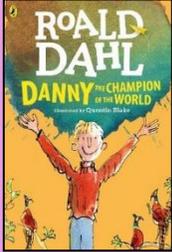
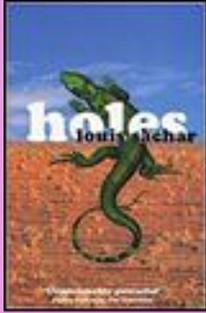
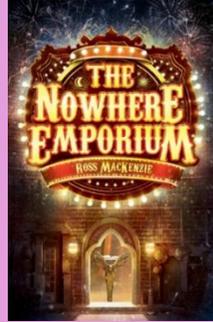
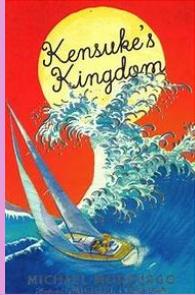


# Year 5 Curriculum Overview 2025 – 2026

Half term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Length	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	7 weeks
English	<p><b>Writing stimulus:</b> Danny the Champion of the World</p> 	<p><b>Writing stimulus:</b></p> <p><i>The Piano – Aidan Gibbons Video Clip</i></p> <p><i>Coca cola advert</i></p>	<p><b>Writing stimulus:</b> One for all</p>  <p><b>Chicks- writing linked</b></p>	<p><b>Writing stimulus:</b> Holes</p> 	<p><b>Writing stimulus:</b> <i>The Nowhere Emporium</i></p> 	<p><b>Writing stimulus:</b> <i>Kensuke's Kingdom</i></p> 
<p>Writing purpose and text types</p> <p>English – SPaG</p>	<p><i>Narrative</i></p> <p>To entertain: Character descriptions</p> <p><i>Expanded noun phrases</i></p> <p><i>Relative clauses</i></p> <p><i>Similes</i></p> <p><i>parenthesis</i></p> <p>To discuss: One sided argument – poaching.</p> <p><i>Modal verbs</i></p> <p><i>Conjunctions</i></p> <p><i>Adverbials – On the other hand, consequently</i></p> <p><i>Semi-colon to mark related clauses</i></p>	<p><i>Narrative</i></p> <p><i>Personification</i></p> <p><i>Flashbacks</i></p> <p>To entertain: Narrative – flashbacks</p> <p><i>Expanded noun phrases</i></p> <p><i>Relative clauses</i></p> <p><i>Subordinate clauses</i></p> <p><i>Parenthesis</i></p> <p><i>Fronted adverbials</i></p> <p>To entertain: setting description</p> <p><i>Expanded noun phrases</i></p> <p><i>Similes</i></p>	<p>To inform: Biography for Geoff</p> <p><i>Parenthesis</i></p> <p><i>Relative clauses</i></p> <p><i>Personal pronouns</i></p> <p><i>Relative clauses</i></p> <p><i>Subordinate clauses</i></p> <p><i>Formal language</i></p> <p>To persuade: Persuasive advertisement for Heinz beans</p> <p><i>Alliteration</i></p> <p><i>Rule of three</i></p> <p><i>Repetition</i></p> <p><i>Fact</i></p>	<p><i>Narrative</i></p> <p><i>Informal letter</i></p> <p><i>Non-chronological report</i></p> <p>To persuade: Persuasive advert</p> <p><i>Adverbials to convey sense of clarity – Surely we can all agree...?</i></p> <p><i>Short sentences</i></p> <p><i>pronouns</i></p> <p><i>Alliteration</i></p> <p><i>Rule of three</i></p> <p><i>Repetition</i></p> <p><i>Fact</i></p> <p><i>Opinion</i></p>	<p>To entertain: setting description</p> <p><i>Expanded noun phrases</i></p> <p><i>Similes</i></p> <p><i>Alliteration</i></p> <p><i>Personification</i></p> <p><i>Conjunctions</i></p> <p><i>Third person</i></p> <p><i>Fronted adverbials</i></p> <p>To entertain: Poetry- A new wonder in the Emporium.</p> <p><i>Expanded noun phrases</i></p>	<p><i>Narrative</i></p> <p><i>Poetry</i></p> <p>To discuss: balanced argument home schooling</p> <p><i>Modal verbs</i></p> <p><i>Conjunctions</i></p> <p><i>Adverbials – On the other hand, consequently</i></p> <p>To persuade: Persuasive letter</p> <p><i>Adverbials to convey sense of clarity – Surely we can all</i></p>



# Year 5 Curriculum Overview 2025 – 2026



	<p><i>Some argue....; others argue</i></p> <p><i>To entertain: Story with a focus on Dialogue to convey action – Hazel and Dad</i></p> <p><i>Subordinate clauses</i> <i>Conjunctions</i> <i>Dialogue to convey action</i> <i>Inverted commas</i></p> <p><i>To inform: Report – police report</i> <i>Headings/ subheading</i> <i>Colons</i> <i>Brackets or dashes to explain technical vocabulary</i> <i>Bullet points</i></p>	<p><i>Alliteration</i> <i>Personification</i> <i>Conjunctions</i> <i>Third person</i> <i>Fronted adverbials</i></p> <p><i>To inform- Letter</i></p> <p><i>Parenthesis</i> <i>Adverbials to build cohesion</i> <i>Informal tone as written by a young girl.</i> <i>First person</i></p>	<p><i>Opinion</i> <i>Statistics</i></p> <p><i>Science</i> <i>To inform: Explanation text- life cycle</i> <i>Headings/ subheading</i> <i>Colons</i> <i>Brackets or dashes to explain technical vocabulary</i> <i>Formal language</i></p>	<p><i>Statistics</i></p> <p><i>To inform: newspaper report</i> <i>Formal language</i> <i>Parenthesis</i> <i>Relative clauses</i> <i>Subordinating clauses</i> <i>Direct and indirect speech</i> <i>Passive voice- GD children</i></p> <p><i>To entertain- character description of the Warden</i> <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Prepositional phrases</i> <i>Fronted adverbials</i></p>	<p><i>Similes</i> <i>Onomatopoeia</i> <i>Alliteration</i> <i>Personification</i></p> <p><i>To inform- Diary Entry</i> <i>Expanded noun phrases</i> <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Fronted adverbials.</i> <i>First person</i></p> <p><i>To entertain- narrative</i> <i>Expanded noun phrases</i> <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Parenthesis</i> <i>Fronted adverbials</i> <i>Speech</i> <i>Dialogue</i></p>	<p><i>agree...?</i> <i>Short sentences</i> <i>Subjunctive form</i></p> <p><i>To inform: Biography for Kensuke.</i> <i>Parenthesis</i> <i>Relative clauses</i> <i>Personal pronouns</i> <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Formal language</i></p>
<b>Maths</b>	Place Value Addition and subtraction, Multiplication and division part A	Multiplication and division part A continued Fractions part A	Multiplication and division part B Fractions part B	Decimals and percentages. Perimeter and area Statistics	Shape Position and direction Decimals	Decimals continued Negative numbers Converting units Measurement volume
<b>Science</b>	<b>Earth and Space</b>  Day and night, seasons, Solar System	<b>Forces</b> Gravity, friction, air resistance, water resistance, levers, pulleys and gears.	<b>Living Things and Habitats</b>  Lifecycles and reproduction in plants	<b>Properties and changes of materials</b>  Physical properties, reversible and irreversible changes Methods of separating different mixtures	<b>Animals including humans</b>  Changes in humans as they grow	



# Year 5 Curriculum Overview 2025 – 2026



			and animals <i>Living egg project</i>			<b>Scientific skills</b>
<b>Geography</b>	<b>Changes in our local environment:</b> How is the UK changing?  Local area walk		<b>Europe – a study of the alpine region:</b> Where should we go on holiday?		<b>Journeys – trade:</b> Where does all our stuff come from?	
<b>History</b>		<b>British history: How hard was it to invade and settle in Britain? (Anglo Saxon England)</b>		<b>British history: Were the Vikings raiders, traders or something else?</b>		<b>How did the Maya civilisation compare to the Anglo-Saxons?</b>
<b>Computing</b>  <b>SMSC – e-safety and communication.</b>	<b>Systems and Searching</b> Computer systems, information transfer between systems and devices. How search engines work.	<b>Programming –</b> With crumbles. Programming to make light, sound and motion.	<b>Video Editing</b>  Instructional video	<b>Vector Drawing</b>  Create vector drawings using shapes and lines. Layer and duplicate objects.	<b>Programming – selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller. Summer A	<b>Databases</b>  Using a database to order data and create charts to answer questions.
<b>RE</b>	What do Christians believe about old and new covenants?		<b>What values do people live by?</b>	<i>Islamic Assembly</i>	<b>Why do some people go on pilgrimage?</b>	*Should we forgive others?
<b>RSHE</b>	Setting goals. Democracy.	Anti-bullying week Valuing difference	Rights and responsibilities		Money matters	Relationships Growing and



# Year 5 Curriculum Overview 2025 – 2026



	Keeping safe (First aid)	Respect and healthy relationships.	Eat well, live well			changing  Objectives? Vocabulary?
<b>Art &amp; DT</b>  <b>SMSC – how different artists view the world.</b> <b>SMSC – celebrating personal creativity.</b>	<b>ART</b> <b>Typography &amp; maps</b> Explore how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b>DT</b> <b>Frame structures</b> Design and make: make a Bird hide	<b>DT FOOD TECH-</b> Tomato and basil bread recipe 27	<b>ART- Pathway:</b> <u>Architecture: Dream Big or Small?</u> <a href="http://accessart.org.uk">accessart.org.uk</a> Explore the responsibilities architects have to design us a better world. Make your own architectural model.	<b>ART Fashion Design- New for 24/25</b> Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.	<b>Design and make:</b> Mechanical systems CAMS-design and make a moving toy.
<b>Music</b>  <b>SMSC – how different musicians make us feel.</b>	<b>Ukuleles – Kirklees Musica</b> <b>Composing music using ukuleles</b> <b>Each class to receive 11 sessions worth of teaching.</b>  <b>Composer Study: 5W Spring A, 5G/5F Summer A</b>					
<b>MFL – French</b> <b>SMSC – understanding the language and culture of a different nation.</b>	<b>Me and my friends at school</b> <b>Time in the city</b> <b>Clothes</b> <i>(Alternating with Music)</i>					



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<b>PE</b> <b>SMSC –</b> teamwork by delighting in music. Learning sportsmanship. Linking to global sporting events.	Netball, Hockey, Athletics, Dance, Gymnastics, Fitness/Yoga, Cricket, Tag Rugby, Badminton					
	Swimming					
<b>Trips, visitors and events</b>			Living eggs Sports coach	Eid assembly Viking themed trip		Sports' Days