

## 2025-26 Year 5 Long Term Curriculum Map

Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>English:</b>	<b>The Odyssey</b> <ul style="list-style-type: none"> <li>Speeches</li> <li>diary entry</li> <li>dialogue</li> <li>missing scene, postcard</li> <li>advertisement</li> <li>adventure story</li> </ul> <b>Hidden Figures</b> <ul style="list-style-type: none"> <li>Non-chronological reports</li> <li>job adverts</li> <li>formal persuasive letters</li> <li>informal letters</li> <li>diary entries</li> <li>character descriptions</li> <li>opinion pieces</li> </ul>	<b>The Man Who Walked Between the Towers</b> <ul style="list-style-type: none"> <li>Fact file</li> <li>journalistic writing</li> <li>setting descriptions</li> <li>letter of advice</li> <li>persuasive speech</li> <li>biography</li> </ul> <b>The Island</b> <ul style="list-style-type: none"> <li>Welcome guide, description</li> <li>letter of advice</li> <li>comparison</li> <li>diary entry</li> <li>imagined conversation</li> <li>narrative sequel</li> </ul>	<b>High Rise</b> <ul style="list-style-type: none"> <li>Character description</li> <li>Police Report</li> <li>Setting description</li> <li>Newspaper Article</li> <li>Persuasive Letter</li> </ul> <b>Children of the Benin Kingdom</b> <ul style="list-style-type: none"> <li>Informal letter</li> <li>contrasting diary entry</li> <li>survival guide</li> <li>eyewitness report</li> <li>summary</li> <li>non-chronological report</li> </ul>	<b>The Tempest</b> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Diary entry</li> <li>Play script</li> </ul>	<b>Firebird</b> <ul style="list-style-type: none"> <li>Formal Letters</li> <li>Retell</li> <li>Character descriptions</li> <li>Narrative</li> </ul> <b>The Whale</b> <ul style="list-style-type: none"> <li>Reported speech</li> <li>Description</li> <li>Letter to a Newspaper Editor</li> </ul>	<b>The Lost Thing</b> <ul style="list-style-type: none"> <li>Diary entries</li> <li>formal letters</li> <li>adverts</li> <li>character and setting descriptions</li> <li>non-chronological reports</li> <li>fantasy narrative</li> </ul>
<b>Maths:</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Decimal and percentages</li> </ul>	<ul style="list-style-type: none"> <li>Decimals and percentages</li> <li>Perimeter and area</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Position and direction</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Negative numbers</li> <li>Converting units</li> <li>Volume</li> </ul>
<b>Science:</b>	<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  Recognise that some mechanisms, including levers, pulleys and gears,	<b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  Describe the movement of the Moon relative to the Earth.  Describe the Sun, Earth and Moon as approximately spherical bodies.  Use the idea of the Earth's rotation to explain day and night and the apparent	<b>Properties and changes of materials</b> 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.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<b>Reversible and irreversible changes</b> 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.	<b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals.	<b>Animals including humans</b> describe the changes as humans develop to old age. (puberty and the changes that happen to boys and girls)

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	allow a smaller force to have a greater effect.	movement of the sun across the sky.		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.		
<b>Computing:</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</li> <li>identify a range of ways to report concerns about content and contact</li> </ul>	<b>3D modelling</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Select, use and combine a variety of software ...to design and create a range of ... content that accomplish given goals.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<b>Radio station</b> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<b>Flowol</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<b>Strategic Searching Online</b> <ul style="list-style-type: none"> <li>Use search technologies effectively.</li> <li>Appreciate how results are ranked.</li> <li>Be discerning in evaluating digital content.</li> </ul>
<b>History:</b>	<b>What was life like in Ancient Greece and how did it influence the Western world today?</b> <ul style="list-style-type: none"> <li>Locate Greece</li> <li>Greek Gods/Goddesses</li> <li>Athens and Sparta</li> <li>Daily life</li> <li>Olympic games</li> </ul>		<b>How did Tudor monarchs rule differently?</b> Tudors - The changing power of monarchs and their effect on religion and rule today. <ul style="list-style-type: none"> <li>When the Tudors ruled</li> <li>Henry VIII and 6 wives</li> <li>Tudor monarchs</li> <li>Rich and poor life</li> </ul>	<b>What was life like for ordinary Tudors?</b>  Tudors - The changing power of monarchs and their effect on religion and rule today.  <b>Tudor Day</b>		

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	<ul style="list-style-type: none"> <li>Battle of Marathon</li> </ul>					
<b>Geography:</b>		<b>Physical Geography - mountains</b> <ul style="list-style-type: none"> <li>Locate mountain ranges on maps</li> <li>How are mountains formed</li> <li>Features of mountain ranges</li> <li>Climate on mountains</li> <li>How people use mountains</li> <li>Facts about famous mountain ranges including Mount Everest</li> </ul>			<b>North America</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North America,</li> <li>concentrating on their environmental regions</li> <li>key physical and human characteristics</li> <li>countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>USA - states and major cities</li> </ul>	<b>Geographical skills and fieldwork - Local area study</b> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>Compasses, map symbols, 4/6 figure grid references.</li> </ul>
<b>RE:</b>	<b>Creation and Covenant</b>	<b>Prophecy and Promise</b>  <b>Other faiths - Judaism</b> <ul style="list-style-type: none"> <li>Passover</li> <li>Seder plate</li> <li>Shema</li> </ul>	<b>From Galilee to Jerusalem</b>	<b>From Desert to Garden</b>	<b>To the Ends of the Earth</b>	<b>Dialogue and Encounter</b>  <b>Other faiths - Hinduism</b>
<b>PE:</b>	<b>Dodgeball -</b> <ul style="list-style-type: none"> <li>Physical: throw, catch, dodge, block</li> <li>Social: co-operation, respect, communication</li> <li>Emotional: confidence, honesty, independence</li> </ul>	<b>Gymnastics -</b> <ul style="list-style-type: none"> <li>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</li> </ul>	<b>Yoga -</b> <ul style="list-style-type: none"> <li>Physical: balance, strength, flexibility, co-ordination</li> <li>Social: collaboration, communication, share ideas, respect</li> <li>Emotional: independence, confidence, perseverance, acceptance</li> </ul>	<b>Basketball -</b> <ul style="list-style-type: none"> <li>Physical: run, jump, throw, catch, dribble, shoot</li> <li>Social: collaboration, communication, co-operation, respect</li> <li>Emotional: honesty, confidence, perseverance, fair play</li> </ul>	<b>Cricket -</b> <ul style="list-style-type: none"> <li>Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting</li> </ul>	<b>Tag Rugby -</b> <ul style="list-style-type: none"> <li>Physical: throw, catch, run, change speed, change direction</li> <li>Social: communication, support, collaboration, sporting behaviour</li> </ul>

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	<ul style="list-style-type: none"> <li>Thinking: tactics, comprehension, observation, creativity</li> </ul> <p><b>Outdoor Adventurous Activities (OAA) -</b></p> <ul style="list-style-type: none"> <li>Physical: balance, co-ordination, run at speed, run over distance</li> <li>Social: negotiation, communication, leadership, work safely</li> <li>Emotional: empathy, confidence, resilience</li> <li>Thinking: problem solving, reflect, critical thinking, select and apply, comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Social: work safely, support others, collaboration</li> <li>Emotional: confidence, perseverance, resilience, determination</li> <li>Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences</li> </ul> <p><b>Fitness -</b></p> <ul style="list-style-type: none"> <li>Physical: agility, balance, co-ordination, speed, stamina, strength</li> <li>Social: collaboration, support, communication</li> <li>Emotional: perseverance, determination</li> <li>Thinking: feedback, comprehension, observation, evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: comprehension, provide and use feedback, reflection, select and apply, creativity</li> </ul> <p><b>Dance - to change to volleyball 2026/27</b></p> <ul style="list-style-type: none"> <li>Physical: actions, dynamics, space, relationships</li> <li>Social: collaboration, consideration and awareness of others, inclusion, respect, leadership</li> <li>Emotional: empathy, confidence, perseverance</li> <li>Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: select and apply skills, make decisions, observation, tactics, feedback</li> </ul> <p><b>Volleyball - to change to Dance 2026/27</b></p> <ul style="list-style-type: none"> <li>Physical: throw, catch, jump, set, dig, serve, rally</li> <li>Social: communication, respect, support and encourage others</li> <li>Emotional: perseverance, honesty, determination</li> <li>Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection</li> </ul>	<ul style="list-style-type: none"> <li>Social: collaboration, communication, respect</li> <li>Emotional: honesty, perseverance, determination</li> <li>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</li> </ul> <p><b>Badminton -</b></p> <ul style="list-style-type: none"> <li>Physical: underarm forehand, underarm backhand, overarm forehand, serve, rally, run</li> <li>Social: co-operation, collaboration, communication, respect</li> <li>Emotional: perseverance, patience, honesty</li> <li>Thinking: comprehension, use tactics and rules, make decisions, select and apply</li> </ul>	<ul style="list-style-type: none"> <li>Emotional: honesty, confidence, patience</li> <li>Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis</li> </ul> <p><b>Athletics -</b></p> <ul style="list-style-type: none"> <li>Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw</li> <li>Social: collaboration, negotiation, communication, supporting others</li> <li>Emotional: perseverance, confidence, concentration, determination</li> <li>Thinking: observing and providing feedback, selecting and applying, comprehension</li> </ul>
<b>Design &amp; Technology:</b>		<p><b>Mechanical Structures - CAMS</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate an Orrery</li> </ul>		<p><b>Textiles - combining different fabric shapes</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate a Tudor purse</li> </ul>	<p><b>Food - Celebrating culture and seasonality</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate Focaccia with vegetables</li> </ul>	
<b>Art:</b>	<p><b>Historical Sculpture - Greek Urns</b></p> <ul style="list-style-type: none"> <li>Thumb pot</li> <li>Coil pot</li> <li>Slab pot</li> </ul>		<p><b>Painting - Mark Rothko</b></p> <ul style="list-style-type: none"> <li>Explore, create and evaluate our own piece of abstract art</li> </ul>			<p><b>Drawing - Frank Lloyd Wright - Architect</b></p> <ul style="list-style-type: none"> <li>Drawing for perspective</li> </ul>

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<b>Music:</b>	<p><b>Pulse</b> To maintain a strong sense of pulse. Create simple rhythmic pieces to show rhythm, melodies, accompaniments.</p>	<p><b>Voice</b> Maintain an independent part, experiment and perform sounds made by their voice. Follow and perform vocal pieces using a graphic notated score.</p>	<p><b>Rhythm</b> Use a variety of timbres and techniques when creating and playing music. Maintain an independent part when playing an instrument in a group. Use musically basic symbols.</p>	<p><b>Pitch</b> To show confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p>	<p><b>Digital Music Technology</b> •Use voice, sounds, technology and instruments in creative ways. Use and identify key features of musical structure</p>	<p><b>20<sup>th</sup> century music</b></p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Expressionism</li> <li>• Film music</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• <b>Difference and Diversity</b> - recognising the factors that make people different</li> <li>• <b>Being Me</b> - exploring different kinds of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being safe</b> - rules for keeping safe and being digitally responsible</li> <li>• <b>Bullying matters</b> - understanding their actions and types of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring emotions</b> - strategies to resolve disputes, intensity and range of feelings</li> <li>• <b>Being Healthy</b> - healthy lifestyles and making informed choices</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drug education</b> - identifying drugs/substances and identifying influences/pressure</li> <li>• <b>Money matters</b> - enterprise skills and concept of loans, tax, debt</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being responsible</b> - Human rights, rights and responsibilities</li> <li>• <b>Changes</b> - managing difficult emotions and making change positive (RSE)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>• <b>A Journey in Love</b></li> </ul>
<b>French</b>	<p><b>As-tu un animal? (Do you have a pet?)</b></p> <ul style="list-style-type: none"> <li>• To know the names of pets.</li> <li>• To know how to answer the question "Do you have a pet?"</li> <li>• To know what our pet is called.</li> <li>• To know how to answer negative structure when talking about animals.</li> <li>• To know how to have a conversation about animals.</li> </ul>	<p><b>La date (The date)</b></p> <ul style="list-style-type: none"> <li>• To know the seven days of the week.</li> <li>• To know the 12 months of the year.</li> <li>• To know numbers to 31 to say the date.</li> <li>• To know how to ask and reply when asked when your birthday is.</li> <li>• To know how Christmas is celebrated in France.</li> <li>• To know some language about Christmas.</li> </ul>	<p><b>Quel temps fait-il? (What is the weather?)</b></p> <ul style="list-style-type: none"> <li>• To repeat and recognise French vocabulary for the weather.</li> <li>• To know how to ask and say what the weather is like.</li> <li>• To describe the weather, in French, on a map of France.</li> </ul>	<p><b>La Maison Tudors (The Tudors)</b></p> <ul style="list-style-type: none"> <li>• To know how to break down French language (listening).</li> <li>• To know how to look out for verbs, adjectives and nouns.</li> <li>• To know vocabulary based on Henry VIII and his wives.</li> </ul>	<p><b>Les jeux Olympique's? (The Olympics)</b></p> <ul style="list-style-type: none"> <li>• To know facts about the ancient and modern Olympics in French.</li> <li>• To know sports and their gender article.</li> <li>• To know how to say what sports I/other people play/do and what sports I/other people do not play/do.</li> </ul>	<p><b>Les vêtements (clothes)</b></p> <ul style="list-style-type: none"> <li>• To know items of clothes and their gender article.</li> <li>• To know how to say what we wear in different weathers.</li> <li>• To know how to describe clothes on terms of colours and apply possessive adjectives.</li> </ul>