

Year 5	Autumn Term		Spring Term		Summer Term	
	September to December 2026		January to March 2027		April to July 2027	
Main Project	Pharaohs (History) This topic develops the children’s knowledge of ancient Egypt. It teaches the children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.		Sow, Grow and Farm (Geography) This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.		Groundbreaking Greeks (History) This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.	
English Core Texts	Secrets of a Sun King b by Emma Carroll	The War of the Worlds adapted from H.G. Wells	Non-Fiction Texts	Floodland by Marcus Sedgwick	Adventures of Odysseus by Hugh Lupton	Non Fiction Texts
English SPaG	<u>Revision</u> Fronted Adverbials Organise paragraphs around a theme Link ideas across paragraphs Build cohesion within a paragraph Choose nouns/pronouns for clarity and cohesion	<u>Apply previous skills, and explicitly teach:</u> <i>+Revise – punctuate direct speech with inverted commas</i> Integrate dialogue to advance action and convey character Use expanded noun phrases for accuracy Indicate parenthesis using brackets, dashes and commas	<u>Apply previous skills, and explicitly teach:</u> To use capital letters for names and places To form capital letters correctly To write using past tense e.g. ‘ed’.	<u>Apply previous skills, and explicitly teach:</u> To begin to use question marks correctly. .To use plurals ‘s’ and ‘est’ To use suffixes ‘ing’,	<u>Apply previous skills, and explicitly teach:</u> To begin to use exclamation marks correctly To use the prefix ‘un’ To use suffix er and est	<u>Apply and embed previous skills. Close gaps.</u>
Maths	- Add and subtract fractions with the same denominator and denominators that are multiples of the same number. - Add and subtract numbers mentally with increasingly large numbers. - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). - Compare and order fractions whose denominators are all multiples of the same number. - Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. - Establish whether a number up to 100 is prime and recall prime numbers up to 19. - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) number. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. - Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. - Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$). - Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. - Complete, read and interpret information in tables, including timetables. - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. - Multiply and divide numbers mentally drawing upon known facts. - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. - Read and write decimal numbers as fractions (for example, 0.71 = $\frac{71}{100}$). - Read, write, order and compare numbers with up to three decimal places. - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. - Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. - Round decimals with two decimal places to the nearest whole number and to one decimal place. - Solve comparison, sum and difference problems using information presented in a line graph.		- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Draw given angles, and measure them in degrees (°). - Estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water). - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. - Identify angles at a point and one whole turn (total 360°). - Identify angles at a point on a straight line and 1/2 a turn (total 180°). - Identify other multiples of 90°. - Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Read, write, order and compare numbers with up to three decimal places. - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. - Solve problems involving converting between units of time. - Solve problems involving number up to three decimal places. - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	

	- Solve number problems and practical problems that involve all of the above. - Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.		- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. - Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. - Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. - Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling. - Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Count backwards through zero to include negative numbers.	
History	- Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). - Explain how everyday life in an ancient civilisation changed or continued during different periods. - Explain why an aspect of world history is significant. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. - Sequence and make connections between periods of world history on a timeline.		Articulate and organise important information and detailed historical accounts using topic related vocabulary.		- Articulate and organise important information and detailed historical accounts using topic related vocabulary. - Compare and contrast an aspect of history across two or more periods studied. - Describe the achievements and influence of the ancient Greeks on the wider world. - Describe the significance, impact and legacy of power in ancient civilisations. - Explain why an aspect of world history is significant. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. - Find evidence from different sources, identify bias and form balanced arguments. - Use a range of historical sources or artefacts to build a picture of a historical event or person. - Frame historically valid questions about continuity and change and construct informed responses. - Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. - Sequence and make connections between periods of world history on a timeline.	
Science	Forces and Mechanisms This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.	Earth and Space This project teaches children about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.	Human Reproduction and Ageing This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.		Properties and Changes of Materials This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.	
Art & Design	Tints, Tones and Shades This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.		Line, Light and Shadows This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.	Nature's Art This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.	Mixed Media This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.	Expression This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.
Design Technology	Moving Mechanisms This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.		Eat the Seasons This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.		Architecture This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.	
Geography	Investigating our World This essential skills and knowledge project teaches children about		Construct or carry out a geographical enquiry by gathering and analysing a range of sources.		Analyse and compare a place, or places, using aerial photographs, atlases and maps.	

	locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.		- Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. - Describe how soil fertility, drainage and climate affect agricultural land use. - Describe in detail the different types of agricultural land use in the UK. - Explain how the climate affects land use. - Explain how the topography and soil type affect the location of different agricultural regions. - Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. - Identify some of the problems of farming in a developing country and report on ways in which these can be supported. - Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. - Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.			
RE	Sikhism (Sikhi) How far would a Sikh go for their religion? Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmandir Sahib.	Christianity Is the Christmas story true? Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.	Sikhism (Sikhi) How are sacred teachings and stories interpreted today? Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanaya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.	Christianity How significant is it for Christians to believe that God intended Jesus to die? Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.	Sikhism (Sikhi) What is the best way for a Sikh to show commitment to God? Wearing of the 5Ks and turbans, World Turban Day, Guru Amar Das or Guru Amardas Ji (3rd Guru), Guru Har Gobind Sahib (6th Guru), Harmandir Sahib, Maharaja Ranjit Singh, Akal Takhat.	Christianity What is the best way for a Christian to show commitment to God? Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.
Computing	Staying Safe Online - Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - Know where and how to report concerns and get support with issues online. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - Know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for	Evaluating Digital Content - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. - Know how information and data is shared and used online.	Scratch, Algorithms and Debugging - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Scratch, Algorithms and Debugging - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Know how information and data is shared and used online. - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Using data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Using data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

	others online including when we are anonymous. - Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.					
Music	Manuscripts - Pupils will apply their prior knowledge of the stave in order to read the notation and play a recorder. - Pupils will learn how to read the stave and know how to play the notes on their recorder. (Note values)	Christmas Performance - Pupils will begin to learn Christmas songs ready for their Christmas performance. - Pupils will apply timing, dynamics. - Pupils will build their confidence for performing.	Graphic Scoring - Pupils will listen to a variety of music and will learn to apply this to a graphic score. - Pupils will be introduced to Graphic scoring and build upon composing a rhythm in their bands. - Pupils will develop their teamwork and cooperation skills.	Unpitched Percussion Instruments - Pupils will choose a variety of unpitched percussion instruments to play their composition in a band. - Pupils will focus on dynamics, timing and 'Ostinato'.	Djambe Drumming - Pupils will recap various tones and hand positions on the drum - Pupils will build their stamina at playing in time for a duration. - Pupils will be introduced to the African 'call and response' and apply this to their compositions.	Djambe Drumming - Pupils will perform in a 'band' and will compose their own rhythms using a variety of tones and beats. - Pupils will develop their skills of timing, dynamics and performance.
Personal Social Health Education (PSHE)	Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
PE	Invasion Games (football) - Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. - Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. - They will also learn the basics of goalkeeping. - Pupils will evaluate their own and other's performances, suggesting improvements. - They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Dance - Pupils learn different styles of dance, working individually, as a pair and in small groups. - In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. - As they work, they develop an awareness of the historical and cultural origins of different dances. - Pupils will be provided with the opportunity to create and perform their work. - They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. - Pupils will work safely with each other and show respect towards others. Invasion Games (hockey) - In this unit pupils will improve their defending and attacking skills playing even-sided games. - They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. - Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. - Pupils will comment on their own and other's performances and suggest ways to improve. - They will also recognise the importance of fair play and honesty while self managing games. Invasion Games (tchoukball)			Gymnastics - In this unit, pupils create longer sequences individually, with a partner and a small group. - They learn a wider range of actions such as inverted movements to include cartwheels and handstands. - They explore partner relationships such as canon and synchronisation and matching and mirroring. - Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. - In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. OAA - Pupils develop teamwork skills through completion of a number of challenges. - Pupils work individually, collaboratively in pairs and groups to solve problems. - They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. - Pupils are also given the opportunity to lead a small group. - Pupils learn to orientate and navigate using a map. Striking & Fielding (cricket) - Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. - They learn how to play the different roles of bowler, wicket keeper, fielder and batter. - In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Net & Wall Games (volleyball) - Pupils focus on developing the skills they need to play continuous rallies in volleyball. - They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. - In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. - Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. - They will understand the importance of abiding by rules to keep themselves & others safe. - Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity

		• Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. • Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. • They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. • They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. • They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. • They will improve their ability to evaluate their own and others' performance.	• In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. • Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	to take on the role of referee. Athletics • In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. • As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. • They learn how to improve by identifying areas of strength as well as areas to develop. • Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. • In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.
--	--	---	--	--