



Curriculum Overview – Year 5



2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
English	<p>WRITING</p> <p>uses relative clauses with/without a relative pronoun</p> <ul style="list-style-type: none"> selects words for effect to support purpose and engage readers’ interest begins to build paragraphs around a topic sentence demonstrates growing awareness of audience and purpose begins to develop characters and settings through selection of effective vocabulary summarises a paragraph considers the impact and effect of vocabulary and grammar choices when re-reading own and others’ writing <p>READING</p> <ul style="list-style-type: none"> reads at a reasonable speaking pace reads most words effortlessly pronounces unfamiliar words with automaticity reads longer books with sustained interest groups books according to theme or convention recognises when unsure of word meaning / pronunciation and requests help 		<p>WRITING</p> <p>uses modal verbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> uses brackets, dashes and commas to demarcate relative clauses uses a thesaurus to refine word choice links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) selects appropriate formats and forms to suit audience and purpose uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere edits own work and offers suggestions to others to improve the impact and effect of writing proof reads own work for spelling and punctuation errors <p>READING</p> <p>develops confidence when reading aloud</p> <ul style="list-style-type: none"> recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures talks about favourite authors and types of books, giving reasons for preferences asks questions to enhance understanding of the text 		<p>WRITING</p> <p>uses modal verbs and adverbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> uses brackets, dashes and commas to indicate parenthesis uses commas to clarify meaning or avoid ambiguity chooses vocabulary to complement purpose identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own uses devices to build cohesion within and across paragraphs shows a growing awareness of how authors develop character and setting, including through the use of dialogue begins to précis longer passages makes effective changes when editing own and others’ work <p>READING</p> <p>reads aloud with appropriate volume and expression to make meaning clear to the audience</p> <ul style="list-style-type: none"> reads an increasingly wide range of books selects books based on reading experiences and knowledge of books distinguishes between fact and opinion in non-fiction reading explains the effect and impact of author viewpoint 	

	<ul style="list-style-type: none"> • begins to show empathy/understanding with characters' motives and behaviours • infers meaning of unfamiliar words from context • infers characters' thoughts feelings and motives • summarises and presents stories in own words 	<ul style="list-style-type: none"> • retrieves information from a text, using efficient and effective methods • recognises author's viewpoint • uses inference and predictions to support reading • begins to identify descriptive and figurative language that has been used for effect • summarises main idea from more than one paragraph 	<ul style="list-style-type: none"> • discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) • begins to make comparisons across and between books • begins to show the influence of reading in writing • builds up a repertoire of poems that are known by heart • prepares poems and plays to read aloud 			
Oracy						
Maths	Number: Place value (numbers to 1,000,000) Number: Addition and subtraction (numbers with more than four digits).	Number: Multiplication and division (prime, square, cube numbers) Number: Fractions (improper fractions, convert fractions).	Number: Multiplication and division (short division, divide with remainders, multiply four-digit numbers) Number: Fractions (equivalent fractions, add / subtract fractions) Number: Decimals and Percentages (up to two decimal places, thousandths, percentages as fractions).	Measurement: Perimeter and Area (Perimeter of polygons, area of compound shapes, estimating area) Statistics (Read and interpret line graphs and tables, two-way tables).	Number: Decimals (adding and subtracting decimals within 1) Geometry: Properties of shape (Measuring angles in degrees, angles around a point).	Geometry: Position and Direction (Position in the first quadrant, translation with co-ordinates). Measurement: Converting units (metric units, imperial units, converting units of time). Measurement: Volume (compare and estimate volume and capacity).
Science	Earth and Space	Living things and their habitats	Properties and changes of materials		Forces	Animals including humans
PE	Fitness Netball	Dance Dodgeball	Gymnastics Rounders	Swimming Tennis	Rugby Swimming	OAA Athletics
Computing	Computing systems	Creating Media-Videos	Programming-physical computing	Data and information	Creating media	Programming-quizzes

History	Life for Victorian Children		Tommy Armstrong		Who was making history around the world in the year 1000? Who were the Mayans?	
Geography	What shapes my world?		Where could we go?		Destination Sao Paulo	
DT	Sewing-Moon fabric model		Electrical systems (Circuits or motors)-Mining		Textiles/Food-Mayans	
Art	William Morris Printing		Pitman painters Charcoal, line, tone		Frieda Kahlo Sculpture	
Music	'Living on a Prayer' – music to reflect a cause or emotion to unite people		'The fresh prince of bel air' - Hip Hop - Music to tells a story, linking interrelated dimensions of music.		Interrelated dimensions of music 'Dancing in the street'	
RE	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed at home?	Why do people use rituals today?
MFL	My school and subjects	Time in the city	Healthy eating and going to the market	Carnivals, clowns and clothes	Out of this world	Going to the Seaside
PSHE	What makes up our identity?	What decisions can people make with money?	How can we help in an accident and emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Educational Visits	Centre for Life-Space					