



Curriculum Overview 2026-27

Year Group: Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (see Writing progression grid and Reading mapping for more details).	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Outcome Recount: write a series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome Fiction: write a traditional tale with an alternative ending	Kai and the Monkey King by Joe Todd-Stanton Outcome Fiction: write a myth, creating characters and settings	Malala's Magic Pencil by Malala Yousafzai Outcome Recount: write an autobiography	Brilliant Deep by Kate Messner and Matthew Forsythe Outcome Persuasion/information: write an information leaflet	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister Outcome Recount: write and perform a soliloquy
Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-5-new&subject=maths Financial Literacy: This is a fun, engaging topic covered within the maths curriculum designed to get children thinking about money from a young age with the aim to encourage positive habits such as saving, develop life skills and improve confidence to support effective decision making around money. It develops what is already taught on money through maths and PSHE and gives children the opportunity to develop a broader, deeper understanding of money. In Year Four, Financial Literacy is taught across a day and the focus is around 5 big questions: - Where does our money come from? - How does money make us feel? - What can we use our money for? - How does our money help other people? - How can we look after our money?					
History	How did Manchester change during		Why were the Ancient Greeks significant?		Why was World War II a significant event?	

	Victorian times? Know how and why Manchester changed during Victorian times. Know how Britain (focusing on Manchester) has had a major influence on the world. Identify historically significant people (such as the Gregg family at Quarry Bank Mill) and events (such as the Industrial Revolution and the arrival of the Liverpool-Manchester railway). Continue to develop a chronologically secure knowledge of history.		Know about Ancient Greek life, Ancient Greek achievements and Ancient Greek influence on the western world. Identify historically significant people (such as Aristotle) and events (such as the Battle of Marathon and the Olympic Games). Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across time periods studied. Note connections, contrasts and		Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how Britain has had a major influence on the world. Identify historically significant people (such as Churchill and Hitler) and events (such as the Blitz). Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across time periods studied. Note connections, contrasts and trends over time. Have a clear understanding of relevant key vocabulary.	
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	Establish clear narratives within and across time periods studied. Note connections, contrasts and trends over time. Have a clear understanding of relevant key vocabulary. Have a clear understanding of how knowledge of the past is constructed from a range of sources. Select and organise relevant historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this.		trends over time. Have a clear understanding of relevant key vocabulary. Have a clear understanding of how knowledge of the past is constructed from a range of sources. Select and organise relevant historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this.		Have a clear understanding of how knowledge of the past is constructed from a range of sources. Select and organise relevant historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this. Describe social, cultural, religious and ethnic diversity in Britain and the wider world.	
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Geography		What's different about living in the northern and southern hemispheres? Be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Be able to identify the Prime/Greenwich Meridian Be able to explain how time zones work and their significance (including day and night). Be able to compare seasons in different hemispheres.		What is a climate zone? To know the difference between climate and weather. Be able to describe climate zones and how they compare. Understand how the oceans affect climate. Have an understanding of how climate change occurs.		What is a biome and where are they? Know about the physical geography of the following biomes and how they compare: deserts, savannahs, rainforests, tundra, temperate zones or forests. Describe the key geographical elements of a rainforest and how this has changed over time due to deforestation (Brazil as the focus).
Science	Materials and Their Properties	Living Things and Habitats	Forces	Earth and Space		

	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electric 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 Know what soluble means and how to test for it. Know what conductivity means, transparency mean. Know that materials are used for different jobs based on their properties.		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 describe the changes as humans develop to old age		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, allow a smaller force to have a greater effect.	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 movement of the sun across the sky. describe the movement of the Earth, relative to the sun, and how this creates seasons
Computing (see progression document for	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying.	Digital Literacy – Copyright and Ownership.	Digital Literacy – Health, Wellbeing and Lifestyle.	Digital Literacy – Online Relationships.	Digital Literacy – Self image and Identity.

further details).	Information Technology project - Animation (character interviews)	Coding – Quizzes in Scratch	Privacy and Security.			
Art	<u>How did Manchester change during Victorian times?</u> Look at the arts and crafts movement (William Morris in particular). Create a print design and use it to produce a sheet of wallpaper.	<u>Whats different about living in Northern and Southern hemispheres?</u> Consider differences in seasons and how artists portray this. Look at David Hockney. Look at the work "The arrival of Spring in Woldgate". Examine Hockney's use of colour and discuss some colour theory. Create a copy of one of the pictures in the series Use drawing app on ipads to create a similar work.	<u>Why were the ancient Greeks significant?</u> Look at the range of life drawing used to embellish pottery. Create a papier mache plate using tissue paper layers. Look at photos of modern athletes and make a life drawing to copy onto the plate. Create a repeating border pattern to embellish the edge. Look at Greek statues and draw in charcoal.	<u>Why were the ancient Greeks significant?</u> Look at Greek sculpture and create a chalk pastel piece depicting a statue. Start to understand how shading can create a 3D effect in drawing.	<u>Why was WWII significant?</u> Look at a range of landscape work from British War Artists. Discuss their importance. Talk about the effect of the war on individual people and create a mixed media landscape in the style of Anthony Gross. Look at the air raid shelter drawings by Henry Moore. Children to take turns modelling or life drawing air raid shelter scenes in oil pastel (white on black).	<u>What is a biome and where are they?</u> Look at the work of artist Beatriz Milhazes. Create a collage piece inspired by the Brazilian rainforest. Compare this with the work of Romero Britto.

Design and Technology		Textiles What kind of hat should I make? Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, and pattern pieces. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence, apply a range of finishing techniques. Select from and use a wider range of textiles, according to their functional properties and aesthetic qualities.		Construction Can we make a bug hotel? Be able to select appropriate tools and techniques to cut a range of natural materials with differing qualities To use a range of tools safely and accurately To measure and mark out accurately To employ a range of joining and finishing techniques Be able to employ a range of skills including cutting, drilling, nailing, screwing, gluing, filling, sanding to manipulate a range of materials Be able to design a product for a specific user		Food Technology What kind of flapjack should we have at our picnic? Children should know that food is grown in the UK, Europe and the wider world. Children should begin to understand that seasons may affect the food available. Children should know food is processed into ingredients that can be eaten or used in cooking. Children should know how to prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source. Children should know how to use a wider range of food preparation techniques (such as chopping, slicing, measuring,
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		Begin to measure and mark out more accurately. Demonstrate how to use a range of sewing techniques accurately (including cross-stitch for details). With growing confidence, cut and join with accuracy to ensure a good-quality finish to the product.				mixing, spreading, baking). Children should begin to understand that different food and drink contain different substances (such as fibre) that are needed for health.
Music and Drama	How did Manchester change during Victorian times? Victorian Composer – Elgar Enigma Variations play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	North and Southern hemisphere No place like – Kerry Andrew play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Why were the Ancient Greeks significant? Heroes of troy Explore chromatic. A chromatic scale is a downward or upward stepwise movement, C C# D etc on a keyboard or any chromatic percussion instrument (ie an instrument that has all the	Delia Derbyshire Dr Who improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded	Why was World War II a significant event? Grazyna Bacewicz – female composer who composed in Nazi occupied Warsaw in WW2. Overture – Morse Code themes. Watch the film Listen to the performance Write a story Use Bacewicz's rhythms to create an introduction	Biomes Hans Zimmer - Earth play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music

	accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	Uses words contributed by children across the UK Performed by voice with or without body percussion, beatboxing, classroom percussion Kerry says: "No Place Like' is about where we are all from, how we are connected, the homes we live in, and the sounds we find in our hometowns." Watch the film and discuss Brainstorm a list of sounds Discuss the findings Learn the difference between loud and soft, high and low pitched Listen, collate and describe real sounds Make a graphic score or diagram of these Walk and collect sounds outside of school Describe / record and begin to notate sounds Devise musical motifs based on	notes like the black and white on a piano). Invite the children to play chromatically - start on any note and play the note next to it (up or down) and keep going. The 'Is it love?' chromatic part is as shown below. After using the content Practise singing 'The foolish and the brave' and encourage memorising of rap. Revise the song 'Is it love?' Encourage recorder players or other instrumentalists to learn to play the chorus. Explore sequences by playing notes A A Bb A then G G A G on a piano or keyboard - see the music of	music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Watch the film Listen to the performance Make a graphic score Play the Doctor Who theme on 'found sounds' Record sounds from around the school Manipulate sound files using music editing software Create rhythms and melodies from 'found sounds' using music editing software Use musical terminology appropriate to the task Structure sections of music into a bigger piece	Learn about Morse code and use it to transform words into musical motifs Learn about fanfares and structure musical motifs into a piece Make graphic scores Invent a sad melody Structure sections of music into a bigger piece	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Watch the film Create artwork inspired by the music Learn to play a shimmer Create vocal melodies Create three-note repeating patterns and play with different durations Use musical terminology and notation
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	Listen and describe music using words and pictures Watch the film and discuss Learn and perform a melody Create an ending to the melody and orchestrate it Create musical motifs and put them together to make a piece Create musical motifs and put them together to make a piece Develop a theme and structure musical motifs around it Structure all ideas into a piece Perform the piece to an audience Use technical terminology where appropriate	previously collected sounds Order these sounds into a structure (free flowing soundscape) Follow/ give musical signals Understand, perform and use pulse create rhythmic ostinatos based on collected sounds layer and structure rhythmic ostinatos over a pulse Structure ideas into a piece with a definite structure or shape Create and follow a diagrammatic presentation of the music Use technical terminology where appropriate	that sequence below. Find out how that sequence can continue (F F G F) and so on. Make up other sequences. Try writing on staves. Invite children to practise the instrumental parts opposite and then add them to the song. The top part requires a pitched instrument - such as a glockenspiel - and the other parts can be played on un-pitched percussion - eg tambour, claves or woodblock. The scales used in music have their origins in the Greek modes. To hear what modes sound using a xylophone find			Create musical motifs inspired by 'Earth' Structure these into a piece Structure sections into a bigger shape Learn about dynamics Use chords – triads.
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			and play the note then play the next note, D and so on until you reach the next C. That mode is now our major scale. Start on any other note and do the same. The lament in Heroes of Troy is based on the mode from A to A - the 'Aeolian mode' - which led to what we call the 'minor' scale today. It is especially used when writing a sad piece of music. Listen to other examples of folk music, especially laments or ballads.			
RE	Why do some people think God exists?	If God is everywhere, why go to a place of worship? (Focus – Judaism).	If God is everywhere, why go to a place of worship? (Focus – Sikhism).	What would Jesus do? Can we live by the values of Jesus in the 21 st century?	What does it mean to be a Muslim in Britain today?	
See progression document for further detail						

Dance and Gym	Dance Dance for Fitness through Zumba	Gym Matching, mirroring and contrast	Dance Performance	Gym Partner work – under and over	Dance Range of Movement Patterns through Charleston, Lindy Hop & Lambeth Walk (WWII Link)	Gym Synchronisation and canon
Outdoor Games	Tag Rugby	Basketball	Football	Hockey	Athletics	Cricket
See progression document for further detail on outdoor games						
PSHE	Being me in my world I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I understand my rights and responsibilities as a British citizen I understand my rights and responsibilities as a British citizen and a member of my school I can make choices about my own behaviour because I understand how	Celebrating difference I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world	Dreams and goals I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in	Healthy me I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	Relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I understand how it feels to be	Changing me I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also

	rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	I can enjoy the experience of a culture other than my own	a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I understand how the media and celebrity culture promotes certain body types I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	attracted to someone and what having a boyfriend/girlfriend might mean I understand how to stay safe when using technology to communicate with my friends I can explain how to stay safe when using technology to communicate with my friends	understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I am in Year 6
MFL	Phonics 3 My Home	What is the Weather	Habitats	Olympics	Clothes	The Planets
Eco	To be responsible for taking recycling out and making sure it goes in the correct bins (This will be a rota system).		To be responsible for taking recycling out and making sure it goes in the correct bins (This will be a rota system).			To be responsible for taking recycling out and making sure it goes in the correct bins (This will be a rota system).