Year 5 Autumn Term 2026 – Curriculum Overview

SUBJECT	1st Half Term	2nd Half Term
English	**<u>Non-chronological Report</u>** ***'The World of the Unknown Monsters:1'*** *by Carey Miller* ***'The Book of Mythical Beasts an Creatures'*** *by Stephen Krensky* **The purpose:** Children will write to inform, learning and applying the key features of non-chronological report writing, such as; captions and labels, indexes, glossaries and A-Z guides. **Compositional choices:** Writers use headings and subheadings to breakdown information into chunks of specific information whilst using brackets to add additional information. **Sentence level:** Sentences have added details through the use of expanded noun phrases. Fronted adverbials provide more information or detail before the main idea of the sentence follows. **Word level & punctuation:** Brackets for parenthesis are useful to place extra information for the reader **<u>Descriptive Scene</u>** ***'Cloud Tea Monkeys'*** *by Elspeth Graham and Mal Peet* **The purpose:** Children will write to entertain using sound and other senses to develop a clear picture for the reader to develop mood of setting. **Compositional choices:** Writers use dialogue to show how a person speaks. Writers use figurative language such as similes, metaphors and personification to create mood and atmosphere. **Sentence level:** Sentences have prepositions and prepositional phrases, fronted adverbials and expanded noun phrases. **Word level & punctuation:** Speech punctuated correctly with inverted commas and new paragraph for new speaker. Commas used after a fronted adverbial. **<u>Poetry Cinquains</u>** **'*Where Poppies Grow'*** *by Hillary Robinson* **The purpose:** Children will write to entertain through poems with specific structure that can include cinquains. **Compositional choices:** Writers use figurative language such as similes, metaphors and personification to create mood and atmosphere. **Sentence level:** Sentences have added detail through expanded noun phrases. **Word level & punctuation:** Writers use precise nouns and verbs.	**<u>Narrative</u>** ***'The Promise'*** *by Nicola Davies* ***'The Adventures of Odysseus'*** *by Daniel Morden & Hugh Lupton* **The purpose:** Children will write to entertain, writing stories that end with a reference to the beginning of the story. **Compositional choices:** Writers use dialogue to show how a person speaks. Writers use figurative language such as similes, metaphors and personification to create mood and atmosphere. Writers use sound and other senses to develop a clear picture for the reader to develop mood of setting. **Sentence level:** Sentences have added details through the use of expanded noun phrases. Paragraphs are cohesive and linked through the use of adverbial phrases. Relative clauses are used to provide additional information to the reader. **Word level & punctuation:** The use of commas to clarify meaning or avoid ambiguity. **<u>Biography</u>** ***'Fantastically Great Women who Changed the World'*** *by Kate Pankhurst* **The purpose:** Children will write to inform, using details of key events in a person's life that are written in chronological order. **Compositional choices:** Writers write some information in chronological order structured in paragraphs with headings and subheadings. Brackets are used to provide extra information through the use of parenthesis. **Sentence level:** Ideas link across paragraphs through the use of cohesive devices. Sentences include relative clauses that provide additional information to the reader. **Word level & punctuation:** Brackets or commas are used for parenthesis.

Year 5 Autumn Term 2026 – Curriculum Overview

<table>
<tr><td></td><td colspan="2"><u>Reading</u>
The children will be encouraged to read as widely as possible at home and at school with an emphasis on reading for pleasure. During Guided Reading lessons, using fiction and non-fiction texts, the children will practise to read a text with fluency, expression and comprehension. They will learn new vocabulary and discuss questions about the text.
<u>Spelling</u>
Using Essential Spellings, pupils develop accurate and fluent spelling, building on prior knowledge. Teaching is systematic and cumulative, focusing on more complex patterns, morphology and etymology, alongside common exception words. Pupils practise regularly through structured activities and retrieval, developing automaticity. Spelling is applied in independent writing to support accuracy, fluency and control.
<u>Handwriting</u>
Handwriting is taught explicitly and regularly, with a focus on letter formation, size, orientation, spacing and consistency to develop legibility and fluency.</td></tr>
<tr><td>Maths</td><td><u>Number: Place Value</u>
Roman numerals to 1,000
Numbers to 10,000
Numbers to 100,000
Numbers to 1,000,000
Read and write numbers to 1,000,000
Powers of 10
10/100/1,000/10,000/100,000 more or less
Partition numbers to 1,000,000
Number line to 1,000,000
Compare and order numbers to 100,000
Compare and order numbers to 1,000,000
Round to the nearest 10, 100 or 1,000
Round within 100,000
Round within 1,000,000
<u>Number: Addition and Subtraction</u>
Mental Strategies
Add whole numbers with more than four digits
Subtract whole numbers with more than four digits
Round to check answers
Inverse operations (addition and subtraction)
Multi-step addition and subtraction problems
Compare calculations
Find missing numbers</td><td><u>Number: Multiplication and division</u>
Multiples
Common multiples
Factors
Common factors
Prime numbers
Square numbers
Cube numbers
Multiply by 10, 100 and 1,000
Multiples of 10, 100 and 1,000
<u>Number: Fractions (Block A)</u>
Find fractions equivalent to a unit fraction
Find fractions equivalent to a non-unit fraction
Recognise equivalent fractions
Convert improper fractions to mixed numbers
Convert mixed numbers to improper fractions
Compare fractions less than one
Order fractions less than one
Order and compare fractions greater than one
Add and subtract fractions with the same denominator
Add fractions within one
Add fractions with total greater than one
Add to a mixed number
Find missing numbers □ Add two mixed numbers
Subtract fractions
Subtract from a mixed number
Subtract from a mixed number
Subtract two missed numbers</td></tr>
</table>

Year 5 Autumn Term 2026 – Curriculum Overview

	The children will be given opportunities to make rich connections across mathematical ideas to develop **fluency**, **mathematical reasoning** and competence in **solving problems**. They will also apply their mathematical knowledge to science and other subjects.	
Science	**Earth and Space** The children will find out fascinating facts about the movement of the Earth and other planets, relative to the Sun in the solar system. They will describe the movement and phases of the Moon relative to the Earth and use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	**Forces** In science, the children will find out about gravity, air resistance, water resistance and friction. They will develop their understanding of balanced and unbalanced forces and their effects, and investigate how mechanisms, like levers, pulleys and gears help us to use smaller forces.
	Pupils will work scientifically by: • using scientific knowledge to ask questions and draw conclusions • planning different types of enquiry • controlling variables where necessary • taking accurate measurements •	
SUBJECT	**1st Half Term**	**2nd Half Term**
Art & Design (or Design and Technology)	**Art: Still Life and Their Meanings** In this adapted unit, children will select, arrange and present objects in a still-life painting. They will investigate the work of renowned artists who have used the theme of still life in a variety of ways to convey ideas, meanings and emotions. They develop skills of observation and recording, and deepen their knowledge and understanding of colour, tone and composition.	
Computing	**Quizzing** In this unit children will be introduced to the process if designing and creating interactive quizzes, exploring question types, adding creative features and debugging.	**Coding** In this unit children will learn about the importance of simplifying code as well as how tags, functions and different variable types can be used within a programme.
	Online Safety Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.	
Geography **History**	**Mountains** In this unit, pupils will learn to identify and describe the key features of mountains and develop an understanding of how they are formed. They will also examine the climate of mountainous regions and gain insight into life in these environments. In addition, pupils will explore and locate the highest mountains in the United Kingdom. The unit will conclude with pupils applying their knowledge by writing a letter to a friend, describing the landscape of a well-known mountain or mountain range.	**History: The Vikings** In this unit, the children will learn and be able to explain where the Vikings came from and the reasons why they invaded Britain. Additionally, the children will develop their understanding of chronology and be able to sequence events of this time period. Furthermore, they will be able to find evidence and make inferences from sources. Throughout this unit, the children will learn the names of Viking trade routes and explain why trade routes were important to the Vikings. The unit will conclude on the teaching of differences between Viking sagas as well as the evaluation of the impact of Viking achievements.

Year 5 Autumn Term 2026 – Curriculum Overview

Music Taught By Mrs. Downie	**The Solar System – Listening** Children embark on a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. Children learn a song, and compose pieces linked to space.	**Christmas Play - Perform** During the second half of the term, Year 5 pupils will develop their singing and performance skills through rehearsing and performing in the school play. They will learn to sing with increasing accuracy, expression and control, work collaboratively as part of an ensemble, and perform confidently to an audience.
Modern Foreign Language: French Taught by Mrs. Downie	**Space Exploration** This unit transports children into space, developing their scientific vocabulary as well as their grammar.	**Monster Pets** Pupils use their language detective skills to identify key facts about an animal. They learn vocabulary for the parts of the human body and use this information to match pictures of monsters to the correct description.
PE	**Game Sense Invasion** The unit of work will challenge pupils to refine their attacking skills. Pupils will have a clear understanding of when, where and why they apply these skills during a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Dance – The Circus** The children will focus on developing character movements linked to 19th Century prejudices, creating movements to represent different characters and performers in the 19th centre circus, extending performances incorporating props and apparatus linked to the variety of performers.	**Handball** This unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Hockey** The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.
PSHE	**My Healthy Self: How can I support my mind and body as I grow?** • To identify nutrients on traffic light food labels and compare these to make healthier choices • Describe how active they are now and why adults stay active • Explain how physical activity support the body and mind • Describe ways to look after mental health	**Connecting with others and why healthy relationships are important** • Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests • Describe what commitment means and give examples of how it can be shown within families in different ways • Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help
RE	**Christianity and Judaism - Rules for living** This term, the children will continue to explore Christianity in increasing depth, as well as being introduced to Judaism as another principle Religion. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. The children will then explore the shared history and key differences between the two faiths, for example by reflecting on The Ten Commandments as well as significant Christian and Jewish prayers and how these influence the lives of Christians and Jews around the world today. The children will also learn about The Torah Scroll and The Laws from Deuteronomy regarding eating Kosher food.	

Year 5 Autumn Term 2026 – Curriculum Overview

	In the second half term, we will explore stories and practices relating to Hanukkah (Judaism), Advent and Christmas (Christianity). The unit will conclude with the children being challenged to consider a fundamental difference between these faiths, through the exploration of Bible scriptures relating to the ultimate/big question ‘Was Jesus the Messiah?