



## Year 5 2026-2027

## Curriculum Map

| Subject/Term   | Autumn 1                                                                                                                                                  | Autumn 2                                                                                                              | Spring 1                                                                                                                                                                    | Spring 2                                                                                           | Summer 1                                                                                                                                                           | Summer 2                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>English</b> | <b>Who Let The Gods Out by Maz Evans</b><br><br>Plan and write a piece of narrative.<br><br>Journalistic writing.                                         | <b>Film Unit:</b> Ancient Greeks<br><br><b>Poetry</b><br>Kensuke's Kingdom, Michael Morpurgo                          | <b>The Boy at the Back of the Class, Onjali Q. Rauf</b> Informative Text, writing a letter.                                                                                 | <b>Matilda, Roald Dahl</b><br><br>Narrative, playscript.<br><br><b>Poetry:</b> Figurative language | <b>Stitch Head, Guy Bass</b><br>Diary, persuasion<br><br><b>Film Unit:</b> Day of the Dead                                                                         | <b>Poetry:</b> Free verse<br><br><b>Journalistic Writing:</b> <i>Tuesday</i> , David Wiesner         |
| <b>Maths</b>   | <b>Number:</b><br>Place Value<br>Addition and subtraction<br>Multiplication and division<br><br><b>Statistics:</b><br>Line graphs<br>Tables<br>Timetables |                                                                                                                       | <b>Number:</b><br>Multiplication and division<br>Fractions x2<br>Decimals and percentages<br><br><b>Geometry:</b><br>Shape<br><br><b>Measurement:</b><br>Perimeter and area |                                                                                                    | <b>Number:</b><br>Decimals<br>Negative numbers<br><br><b>Geometry:</b><br>Shape<br>Position and Direction<br><br><b>Measurement:</b><br>Converting units<br>Volume |                                                                                                      |
| <b>Science</b> | Earth and Space                                                                                                                                           | Earth and Space                                                                                                       | Properties and changes of materials                                                                                                                                         |                                                                                                    | Forces                                                                                                                                                             | Living things and their habitats                                                                     |
| <b>RE</b>      | Is believing in God reasonable?<br><br><b>Non -religious world views / Christianity</b>                                                                   | How has belief in Christianity and Islam impacted on music and art through history?<br><br><b>Christianity /Islam</b> | What can we learn about the world/knowledge/meaning of life from the great philosophers?<br><br><b>Non-religious world views / Christian</b>                                | What difference does the resurrection make to Christians?<br><br><b>Christianity</b>               | How do Hindus make sense of the world?<br><br><b>Hinduism</b>                                                                                                      | How do religious festivals and celebrations impact wider society?<br><br><b>Christianity / Islam</b> |
| <b>History</b> | Ground Breaking Greeks                                                                                                                                    |                                                                                                                       |                                                                                                                                                                             |                                                                                                    | Dynamic Dynasties                                                                                                                                                  |                                                                                                      |

|                       |                                                                    |                                                                  |                                                             |                                                                          |                                                                                |                                                     |
|-----------------------|--------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Geography</b>      |                                                                    |                                                                  | What is life like in the Alps?                              | Why do oceans matter?                                                    |                                                                                | Would you like to live in a desert?                 |
| <b>PSHE &amp; RSE</b> | My healthy self: How can I support my mind and body as I grow?     | Connecting with others: Why are healthy relationships important? | The online world: How am I influenced by what I see online? | Citizenship: How can we make a difference in our communities and beyond? | Growing up: How can I manage the changes to my body and emotions as I grow up? | Citizenship: How can we be in control of our money? |
| <b>Art</b>            | Drawing: Depth, emotion and movement                               |                                                                  | Painting and mixed media: Portraits                         |                                                                          | Sculpture and 3D: interactive installation                                     |                                                     |
| <b>DT</b>             |                                                                    | Electrical systems: Wobble bots                                  |                                                             | Mechanical systems: Gears and pulleys                                    |                                                                                | Structures: Bridges                                 |
| <b>French</b>         | Unit 1: Salut, Gustave!                                            | Unit 2: À l'école                                                | Unit 3: La nourriture                                       | Unit 4: En ville                                                         | Unit 5: En vacances                                                            | Unit 6: Chez moi                                    |
| <b>Music</b>          | Livin' On A Prayer                                                 | Classroom Jazz 1                                                 | Make You Feel My Love                                       | The Fresh Prince of Belair                                               | Dancing In The Street                                                          | Reflect Rewind Replay                               |
| <b>Computing</b>      | Computer networks<br>Operating system<br>Typing<br>Internet safety | App design                                                       | eBooks                                                      | Data handling                                                            | Programming physical devices<br>Programming in Scratch                         | Music creation                                      |
| <b>PE</b>             | Football & Tennis                                                  | Gymnastics & Tag Rugby                                           | Badminton & Hockey                                          | Orienteering & Dodgeball                                                 | Dance & Netball                                                                | Athletics & Rounders                                |