



## Year 5 Curriculum Overview 2025-2026

### Autumn 1<sup>st</sup> Half Term

	01.09.25	08.09.24	15.09.24	22.09.24	29.09.24	06.10.24	13.10.24	20.10.24
Key Events								
Focus weeks								DT
Trip/ Visitor				Massive Wagons concert – Lancaster University				
English	Narrative non fiction picture book – The Dam							
Maths	Number and Place Value				Addition and Subtraction			
RE		<b>The Bible</b> How and why is the Bible read and used by Christians?	<b>The Bible</b> Do you need a Bible to be a Christian?	<b>The Bible</b> Why do Christians believe that the Bible is Holy?	<b>The Bible</b> Why is the Bible a best seller?	<b>The Bible</b> Why are there so many versions of the Bible?	<b>The Bible</b> Which books of the Bible do you think are the most important? Why?	<b>The Bible</b> Why are sacred texts so important to people of faith? <span style="color: red;">Links – Muslim Qur'an</span>
PSHE	<b>Classroom environment and Golden Rules</b>	<b>Relationships</b> What makes a healthy friendship and how they make people feel included?		<b>Relationships</b> Do you know any strategies to help someone feel included?		<b>Relationships</b> Can peer influences affect how people behave or feel?		
Science	<b>Animals including Humans</b> What is gestation? Can you identify patterns between animals?	<b>Animals including Humans</b> Can you describe foetal development?	<b>Animals including Humans</b> Can you describe changes during puberty?	<b>Animals including Humans</b> Can you describe changes during puberty?	<b>Animals including Humans</b> Can you describe the changes as humans develop to old age?	<b>Animals including Humans</b> Can you describe changes during old age?	<b>Animals including Humans</b> Can you record data using specific diagrams and labels?	<b>Animals including Humans</b> Assessment



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<b>Geography</b>	<b>European Region</b> Can you locate and identify the characteristics of Greece using maps?		<b>European Region</b> Can you identify key locations of Greek myths using a range of maps?		<b>European Region</b> What is Athens like today?		<b>European Region</b> Can you compare life in Athens with your life in the local area?	
<b>History</b>		<b>Ancient Greece</b> How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?		<b>Ancient Greece</b> What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?		<b>Ancient Greece</b> Why was Athens able to be so strong at this time?		
<b>Art &amp; Design</b>								
<b>D&amp;T</b>								<b>Electrical Systems</b>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Young Voices</li> <li>• Sea shanty's – learn and use body percussion alongside a shanty</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat</li> </ul>							
<b>Computing</b>	<b>iProgram</b> iMove	<b>iProgram</b> iSense	<b>iProgram</b> iNavigate	<b>iProgram</b> iVary	<b>iProgram</b> iScore	<b>iProgram</b> iDesign	<b>iProgram</b> iCode & iTest	<b>Assessment</b>
<b>MFL</b>		Numbers to 100		Hobbies – what do you like to do on the weekend?			Dear diary...	
<b>PE</b>		<b>Teamwork and problem solving</b>	<b>Teamwork and problem solving</b>	<b>Teamwork and problem solving</b>	<b>Teamwork and problem solving</b>	<b>Teamwork and problem solving</b>	<b>Teamwork and problem solving</b> To demonstrate	<b>Assessment</b>



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		To demonstrate working as part of a team to solve challenges. <b>Problem solving</b>	To co-operate and work together to complete challenges. <b>Problem solving</b>	To cooperate and work together to complete challenges <b>Problem solving</b>	To show encouragement to support team members. To demonstrate concise instructions. <b>Problem solving.</b>	To explain how they worked as a team to solve challenges. <b>Problem solving.</b>	how to work as a team using individual strengths. To explain how they chose their team roles.	
	<b>Gymnastics</b> To perform partner balances. To create a simple sequence of matched and mirrored partner balances. <b>Communication</b> - To speak clearly, with confidence, when demonstrating a shape.	<b>Gymnastics</b> To perform a range of counter-balance actions with a partner. <b>A willingness to try out different partner balances with a partner.</b>	<b>Gymnastics</b> To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. <b>A willingness to try out different partner balances with a partner.</b>	<b>Gymnastics</b> To create a gymnastic sequence with counter balances and counter tension with a partner. <b>Evaluation - To identify strengths and areas for improvement through using the success criteria.</b>	<b>Gymnastics</b> To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b>			<b>Assessment</b>