




Year 5 Curriculum Overview 2025-2026

K Walker

| SUBJECT | Autumn | | Spring | | Summer | |
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| TOPIC | Victorian Britain | | Anglo-Saxons and Vikings | | Walking the Nile | |
| English | <p>Narrative: Story with a historical setting – based on Street Child by Berlie Doherty (3 weeks)</p> <p>Non-Chronological Report: Victorian Life (3 weeks) Workhouse / Factories</p> <p>Biography and Autobiography: Queen Victoria (V and A introduces Queen Victoria) Grammarsaurus – Year 5 Biography Queen Victoria</p> <p><i>Class reader 2 – Far From Home by Berlie Doherty (Sequel to Street Child)</i></p> | <p>Diary Entry: Recount as characters from Diary of Queen Victoria. (3 weeks) (Y5 Grammarsaurus – Victorian child in the workhouse)</p> <p>Narrative Poetry: The Kraken and Charge of the Light Brigade (TES) by Alfred Lord Tennyson. Grammarsaurus poetry – Tales from the deep 2 weeks</p> <p>Narrative – A Christmas Carol by Charles Dickens 3 weeks <i>Class Reader – Another Twist in the tale</i></p> | <p>Beowulf by Michael Morpurgo - Narrative x3 weeks</p> <p>Beowulf Character description (Grammarsaurus Y5)</p> <p>Non-Chronological reports: Viking Voyagers x 3 weeks</p> <p>Explanations: How did the Vikings raid Anglo Saxon settlements (Grammarsaurus) The Viking age for Kids</p> | <p>Poetry: Viking poetry – Kennings based on Beowulf (2 weeks)</p> <p>Narrative: Suspense and Mystery Stories – Viking Boy</p> <p>Instructions: How to be a Hero How to survive a VikingQuest (Grammarsaurus)</p> <p><i>Class Reader – Odd and the Frost Giants</i></p> | <p>Narrative: Secrets of a Sun King outcomes including diaries and letters (4 weeks)</p> <p>Explanation: How to mummify x 3 weeks (Grammarsaurus) You wouldn't want to be an Egyptian Mummy</p> <p><i>Class Reader = Terry Deary Egyptian Tales</i></p> | <p>Non-Fiction – The story of Tutankhamun by Patricia Cleveland-Peck x3 weeks</p> <p>Newspaper reports: Reporting on the discovery of Tutankhamun's tomb (2 weeks) x3 The Egyptian Echo</p> <p>Poetry – Modern Rhyme's about Egyptian Times (2 week)</p> <p><i>Class Reader = Ancient Egypt Sleepover</i></p> |

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| | | | <i>Class Reader - How to be a hero</i> | | | |
| Guided Reading | Street Child - Vipers | Cogheart - Vipers | Beowulf - Vipers | She Wolf - Vipers | Secrets of a Sun King - Vipers | Marcy and the Riddle of the Sphinx - Vipers |
| Science | Properties/changes of materials How can they compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? They know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Can they use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating? Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic? How can they demonstrate that dissolving, mixing and changes of state are reversible changes? How can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? | | Forces How can they explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object? Can they identify the effects of air resistance, water resistance and friction, that act between moving surfaces? They can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Earth and Space Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system? How can they describe the movement of the Moon relative to the Earth How can they describe the Sun, Earth and Moon as approximately spherical bodies? How can they use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky? | | All Living things and their habitats (life cycles) What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird? How can they describe the life process of reproduction in some plants and animals? How can they describe the changes as humans develop to old age? | |
| Art and Design | Victorian Artists Can the children finish a drawing? Can they paint an abstract picture? Can they use a sketchbook Can they talk about the artist William Morris? Can they produce work in the style of William Morris? Can they talk about the artist L S Lowry? Can they produce work in the style of L S Lowry? | | Dragons and the Sea L1 Can the children sketch in pencil? L1 Can the children show colours in a drawing? L1+ Can they use a sketchbook? L2 Can they name some of Alfred Wallis's artwork? L2 Can they describe facts about Alfred Wallis's life and work? L3 Can they name some of Hokusai's artwork? L3 Can they describe facts about Hokusai's life and work? | | Ancient Egypt Can all the children make an observational drawing in charcoal? Can they use clay tools, roll clay and soften clay and make Egyptian style designs in clay. Can they mix and select colours? Can they paint an Egyptian mask? Can they name some of Leger's artwork and describe facts about Leger's life and work? Can they name some of Hockney's work and recall some facts about Hockney's life and work? | |

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| <div>Design and Technology</div> | <div>Textiles – Fashion and Textiles (Bag) / Christmas Decorations for the Christmas Fayre</div> <div>Can they develop their own design criteria using samplers from the past as a base?</div> <div>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.?</div> <div>Can they use a range of stitches to include; running stitch, cross stitch, backstitch, appliqué and/or embroidery?</div> <div>Can they create an accurate template?</div> | | <div>L4 Can they paint a seascape featuring a Viking longboat?</div> <div>L5 Can they create with clay?</div> <div>L6 Can they paint on clay?</div> <div>Super Seasonal Cooking</div> <div>Do they know when different fruit and vegetables are in season in the United Kingdom?</div> <div>Can they explain where and how a variety of ingredients are grown, reared, caught and processed?</div> <div>Can they generate a range of ideas for balanced seasonal recipes?</div> <div>Can they prepare ingredients hygienically and understand how to store and handle meat and fish correctly?</div> <div>Can they use a wide range of preparation and cooking techniques?</div> | | <div>Can they name some of Man Ray’s work and tell some facts about Man Ray’s life and work?</div> <div>Can they Draw details carefully?</div> <div>Can they make a 3D model?</div> <div>Automata Animals</div> <div>Can they use research to develop design criteria?</div> <div>Can they use their knowledge of the animal and movement made by the cam in the design of their automaton?</div> <div>Can they measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment?</div> <div>Can they work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device?</div> <div>Can they use peer feedback and design criteria to help guide the evaluation process?</div> | |
| <div>Computing</div> <div></div> | <div>Unit 5.1 Coding Number of Weeks – 6</div> <div>Main Programs – 2Code</div> <div>E-Safety Lesson 1</div> | <div>Unit 5.2 Online safety Weeks – 3</div> <div>Programs – Various</div> <div>E-Safety Lesson 2</div> | <div>Unit 5.3 Spreadsheets Weeks – 6</div> <div>Programs – 2Calculate</div> <div>Unit 5.4 Databases Weeks – 4</div> <div>Programs – 2Question, 2Investigate</div> <div>E-Safety Lesson 3</div> | <div>Unit 5.5 Game Creator Weeks – 5</div> <div>Programs – 2DIY 3D</div> <div>Unit 5.6 3D Modelling Weeks – 4</div> <div>Programs – 2Design and Make</div> <div>E-Safety Lesson 4</div> | <div>Unit 5.7 Concept Maps Weeks – 4</div> <div>Programs – 2Connect</div> <div>E-Safety Lesson 5</div> | <div>Unit 5.8 Word processing (with Microsoft Word or Google Docs) (Optional Unit) Number of Lessons – 8</div> <div>Main program – MS Word or Google Docs</div> <div>E-Safety Lesson 6</div> |
| <div>Humanities</div> | <div>History: Victorian Britain</div> <div><ul style="list-style-type: none">Causes of the Industrial RevolutionInventions in Victorian times and their legacy.Queen Victoria, chronology with other British monarchs studied. Y1, Y2, Y4Lives of children and workhouses compared to today.</div> | | <div>History: Anglo-Saxons and Vikings</div> <div><ul style="list-style-type: none">Who were the Vikings?Why did the Vikings invade Britain?How did Britain deal with the Vikings?Comparing Viking homes with Tudor homes (revisiting past knowledge)Comparing life today with life in Britain in the time of the Vikings</div> | | <div>History: Ancient Egypt</div> <div><ul style="list-style-type: none">Who were the Ancient EgyptiansWhat was Ancient Egyptian life like compared to life in Ancient Rome and Greece?Who were the Egyptian Gods and how were they worshipped?Social structureEgyptian buildings</div> | |

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| | <ul style="list-style-type: none">Jobs in Victorian times compared to today. Victorian Schools, linking back to the history of Isleham school (Y2) Geography: What is life like in the Alps? Intended outcome of the unit Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’ | | | <ul style="list-style-type: none">Who were the Viking Gods and how were they worshipped.How did the Viking invasion shape life today? Geography: Why do oceans matter? Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth’s climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart. | | <ul style="list-style-type: none">Significant people in Egyptian timesEgyptian Legacy Geography: Would you like to live in the desert? Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. | |
| Music | <u>Musical Theatre</u> Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. | <u>Looping and Mixing</u> Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. | <u>South and West Africa</u> Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. | <u>Composition to represent the festival of colour</u> Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general | <u>Ancient Egyptians</u> Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match | <u>Blues</u> Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. | |

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| | <p>Select appropriate existing music for their scene to tell the story of a journey.</p> <p>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p> | <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops</p> | <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight-beat break and play this in the correct place.</p> | <p>structure of a piece of music.</p> <p>Create a vocal composition in response to a picture and justify their choices using musical terms.</p> <p>Create a vocal composition in response to a colour.</p> <p>Record their compositions in written form.</p> <p>Work as a group to perform a piece of music.</p> | <p>this to non-standard notation.</p> <p>Improvise their own piece of music.</p> <p>Play a melody with reasonable accuracy.</p> <p>Perform with confidence and in time with others.</p> <p>Compose and play a melody using stave notation.</p> <p>Contribute meaningfully to the group performance and composition.</p> <p>Use hieroglyphic notation to show the structure of their piece.</p> | <p>Play the twelve-bar blues correctly.</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p> |
| PE | Outdoor: Tag Rugby Indoor: Personal | Outdoor: Tag Rugby Indoor: Social | Outdoor: Netball Indoor: Cognitive | Outdoor: Hockey Indoor: Creative | Outdoor: Athletics Indoor: Physical | Outdoor: Cricket Indoor: Health and Fitness |
| RE Understanding Christianity The Emmanuel Project | <u>God</u> Science Verses Religion (core – big bang) | <u>Incarnation 1.3</u> Was Jesus the Messiah? (Core) | <u>Judaism</u> What is holiness for the Jewish people; a place, a time, an object? | <u>Salvation 2b.6</u> What did Jesus do to save human beings? (Core) | <u>Buddhism</u> Ow did Budda teach his followers to find enlightenment? | <u>Islam</u> What does the Qu'ran reveal about Allah and his guidance? |
| PSHE | <u>Myself and My Relationships</u> Beginning and Belonging | <u>Myself and My Relationships</u> Anti-bullying Diversities and Communities | <u>Healthy and Safer Lifestyles</u> Managing safety and risk | <u>Myself and My Relationships</u> My Emotions | <u>Healthy and Safer Lifestyles</u> Healthy lifestyles | <u>Healthy and Safer Lifestyles</u> Relationships & Sex Education |

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| French | Getting to know you | All about ourselves | That's tasty | Family and Friends | School Life | Time Travelling |
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