

YEAR 5 CURRICULUM 2024-25

	AUTUMN		SPRING		SUMMER	
English	Percy Jackson and the Lightning Thief by Rick Riordan	No Ballet Shoes in Syria by Catherine Bruton	The Many Worlds of Albie Bright by Christopher Edge	Rain Player by David Wisniewski	The Last Wild by Piers Torday	Children of the Benin Kingdom by Dinah Orji
Shared reading	Percy Jackson and the Lightning Thief by Rick Riordan	The Boy at the Back of the Class by Onjali Q. Rauf	The Many Worlds of Albie Bright by Christopher Edge	Oh Maya Gods! by Maz Evans	The Last Wild by Piers Torday	Harry Potter and the Philosopher's Stone by J K Rowling
Maths	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Number – Fractions	Number: Multiplication and Division Number: Fractions	Number: Decimals and Percentages Measurement – Perimeter and Area Statistics	Geometry: Shape Geometry – Position and Direction Number: Decimals	Number: Negative numbers Measurement: Converting units Measurement: Volume
RE	Sikhism How far would a Sikh go for their religion? (6 sessions)	Christianity - Incarnation Was Jesus the Messiah? (5 sessions)	Sikhism How are Sikh stories important today? (6 sessions)	Christianity - Salvation What did Jesus do to save humanity? (6 sessions)	Christianity What does it mean if God is holy and loving? (6 sessions)	Christianity How can following God bring freedom and justice? (6 sessions)
Science	Properties and changes of materials Animals, including humans		Earth in space Forces (Gravity and Galileo)		Forces (continued) Living things and their habitats	
History	Ancient Greece – a study of Greek life and achievements and their influence		Compare a non-European society (The Maya) with the Anglo-Saxons		Compare non-European society (Kingdom of Benin) with the Anglo-Saxons	
Geography	World cities, biomes and environmental regions		4 and 6 figure grid references		1: OS maps and fieldwork 2: Revisit World cities, biomes and environmental regions if time	
ICT	Systems and searching (5.1)	Video production (5.2)	Selection in physical computing (5.3)	Flat-file databases (5.4)	Introduction to vector graphics (5.5)	Selection in quizzes (5.6)
Art	Drawing and Painting – Block A	Printmaking – Block B	Textiles and collage Block C	3D Block D	Painting Block E	Creative Response Block F
DT	Food and Nutrition Block A Systems Block B		Textiles Block C Food and Nutrition Block D		Structures Block E Mechanisms Block F	
PSHCE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	West Ham coaching/Swimming		Swimming/Basketball		Athletics	
MFL	Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*
Trips and Visits	Science Museum Gurdwara Temple		Greenwich Observatory Anish Kapoor at Stratford	British Museum		
Promotion of British Values SMSC	Democracy – what it is and where it originates from Tolerance of others with different faiths or beliefs Mutual respect		Rule of Law – how things have changed for us since the Victorian times Tolerance of others with different faiths or beliefs Mutual respect		Tolerance of those with different faiths or beliefs Mutual respect	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].					
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]					
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]					
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused					
Terminology for pupils	subject, object, active, passive , synonym, antonym , ellipsis, hyphen, colon, semi-colon, bullet points					

*For detailed information regarding the NC for your year group, see separate planning documents.