Year 5 Autumn Term 2025 – Curriculum Map

Theme - Our Amazing Planet

Golden thread - What makes our planet unique?

Spectacular Starter	**Marvellous Middle**	**Fantastic Finale**
Egg parachutes	Meteorite crash	Bug hotel

Curriculum area	**Focus**	**Context/Cross curricular links/content/engagement**
English Ongoing main skills	**Reading- word reading** Apply growing knowledge of root words, to read aloud and understand the meaning of new words met (-able, -ible) **Reading- Comprehension** Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes Recommending books that have been read, to their peers , giving reasons for choices Identifying and discussing themes and conventions in and across a wide range of writing. **Writing – Transcription** Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling Understand that the spelling of some words need to be learnt specifically **Writing – handwriting and presentation** Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task **Writing – Composition** Plan writing Identifying the audience for and the purpose of the writing Select appropriate form and use other similar writing as models for their own Draft and write Select appropriate grammar and vocabulary , understand how such choices can change and enhance meaning Describing settings, characters and atmosphere in narratives Integrate dialogue to convey character and advance action	**Book - 'Cosmic Disco' by Grace Nichols** **Poetry and performance poetry**– Figurative Language– Using context clues to uncover unknown words- apply skills. **Art –** respond to a poem through the medium of art **Respond to a text –** Analyse a poem's structure, explore how colour is used in figurative language. **Book 'Cosmic' by Frank Cotrell Boyce** **Predictions –** Make predictions and justify opinions **Inferences** – justify inferences about Liam **Informal letter** – note from Dad to Liam- Using adverbials for cohesion **Persuasive writing** – persuade people to visit Infinity Park: modal verbs, persuasive techniques. **Setting description** – Gobi Desert - Artwork to inspire writing (see Art skills ladder for sketchbook work) - Precise vocabulary. **Persuasive letter** – choose the dad to go into space - Modal verbs. **Newspaper report** – 3rd person retelling of the children's moon landing - Speech punctuation -Retelling main events with supporting details **Playscirpts** – create a playscript in role as characters from the book.

	Evaluate and edit Assess effectiveness of own and others writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof read for spelling and punctuation errors **Writing – Vocabulary, grammar and punctuation** Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use commas to clarify meaning and avoid ambiguity Learn the grammar for year 5 in National Curriculum Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading	**Floodland by Marcus Sedgwick** **Writing in role** – diary entry. **Narrative writing** – writing stories. **Mapping** – storyline
Maths **Ongoing main skills**	**Number – number and place value** Read , write , order and compare numbers to at least 1000000 and determine the value of each digit Count forwards and backwards in steps of powers of 10 for any given number up to 1000000 **Number – addition and subtraction** Add and subtract whole numbers with more than four digits, including using formal written methods Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Number – multiplication and division** Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite numbers Establish whether a number up to 100 is prime and recall prime numbers up to19 **Measurement** Convert between different units of metric measure (eg km and m, cm and m, l and ml) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Use all four operations to solve problems involving measure using decimal notation, including scaling **Measurement – Perimeter and area** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	**Place Value** Numbers to 10,000 Roman numerals to 1,000 Round to nearest 10, 100 and 1,000 Numbers to 100,000 Numbers to a million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Compare and order numbers to one million Round numbers to one million. Negative numbers. **Addition and subtraction** Add whole numbers with more than 4 digits Subtract whole numbers with more than 4 digits. Round to estiamte and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems. **Multiplication and division** Identify multiples, factors, common actors, primae numbers, square numbers, cube numbers Multiply by 10, 100 and 1000. Divide by 10, 100 and 1000. Identify multiples of 10, 100 and 1,000. **Fractions** Add and subtract fractions with the same denominator, and denominators that are multiples of the same number parts Recognise mixed numbers and improper fractions and

		convert from one form to the other and write mathematical statements > 1 as a mixed number **Statistics** Read and interpet line graphs Draw line graphs. Use line graphs to olve problems. Read and inperprt tables. Read and interpret two-way tables. Read time tables.
Computing	**Creating Digital Media- vector drawings/video editing** Find out that vector images are made up of shapes. Learn how to use the different drawing tools and how images are created in layers. Explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. Create short videos.	
Science	**<u>Earth and Space</u>** **Identifying** **Pattern Finding** **Research** Use relevant information and data from a range of secondary resources Draw valid conclusions about my research **Observation** Draw valid conclusions from data about changes Recognise the significance of things changing over time Talk about and explain changes using scientific knowledge and understanding Evaluate observation over time skills **Fair Test** Record data appropriately and accurately **<u>Forces</u>** **Identifying** Use more than one piece of scientific evidence to identify and classify things **Pattern Finding** Recognise patterns in results Draw valid conclusions from data about patterns and recognise their limitations Evaluate how well patterns have been looked for **Research** Recognise how data has been collected	**Earth and Space** Describe the movement of the Earth and other planets relative to the Sun in the solar system Explain the movement of the Moon relative to Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. **<u>Forces</u>** Write a persuasive paragraph to Natural History Museum recovery team giving recommendations. Explain that unsupported objects fall to earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that levers, pulleys and gears allow a smaller force to have a greater effect

	Draw valid conclusions from research Talk about and explain research using scientific knowledge and understanding **Observation** Use equipment accurately without support Record data appropriately **Fair Test** Recognise when variables need to be controlled and when a fair test is the best way to answer a question Identify casual relationships Present data in line graphs Recognise the significance of the results of fair tests	
Humanities	**Geography** Identify and record key geographical features across the globe using technically accurate language. Explain the significance of the position of key physical aspects of our planet. Investigate different time zones around the world. Describe and explain the areas that make up our biosphere Summarise how and why natural resources are distributed	Biomes Lines of significance.
Music	**Instrument tuition** **Singing** Pitch 7 notes (l-s-m-r-d-t-l) Improvise melody around the 7 notes Identify notes in a chord **Rhythm** Play a rhythm in simple time Play a rhythm in compound time **Instrumental work** Play rhythms on a tuned instrument Copy a vocal phrase on a tuned instrument **Listening and Appraising** Identify instruments within a piece of music	Kingston Music Service Charanga scheme Year 5 Unit 1 Classical music Composition of a canon Critical appraisal of a wide variety of different modern. international and traditional classical music. Discussion about composers, their lives and backgrounds.
DT	**Frame Structures** **Prior learning** Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. **Designing** Carry out research into user needs and existing products, using surveys, interviews, questionnaires	Bug hotel

	and web-based resources. Develop a simple design specification to guide the development of ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product being designed and made. **Evaluating** Investigate and evaluate a range of existing frame structures. Critically evaluate products against design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.	
Art	Examine, discuss and evaluate Calder, Guadi, Mihazes' work. Use multimedia for purpose and effect. Use appropriate and accurate artistic vocabulary. Evaluate own work and make improvements. Show a deeper understanding of the use of shades, tones and hues. Use colour for purpose and effect.	Abstract Environmental Art- Gaudi and Mihazes
Religious Education	**Christianity** Make sense of belief: • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship Make connections: • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	SACRE scheme What does it mean for Christians to believe that God is holy and loving? Creation and science: conflicting or complementary? Why do Christians believe that Jesus is the Messiah? How do Christians decide how to live? 'What would Jesus do?' What do Christians believe Jesus did to 'save' people? For Christians, what kind of king was Jesus?
Relationship and Health Education	**Living in the wider world** Rules and responsibilities (law and order) **Relationship** Healthy relationships (online relationships) **Health and wellbeing**	3D PSHE scheme

	Safety (drugs and alcohol awareness) Emotions (deaths and grief; family conflicts)	
Physical Education	**Autumn term 1** **Gymnastics** Link and perform 8 sequential elements Know and understand the terms 'asymmetrical', 'symmetrical', 'mirroring' and 'matching' Link a sequence to include elements at 3 different levels Know and understand how to perform at different levels Continue to implement and develop a broader range of skills, learning how sequences of movement Enjoy communicating and collaborating **Invasion Games** Describe an attacking position and a defending position within a game situation Know and understand positions that help attacking and defending positions within a game Attempt to intercept Know and understand the term 'intercept' Play a 5-a-side game Know and understand games that are suitable to play in 5-a-side teams Apply and develop a broader range of skills, learning how to use them in different ways and linking them to make actions and sequences of movement Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success **Autumn term 2** **Swimming** **Games** Think about and plan their next move before moving Know and understand the terms 'Space' and how to utilise space within a game Continue to implement and develop a broader range of skills, learning how to use them in different ways Enjoying communicating, collaborating and competing with each other Develop an understanding of how to succeed in different activities and sports, and learn how to evaluate and recognise own success Become more competent, confident and expert in techniques Develop the confidence and interest to get involved in exercise, sports and activities outside school.	Using 'Fit for Sport' scheme Invasion games units 8, 9 and 10 Games unit 8
Modern Language (Spanish)	Broaden vocabulary to use a range of present tense verbs to describe activities Link ideas with key greeting phrases Write phrases from memory and adapt these to create new sentences Get to know the Mexican culture and a festival celebrated in November (The Day of the Dead)	Describe greetings in Spanish Identify and use the Spanish alphabet to spell Use correct greeting for different scenarios Learn numbers 0-30 Colours In Spanish