

Year 5 Spring Term 2026 – Curriculum Map

Theme - Tremendous Tudors

Golden Thread – How did the Tudors rise to power, shape England, and leave a lasting legacy?

Spectacular Starter Tudor self portrait	Marvellous Middle Shakespearean workshop	Fantastic Finale Hampton Court Palace visit
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English Ongoing main skills Paragraphing Planning writing effectively Creating cohesion Spelling and punctuations Sentence openers Varying sentence structure Precise vocabulary	Reading- word reading Apply growing knowledge of prefixes to read aloud and understand the meaning of new words met Reading- Comprehension Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve understanding Drawing inferences, such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Writing – Transcription Use further prefixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 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 Note and develop initial ideas, drawing on reading and research where necessary Draft and write Précising longer passages Use a wide range of devices to build cohesion across paragraphs Evaluate and edit Ensure the consistent and correct use of tense throughout a piece of writing Proof read for spelling and punctuation errors Writing – Vocabulary, grammar and punctuation	‘Treason’ by Berlie Doherty Instructional writing – traditional Tudor board games: Backgammon and Draughts Balanced argument – Is loyalty to the monarch more important than loyalty to family? (Context of Tudor times). ‘Tudor’ DK Eyewitness Non-chronological report – Tudor life/King Henry and his six wives/rich and poor in Tudor times

	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons or dashes to mark boundaries between independent clauses</p> <p>Learn the grammar for year 5 in National Curriculum</p> <p>Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading</p>	
<p>Maths Ongoing main skills</p> <p>Multiply Divide Add Subtract Convert Solving Reasoning Identify Explore</p>	<p>Number – multiplication and division</p> <p>Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers</p> <p>Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>Number - fractions</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Number - Decimals and percentages</p> <p>Read, write, order and compare numbers with up to 3 decimal places</p> <p>Read and write decimal numbers as fractions</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Solve problems involving numbers up to 3 decimal places</p> <p>Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>Measurement - Perimeter and area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes</p>	<p>Using ‘Whitrose’ scheme of learning and ‘Power Maths’ textbook</p>

	<p>Statistics Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables,</p>	
Computing	<p><u>Computer Systems: Sharing information</u> Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Recognise how information is transferred over the internet Explain how sharing information online lets people in different places work together Contribute to a shared project online Evaluate different ways of working together online</p> <p><u>Programming: Repetition in games</u> Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count controlled loops Develop a design which includes two or more loops which run at the same time Modify an infinite loop in a given program Create a project that includes repetition</p>	<p>Computer Systems: Sharing information Google Forms</p> <p>Programming: Repetition in games Scratch</p>
Science	<p><u>Properties and changes of materials</u> Identifying Use a series of tests to sort and classify materials Draw valid conclusions when sorting and classifying</p> <p>Pattern Finding Recognise when variables cannot be controlled and when pattern seeking will help answer my questions Decide how detailed my data needs to be and which equipment to use to make measurements as accurate as possible Talk about and explain cause and effect patterns using scientific knowledge and understanding</p> <p>Research Recognise how data has been obtained Present findings in a suitable format Talk about and explain research using scientific knowledge and understanding Recognise that some scientific questions may not have been answered definitively</p> <p>Observation Recognise that when observing changes over time will help answer questions Use equipment accurately without support Record data appropriately Represent data inline graphs Interpret changes in the data</p>	<p>Properties and changes of materials Choose the appropriate material for a lunch box. Compare and group properties on the basis of their properties (hardness, solubility, transparency, magnetism and conductivity – electrical and thermal) Know that some materials will dissolve and describe how to recover them from a solution Use knowledge of solids, liquids and gases to separate mixtures of materials Give reasons for particular uses of materials Demonstrate that dissolving, mixing and changes of state are reversible Explain that some changes are irreversible and result in the formation of new materials</p>

	<p>Fair Test Plan a fair test, selecting most suitable variables to measure, change and keep the same Decide which equipment to use to make my measurements as accurate as possible Use equipment accurately to collect observations Draw valid conclusions based on data</p>	
Humanities	<p>History <i>Overarching question: How did the Tudors rise to power, shape England, and leave a lasting legacy?'</i></p> <p>Explain the progression of a trend over time Demonstrate the appropriate use of historical terms. Make reasoned judgements in response to questions Understand how Tudor monarchs used art to portray themselves and discuss the reliability of these sources</p> <p>When was the Tudor period and generate historical questions. Understand the key events of the War of the Roses and how it led to the rise of the Tudors. Consider the reliability of sources. Explore Henry VIII's life, focusing on his relationships and his palace, and his hunting grounds Explore how an artist produces work that reflects historical period, culture, religion and attitudes. Breaking from Rome: Henry and the Reformation. The Succession Crisis after Henry VIII The Tudor Legacy: Answering the Big Question Reflect on the Tudor dynasty's impact and answer the overarching question.</p>	<p><u>Tudors</u> Timeline of key events Reliable sources on life of Anne of Cleves Progression over time of Tudor London to modern London</p>
Music	<p>Dance Music Throughout History</p> <p>Listening and appraising Compare pieces from different cultures and genres.</p> <p>Composition Compose short melodies using a pentatonic or simple scale. Record and edit using staff notation and digital tools.</p>	<p>Kingston Music Service – Trumpets</p> <p>Dance Music Throughout History</p> <p>Chrome Music Lab - children create a short, pentatonic melody or rhythm that incorporates at least one clear syncopation (note played on the 'and' of the beat.</p> <p>GarageBand – children create a new track and build a 4/4 rhythmic ostinato, incorporating use of synthesisers, kick drums.</p>

DT	<p>Mechanical Systems – pulleys/gears</p> <p>Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.</p> <p>Technical knowledge and understanding Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project</p>	Deisgning and making a tudor toy with gears/pulleys
Art	Explore how Hans Holbein’s work is produced and the processes needed to accurately reflect historical figures/events. Appreciate how art inspires and engages others. Show an understanding of artistic heritage. Produce increasingly accurate drawings of figures. Use colours with increased accuracy for depiction.	Tudor self-portraits Whitehall Mural and Tudor portraits of Henry VIII, Edward VI, Anne of Cleves, Anne Boleyn – Hans Holbein
Religious Education	Islam What does it mean to be a Muslim in Britain today?	SACRE Kingston syllabus 2.8 and 2.9

	<p>Judaism Why is the Torah so important to Jewish people?</p>	
<p>Personal Social Health Economic Education</p>	<p>Health and Well-Being Health (Puberty; Healthy lifestyles) Know the characteristics and mental and physical benefits of an active lifestyle Understand the importance of making changes in adopting a more healthy lifestyle Safety (Tobacco & substance misuse) Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Health (Synergy between physical, emotional & mental health) Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know about the basic synergy between physical, emotional and mental health Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>Relationships Collaboration (Confidentiality; Listening in relationships) Understand that there are many situations in which collaboration is necessary Understand the need to develop team work skills Recognise that there are many roles within a community Understand the need to collaborate in a group situation Recognise that there are many roles within a community Understand the need to collaborate in a group situation</p>	<p>3D PSHE Grand Bricks</p>
<p>Physical Education</p>	<p>Spring term 1 Swimming Net wall games Anticipate the travel path of a ball Know and understand where best stand in preparation for receiving a ball Move quickly and easily around a narrow playing area Know and understand that is advantageous to keep the ball inside the playing area Use a basic tennis scoring system Know and understand a basic tennis scoring system Continue to develop fundamental movement skills and become increasingly competent and confident 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</p> <p>Spring term 2 Swimming Striking and fielding</p>	<p>Specialist swimming teacher Using 'Fit for Sport' scheme Net wall games units 7, 8 and 9 Striking and fielding unit 6</p>

	<p>Bowl for a team player to readily attempt to hit the ball</p> <p>Know and understand that, in cricket, multiple fielders attempt to stop the batter's play</p> <p>Continue to implement and develop a broader range of skills, learning how to use them in different ways</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success.</p> <p>Understand what makes a performance effective and apply these principles to own and other' work</p> <p>Become more competent, confident and expert in techniques, and apply them across different sports and activities.</p> <p>Develop the confidence and interest to get involved in exercise, sport and activities outside school</p>	
Modern Language (French)	<p>Broaden vocabulary to use a range of present tense verbs to describe activities</p> <p>Link ideas with key greeting phrases</p> <p>Write phrases from memory and adapt these to create new sentences</p>	<p>Recognise the correct words for clothing in French</p> <p>Describe what I am wearing using colours for more detail.</p>