

Year 5 Curriculum Overview Summer Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13					
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Shape</p> <ul style="list-style-type: none"> To understand and use degrees To classify angles To estimate angles To measure angles up to 180 degrees To draw lines and angles accurately To calculate angles around a point To calculate angles on a straight line To look at lengths and angles in shapes To identify regular and irregular polygons To look at 3D shapes <p>Position and Direction</p> <ul style="list-style-type: none"> To read and plot coordinates To problem solve with coordinates To use translation To use translation with coordinates To look at lines of symmetry To reflect in horizontal and vertical lines <p>Decimals</p> <ul style="list-style-type: none"> To use known facts to add and subtract decimals within 1 To complement to 1 To add and subtract decimals across 1 To add decimals with the same number of decimal places To add decimals with different numbers of decimal places To look at efficient strategies for adding and subtracting decimals To look at decimal sequences To multiply by 10,100 and 1,000 To divide by 10,100 and 1,000 To multiply and divide decimals – missing values. 						HALF TERM						<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Negative Numbers</p> <ul style="list-style-type: none"> To understand negative numbers To count through zero in 1s To count through zero in multiples To compare and order negative numbers To find the difference <p>Converting Units</p> <ul style="list-style-type: none"> To convert units of measurement To look at kilograms and kilometres To look at millimetres and millilitres To convert units of length To convert between metric and imperial units To convert units of time To calculate with timetables <p>Volume</p> <ul style="list-style-type: none"> To understand volume To look at cubic centimetres To compare volume To estimate volume To estimate capacity. 						Assessment Week
													ENGLISH	<p><u>Troofriend</u></p> <ul style="list-style-type: none"> To write a physical description. Describe a setting through the eyes of a character. To write a conversation between two main characters. To use dialogue to convey character. To write an additional chapter in the style of the author. To use causal conjunctions to present one side of an argument. To use a conjunctive adverbials to show addition and contrast. To plan and write a balanced argument, including a conclusion. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Character study Conversation/ Dialogue 					

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	<ul style="list-style-type: none"> • Writing a balanced argument • Adding an additional chapter in the style of the novel. 					
SCIENCE	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • To describe the changes as humans develop to old age. <p>Star scientist - Jane Goodall</p>		<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> • To describe the movement of the earth, and other planets, relative to the Sun in the solar system • To describe the movement of the Moon relative to the Earth • To describe the Sun, Earth and Moon as approximately spherical bodies • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>Star Scientists – Galileo Galilei, Ptolemy, Copernicus and Tim Peake.</p>			
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HISTORY						
	<p><u>Would you like to be treated by a medieval doctor?</u></p> <ul style="list-style-type: none"> • To learn about the medical practices of prehistoric civilisations and Ancient Egyptians. • To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. • To investigate medieval medicine and the events during the Black Plague. • To explore the medical practices of the Tudor period • To research the medical advancements and significant people during the Victorian period. • To explore medicine in the 20th and 21st centuries. • To understand what the NHS is and how it came into existence 					
GEOGRAPHY	<p><u>Why do Oceans matter?</u></p> <ul style="list-style-type: none"> • To explain the importance of the oceans and how we use them. • To locate and describe the significance of the Great Barrier Reef. • To explain the impact humans have on coral reefs and oceans. • To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry on the types of litter polluting a marine environment. • To collect data on the types of litter polluting a marine environment. • To know what fast fashion is and why is it a problem? • To explore sustainable fashion by working in a team to plan a clothes swap or upcycling project. 					

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ART									
DT	<p><u>Space (pneumatics):</u></p> <ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • Draw up a specification for their design, link with other subjects • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • Understand that mechanical and pneumatic systems have an input, process (inflation) and output • Begin to measure and mark out more accurately • Select the most appropriate techniques and tools to make my product • Build and explore a variety of pneumatic devices • Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product • Come up with solutions to problems as they happen • Describe the qualities of my material and say why it will be the most suitable choice • I have used a number of materials and joined them so they are strong • Recognise that many different materials can be used on a product e.g. a bag, some to stiffen, some to provide comfort and some for appearance • I use my art skills to add design or detail to my product • Evaluate their work both during and at the end of the assignment • Evaluate the key designs of individuals in design and technology has helped shape the world. 								
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 5.6 3D Modelling – Programs; 2Design and Make</p> <ul style="list-style-type: none"> • To be introduced to 2Design and Make • To explore the effect of moving points when designing • To understand designing for a purpose • To understand printing and making. 								
PE	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To understand pace and apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To build momentum and power in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique. 								
MUSIC	<p><u>Unit: Looping and Remixing</u></p> <ul style="list-style-type: none"> • To perform a looped body percussion rhythm; keeping in time with their group. 								
		<p><u>Salads:</u></p> <ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • Start to understand how much products cost to make, <i>Is it good value for money?</i> • With growing confidence select appropriate materials, tools and techniques. • Weigh and measure accurately (time, dry ingredients and liquids). • To be able to use kitchen equipment and utensils safely. • Prepare and cook, mainly savoury salads using skills learnt across the key stage to produce a balanced, healthy lunch. • Start to evaluate a product against the original design specification and ask for audience feedback. <p><u>Chefs:</u> School Kitchen, Jamie Oliver</p>							
		<p>COMPUTING STRAND: Information Technology Unit 5.7 Concept Maps – Programs; 2Connect</p> <ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas • To understand and use the correct vocabulary when creating a concept map • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience. 							
		<p><u>Volleyball</u></p> <ul style="list-style-type: none"> • To use the serve with consideration of attacking principles. • To develop the fast catch volley with consideration of attacking principles. • To develop the set shot and use it to pass to a teammate. • To recap the set shot and develop the dig, identifying when to use each. • To use a variety of shots to keep a continuous rally going. • To apply rules, skills and principles to play against an opponent. 							
		<p><u>Unit: Musical Theatre</u></p> <ul style="list-style-type: none"> • To explain what musical theatre is and be able to recall at least three features of this kind of music. • To categorise songs as action songs or character songs. • To select appropriate existing music for their scene to tell the story of a journey. 							

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	<ul style="list-style-type: none"> To use loops to create a whole piece of music, ensuring that the different aspects of music work together. To play the first section of ‘Somewhere Over the Rainbow’ with accuracy. To choose a suitable fragment of music and be able to play it along to the backbeat. To perform a piece with some structure and two different loops. 	<ul style="list-style-type: none"> To perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
SRE/ PSHE	<p><u>RSHE</u></p> <ul style="list-style-type: none"> To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty To know why puberty happens. They can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen To know that young people can experience puberty differently and at different times. They can describe some of the different emotions young people can have at puberty and how they might manage them To know how to stay clean during puberty. They know how to get help and support during puberty. <p><u>Healthy Living</u></p> <ul style="list-style-type: none"> To know why and how to keep safe in the sun and protect skin from sun damage To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. <p><u>Preparing to be citizens in society</u></p> <ul style="list-style-type: none"> To respond to, or challenge, negative behaviours such as stereotyping and aggression. To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial, and religious diversity, age, sex, gender identity, sexual orientation, and disability. To appreciate the range of national, regional, religious, and ethnic identities in the UK. To begin to understand how the media influences people choices and decisions. They are aware that people can feel pressured by media, including social networking. <p>British Values – The Rule of Law</p>	<p><u>Cross – Curricular links with English (London-Eye Mysteries)</u></p> <ul style="list-style-type: none"> To know about different types of relationships (friends, families, couples, marriage, civil partnership) To know about the factors that make people the same or different. <p><u>Cross-Curricular links with D&T – Making Salads</u></p> <ul style="list-style-type: none"> To understand the concept of ‘self-control’ to help them manage a healthy lifestyle To learn what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity. <p><u>Cross-Curricular with Science – Human Body and Circle of Life</u></p> <ul style="list-style-type: none"> RSHE objectives from earlier in the summer term are consolidated through this Science topic. <p><u>Transition</u></p> <ul style="list-style-type: none"> To be given strategies to manage the transition between Year 5 and Year 6. <p><u>Money Week</u></p> <ul style="list-style-type: none"> To know that some things are better value for money than others and to make comparisons between prices when deciding what is best value for money To know that people’s spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) To be able to discuss how making informed choices can help us make the most of our money To run a simple marketing project in teams. <p>British Values – Individual Liberty</p>
MENTAL HEALTH & WELLBEING	<p><u>Module Relate</u> Children will learn –</p> <ul style="list-style-type: none"> What their Top 5 strengths are and which virtues they fall under. That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed. 	<p><u>Module Engage</u> Children will learn –</p> <ul style="list-style-type: none"> That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. When we engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. Why their engagement levels may drop if their Amygdala takes over. How their feelings affect their ability to do well in an activity, and how Cortisol or Dopamine is released.

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	<ul style="list-style-type: none"> • That you are more likely to see different strengths and perspectives positively when Team H-A- P is working as a team. • We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. • That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. • Skills needed to actively listen and how this will help them to 'Stop, Understand and Consider'. • They will understand why this is so important in friendships. 	<ul style="list-style-type: none"> • About the difference between a team and individual goal, and how it is just as important to work as a team to set goals. • Why the skill of perseverance is critical when working as part of a group. • How understanding other people's Character Strengths can also help with team goals
FRENCH	<p>Les Habitats (Habitats)</p> <ul style="list-style-type: none"> • To tell somebody in French the key elements that animals and plants need to survive in their habitat • To tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats • To tell somebody in French which animals live in these different habitats • To tell somebody in French which plants live in these different habitats. 	<p>Les Planètes (The Planets)</p> <ul style="list-style-type: none"> • To name and recognise the planets in French on a solar system map • To spell at least 5 planets in French • To say an interesting fact about at least 4 of the planets • To explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.
JEWISH STUDIES	<p>Chagim: Yom Ha'atzmaut</p> <ul style="list-style-type: none"> • To be familiar with the following names + their key contribution: Theodore Herzl, Chaim Weizmann, Rav Kook, Eliezer Ben Yehudah and David Ben Gurion (Etgar) • Know what trouble the Jewish people had living in exile before the state of Israel and how that motivated Herzl to find a solution • Know why Israel was chosen by the Zionist movement. <p>Chagim: Lag B'omer</p> <ul style="list-style-type: none"> • To understand why bonfires are made on Lag B'omer • To understand what restrictions we have during the omer. <p>Chagim: Shavuot</p> <ul style="list-style-type: none"> • To appreciate that the Torah contains 613 Mitzvot in total (248- positive laws +365 negative laws). • Knows the main characters and their roles in the story of Rut • Knows the names of the five Megillot and when each are read • Knows the difference between Shavuot in Eretz Yisrael and Shavuot in Chutz La'aretz. <p>Parasha:</p> <ul style="list-style-type: none"> • Tazria/Metzora: Do not speak Lashon Hora • Emor: To understand why it is important to be sensitive to the needy • Behar/Bechukotai: Everything that happens is for the best • Bamidbar: The influence of ones environment <p>Topics Etgar</p> <ul style="list-style-type: none"> • Israel: To know who the important leaders of Israel are • Jewish History: To know where Jews have lived in the past and who Sephardim and Ashkenazim are • Brachot: To know the various brachot we say on things other than food. <p>Skills:</p> <ul style="list-style-type: none"> • To identify a Rashi script letter from block and normal script • To know how to translate 15 common Rashi words 	<p>Parasha:</p> <ul style="list-style-type: none"> • Behalotecha: To understand why the leaders of the tribe were chosen • Shalach-Lecha: To learn an important lesson about how we view ourselves from the parasha • Korach: To understand why the community's interest can be more important than our own sometimes • Chukat/Balak To understand why we are all role models • Pinchas: Rosh Chodesh and its importance • Matot/Masei – Valuing people before possessions • Devarim – Following good role models <p>Topics Etgar</p> <ul style="list-style-type: none"> • Tanach Overview: To know what the books of the Tanach are and the important people spoken about • Important Mitzvot: To know basic mitzvot about how we view other people and their sources in the Torah • To understand what Tzitzit, Tefillin and Mezuzah are and what components make them up • To understand which numbers in Judaism are special • To know the Hebrew dates and chaggim corresponding to each Hebrew month. <p>Skills:</p> <ul style="list-style-type: none"> • To review all script letters and all basic Hebrew reading rules and vowels. <p>Chagim: Three Weeks</p> <ul style="list-style-type: none"> • Knows the ways in which we remember the destruction of the Bet HaMikdash today i.e. breaking a glass under the chupah, leaving a section of a wall in one's home undecorated • Knows that Megillat Eichah is read in the evening of Tisha B'Av • Knows the general outline of Megillat Eichah and examples of the special tune used • Knows what the term "zecher le'churban" means – remembering where we came from.

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- To be able to read a two syllable word in Rashi script.