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|  | **Year 5 Long Term Curriculum Plan 2025 / 26** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **English** | Arthur and the Golden Rope - Myth | | Katherine Johnston - biography | | | | Lindisfarne – journalistic writing | | | | | | Tuesday - Recount | | | | The Spider & The Fly –Letter | | | The Paperbag Prince - Persuasion | | | | FARTHER – Setting narrative | | | | King Kong – Balanced Argument | |
| **Maths** | Place Value | Addition and Subtraction | | Multiplication and division A | | Fractions A | | | | Multiplication and division B | Fractions B | | | Decimals and Percentages | Perimeter and area | | | Statistics | Shape | | Decimals | Negative numbers | | | Position and directions | | Converting units | | Volume |
| **Science** | Forces / Earth and Space | | | | | | | Animals inc. Humans: Human Growth | | | | | | | | Properties of materials | | | | | | | Living things and habitats – Life cycles | | | | | | |
| **Computing** | Computer Science  AI | | | | Digital Literacy  E-Safety | | | | | | | Information Technology  Data Handling | | | | | Computer Science  Programming | | | | Digital Literacy  Online Reputation | | | | | Information Technology  Web Design | | | |
| **History** | The Vikings | | | | | | | | | | Early Islamic Civilisation | | | | | | | | | | Local History: Workhouses | | | | | | | | |
| **Geography** | Western Europe | | | | | | | Climate Zones and Biomes | | | | | | | | | Extreme Weather / Earthquakes | | | | | | | Maps and Fieldwork | | | | | |
| **Art** | Typography | | | | | | | Fashion Design | | | | | | | | | Brave Colour | | | | | | | Monotypes | | | | | |
| **Design & Technology** | Mechanical Systems | | | | | | | | Textiles (Sewing) | | | | | | | | Cooking and Nutrition | | | | | | | Structures and Electrical Systems(STEAM Project) | | | | | |
| **PE** | Swimming | | | | Swimming | | | | | | | Dodgeball | | | | | Tag Rugby | | | | Athletics | | | | | Rounders | | | |
| Gymnastics | | | | Netball | | | | | | | Dance | | | | | Gymnastics | | | | Tennis | | | | | OAA | | | |
| **Music** | Rhythm and Composition  - Rondo composition | | | | | | | | | | | | | | | | Inter-related dimensions of Music  – Understanding and composing ostinato | | | | | | | | | | | | |
| **MFL** | Food and drink | | | | | | | | Music and instruments | | | | | | | | Journey to school inc. telling the time | | | | | | | Places around the world | | | | | |
| **PSHE** | Health and Wellbeing  Identity and stereotypes | | | | Health and Wellbeing  Drugs, alcohol & tobacco | | | | | | | Health and Wellbeing  Growing and changing (puberty) | | | | | Relationships Friendships and online safety | | | | Living in the Wider World  Money and personal finance | | | | | Living in the Wider World  Careers and aspirations | | | |
| **RE** | Living  What matters most to Christians and Humanists? | | | | | | | Believing  Why do some people believe God exists? | | | | | | | | | Believing  What would Jesus do?  Can we live by the values of Jesus in the twenty-first century? | | | | | | | Living  What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? | | | | | |
| **Enrichment & Experiences** |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |