Year 5 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities	Catalyst Science Museum **Science**			Weaver Hall **History**		
Physical Education	**Dance** **Hockey**	**Gymnastics** **Fitness**	**Dance** **Netball** **Basketball**	**Gymnastics** **Tennis**	**Athletics** **Golf** **Dodgeball**	**Athletics** **Rounders**
Science	**Earth and Space** By the end of this segment children will be able to: Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the 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	**Properties and change of material** By the end of this segment children will be able to: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	**Forces** By the end of this segment children will be able to: Explain that unsupported objects fall towards the 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 some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.		**Animals, including humans** By the end of this segment children should be able to: Describe the changes as humans develop to old age.	**Living things and their habitats** By the end of this segment children to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.

	movement of the sun across the sky.	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
	Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Identify .scientific evidence that has been used to support or refute ideas or arguments				

History			**Anglo-Saxons & Vikings** By the end of the unit, children will: Know when the Anglo-Saxon tribes invaded and settled in Britain. Know when and how the Vikings invaded Britain to raid, trade and settle. Describe how leaders became powerful by winning battles, such as Alfred the Great and how his decisions resulted in key changes. Explain how control of Britain changed over time because of invasions and battles.	**Crime & Punishment** By the end of the unit, children will: Name one punishment from the following periods: Roman, Anglo-Saxo, Tudor and Victorian. Describe what approaches to punishments have continued and which have changed over time. Make comparisons to present day punishments and give reasons for the changes.
Geography	**What is life like in the Alps:** By the end of this segment children will: Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'		**Why do oceans matter?** By the end of this segment children will: Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	**Why would you like to live in a desert?** By the end of this segment children will: Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.
Art and Design	**Drawing: Space Imagery** By the end of this segment children will be able to: Understand and explain what retrofuturism is.		**Craft and Design: Architecture** By the end of this segment children will be able to:	**Sculpture: Interactive Installation** By the end of this segment the children will be able to:

	Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.	Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.	Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.

Computing	**Computing Systems and Networks: Communication** By the end of this segment children will: Explain that computers can be connected to form systems. Recognise the role on computer system 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.	**Creating Media: Vector Drawing** By the end of this segment children will: Identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes. Use tools to achieve a desired effect. Recognise the need to preview pages. Group objects to make them easier to work with to evaluate their drawing.	**Data and Information: Flat File Databases** By the end of this segment, children will: Use a form to record information. Compare paper and computer databases. Outline how grouping and then sorting data allows them to answer a question. Explain that tools can be used to select specific data. Explain that computer programs can be used to compare data visually. Apply their knowledge of a database to ask and answer real world questions.	**Creating Media: Video Editing** By the end of this segment children will: Recognise video as moving pictures which include audio. Identify digital devices that can record video. Capture video using a digital device. Recognise the feature of an effective video. Identify that video can be improved through reshooting and editing. Consider the impact of the choices made when making and sharing a video.	**Programming A: Selection in Physical Computing** By the end of this segment children will: Contril a simple circuit connected to a computer. Write a program that includes count-controlled loops. Explain that a loop can stop when a condition is met. Conclude that a loop can be used to repeatedly check a condition has been met.	**Programming B: Selection in Quizzes.** By the end of this segment children will: Design a physical project that includes selection. Create a controlled system that includes selection.
Design and Technology	**Structures: Bridges** By the end of this segment children will: Identify stronger and weaker supporting shapes. Recognise that supporting shapes can help increase the strength of a bridge so it can hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size using a cutting mat. Smooth down rough cut edges with sandpaper.		**Textiles: Stuffed Toys** By the end of this segment children will: Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.		**Mechanical Systems: Gears and Pulleys** By the end of this segment children will: Give examples of machines that use gears and/or pulleys. Describe how gears and pulleys work and their purpose. Design and make a gear and pulley system. Write a problem statement. Write questions for market research, provide feedback and research market competitors. Write and use a design brief to guide design. Evaluate a product against a set of design criteria, provide useful feedback and incorporate changes. Draw and annotate an eco-gadget bike design.	

	Follow each stage of the truss bridge creation as instructed by the teacher. Complete a bridge with varying ranges of accuracy and finish supported by the teacher. Identify some areas for improvement and reinforcing bridges as necessary.					
French	**French monster pets** By the end of this segment children will: Notice cognates and near cognates in the text. Recognise some previously known words. Use a dictionary to research the meaning of relevant vocabulary. Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. Modify sentences to use the correct articles/pronouns (**un**/**une** and **il**/**elle**) according to gender. Unscramble jumbled sentences without any errors in word order. Recognise rules of agreement in longer phrases. Produce a short, structured paragraph	**Space exploration** By the end of this segment children will: Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. Write their own metaphors using a writing model, replacing nouns with original vocabulary. Make the correct choice of **un**/**une** for gender and add colour adjectives when writing. Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. Adapt a model text to create an original sentence of their own,	**Shopping in France** By the end of this segment children will be able to: Recognise number words in written form. Correctly build and pronounce two-digit numbers that have been generated randomly. Recall vocabulary by matching the correct pictures to the appropriate words. Join in with a story, using gestures and key vocabulary. Correctly sort word-cards by gender and apply the appropriate article. Highlight a range of known and easily recognisable vocabulary in a text.	**French speaking world** By the end of this segment children will be able to: Recognise and respond to directions. Form directional phrases of their own. Read and understand a range of sentences including directions. Form full sentences to ask and answer questions as modelled orally. Show some understanding of national identity. Understand a set of true/false statements and know where to locate the information about these statements in a graph/table. Use prompts to ask and answer necessary questions	**Verbs in a French week** By the end of this segment children will: Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. Create an opinion phrase using one of the new verbs. Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. Work together to build a verb spinner and use it to generate appropriate phrases. Recognise and recall different parts of verbs **avoir** and **être**. Create an original short text, correctly adapting a range of	**Meet my French family** By the end of this segment children will: Complete correctly a gap-fill activity to match French vocabulary with pictures. Recognise words that are similar to English. Adapt a sentence to change its meaning. Apply some understanding of French pronunciation. Recognise key information within a longer text. Build sentences confidently using word cards. Respond to spoken opinions with the correct gesture. Use different opinions in sentences.

	using a range of familiar structures, with some manipulation of language and use of a word bank for support.	including descriptive phrases.		to complete information on a passport, seeking clarification if needed.	verbs to their appropriate form.	Change elements of a sentence whilst retaining the meaning. Organise a text, making simple adaptations that do not affect its overall sense.
Music	**Composition notation** By the end of this segment children will: Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the	**Blues** By the end of this segment children will: Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their	**South and West Africa** By the end of this segment children will: Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place.	**Composition for the festival of colour** By the end of this segment children will: Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.		

	structure of their piece.	piece.				
	Whole School Weekly Active Listening Programme					
Religious Education`	**Why doesn't Christianity always look the same?** By the end of this segment children will: Give examples of how Christianity spread as a religion. Explain how significant people have led to changes in how Christianity is practised. Think about their views on leaders changing the way religion is practised. List some reasons why there are different Christian denominations and what it means. Recognise that not all Christians interpret passages about the Holy Spirit in the same way. Note similarities and differences between practices from different denominations. List some ways Christian worship and practices have changed over time.	**Why do people always have to stick up for what they believe in?** By the end of this segment children will: Identify challenges people face because of their religious beliefs. Suggest ways to create positive change. Express the different ways light symbolises celebration. Assess different points of view. Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today.	**What happens when we die?** By the end of this segment children will: Recognise that many people believe in a soul. Make links between a soul and eternal life. Understand there are different Jewish ideas about death. Consider how forgiveness can be part of someone's beliefs about death. Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. Understand that funerals can differ within and between worldviews. Make links between Christian sacraments and beliefs about death. Use the word atonement when discussing forgiving sins. Reflect on the similarities and differences of beliefs	**What happens when we die (Part 2)?** By the end of this segment children will? Recognise beliefs about the soul being part of God. Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. List ways a person can gather karma through actions and experiences. Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death. Discuss the meaning of moksha and	**Who should be in charge?** By the end of this segment children will? Explain how religious laws are created, using Muslim examples. Describe the concept of a bloodline and its relevance to succession in the British monarchy. Explain how Muhammad's successor influenced different groups of Muslims and why. Muhammad's practices, sayings or or actions to the formation of some religious laws. Show an understanding Guru Nanak chose his successor. Compare the contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods. Discuss the Sikh teachings in the Guru Granth Sahib guide followers.	Explain how religious laws are created, using Muslim examples. Describe the concept of a bloodline and its relevance to succession in the British monarchy. Explain how Muhammad's successor influenced different groups of Muslims and why. Linking Muhammad's practices, sayings or actions to the formation of some religious laws. Show an understanding Guru Nanak chose his successor. Compare the contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods. Discuss the Sikh teachings in the Guru Granth Sahib guide followers.

	Share their personal views.		held in different worldviews.	nirvana, drawing similarities from them. Consider ways enlightenment can be represented in art.		
PSHE	**Me and My Relationships** By the end of this segment children will: Explain what collaboration means. Give examples of how they have worked collaboratively. Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise. Describe strategies for resolving difficult issues or situations. Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. Demonstrate how to respond to a wide range of feelings in others. Give examples of some key qualities of friendship.	**Valuing Differences** By the end of this segment children will: Define some key qualities of friendship. Describe ways of making a friendship last. Explain why friendships sometimes end. Rehearse active listening skills. Demonstrate respectfulness in responding to others. Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples. Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups	**Keeping Safe** By the end of this segment children will**:** Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied. Recognise and describe the difference between online and face-to-face bullying. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. Know how to protect personal information online. Recognise	**Rights and Respect** By the end of this segment children will: Identify, write and discuss issues currently in the media concerning health and wellbeing. Express their opinions on an issue concerning health and wellbeing. Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Explain what we mean by the terms voluntary, community and pressure (action) group, Give examples of voluntary groups, the kind of work they do and its value. Define the differences between responsibilities, rights	**Being my Best** By the end of this segment children will: Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community. Explain what being part of a school community means to them. Suggest ways of improving the school community. Identify people who are responsible for	**Growing and Changing** By the end of this segment children will: Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a

	Reflect on their own friendship qualities. Identify what things make a relationship unhealthy. Identify who they could talk to if they needed help. Recognise basic emotional needs, understand that they change according to circumstance. Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills.	that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate. Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them. Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped. Identify the consequences of positive and negative	disrespectful behaviour online and know how to respond to it. Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation. Describe some of the health risks caused by vaping. Understand that there are potential health risks of vaping that are not yet fully known. Use critical thinking skills when reading information/media. Understand that companies selling vaping products do so to make money. Describe some of the possible outcomes of taking a risk. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. Understand the actual	and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out. State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for. Understand that local councillors are elected to represent their local community.	helping them stay healthy and safe. Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have.	confidence in order to keep someone safe. Identify some products that they may need during puberty and why. Understand changes to the body during puberty, including those linked to oral health. Know what menstruation is and why it happens. Know the correct words for the external sexual organs. Discuss some of the myths associated with puberty. Recognise how our body feels when we're relaxed. List some of the ways our body feels when it is nervous or sad. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.

		behaviour on themselves and others. Give examples of how individual/group actions can impact on others in a positive or negative way.	norms around smoking/alcohol and the reasons for common misperceptions of these. Define what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare. Think about the consequences of doing a dare online. Explain what a habit is, giving examples. Describe why and how a habit can be hard to change. Understand some of the complexities of categorising drugs. Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these.			