# Year Five Overview 2025 – 2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **English** | ***Author: Malorie Blackman*** **Fiction:** Traditional Stories – character and setting description (Narrative) **Non-fiction:** A formal letter | ***Author: Malorie Blackman*** **Fiction:** Modern fiction – Alternative ending (Narrative) **Non-fiction:** Instructions | ***Author: Eva Ibbotson*** **Fiction:** Myths and Legends – Character description (Narrative) **Non-fiction:** Fact File | ***Author: Eva Ibbotson*** **Fiction:** Film narrative – story writing (Narrative) **Non-fiction:** Persuasive texts | ***Author: Phillip Pullman*** **Fiction:** Stories from other countries – Story reading (Narrative) **Non-fiction:** Poetry | ***Author: Phillip Pullman*** **Non-fiction:** Explanation text SPaG skills **Fiction:** Drama - Production |
| **Maths** | Place Value<br>Perimeter & Area<br>Addition and subtraction<br>Measurement and volume | Fractions<br>Multiplication & Division<br>Statistics | Shape<br>Multiplication and division<br>Fractions | Position and direction<br>Decimals and percentages | Negative numbers<br>Decimals and percentages<br>Converting units | Decimals<br>Consolidation |
| **Science** | Animals Including Humans<br>Scientist: Eva Crane | Motion and Forces<br>Scientist: Isaac Newton | Materials<br>Scientist: Sir Humphrey Davy | | The Earth<br>Scientist: Mae Jemison | Living things and their habitats<br>Scientist: Jane Goodall |
| **History** | Anglo-Saxons | Vikings | Normans | Kings & Queens- In depth Study | | |
| **Geography** | World countries, focus – North America<br>Latitude and longitude<br>Artic and Antarctic Circles | | Study of a region of a European country and a region in North America<br>6-figure grid references | | Climate Zones<br>Earthquakes | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Physical Education** | Gymnastics – Balancing<br><br>Games – Invasion – Netball | Dance – Pathways – Motion and forces<br><br>Games – Invasion – Rugby | Gymnastics – Taking Weight on hands<br><br>Swimming - National Teaching Plan | Dance – Continuity & Flow – Maori Hakka<br><br>Games – Net & Wall – Tennis | Athletics – Running (Relay/middle distance), Jumping (Take-offs) | Games – Striking & Fielding – Rounders & Cricket |
| **Religious Education** | Christianity | Christianity | Islam | Hindu Dharma | Hindu Dharma | Christianity |
| **Art and Design** | | Drawing / Sketching<br>Artist: Stephen Wiltshire | | Painting<br>Artist: Chris Ofili | | Textiles<br>Artist: Bisa Butler |
| **Design and Technology** | Sparkle Creature – Crumble<br>Programming, Monitoring and Controlling | | Cooking & Nutrition<br>Pasta<br>(slicing, grating and mixing)<br>Gino D'ACampo | | <u>Mechanisms</u><br>Automata toy - cams | |
| **Computing** | Info. Technology<br>iCommunicate<br>iAdvertise<br>Level 3 | Info. Technology<br>iProgram<br>iDebug<br>Level 3 | Digital Literacy<br>iSecure<br>Level 3 | Info. Technology<br>iCreate<br>Advanced i2D<br>Level 3 | Info. Technology<br>iJam<br>iLoop<br>Level 3 | Computer Science<br>iTech<br>iControl iCSI<br>Evidence Trace |
| **Music** | Singing<br>Level 3 | Music Theory<br>With keyboards<br>Level 3 | Tuned instrumentation<br>Songwriting with glockenspiels<br>Level 3 | Tuned instrumentation<br>Steel pans<br>Level 2 | Tuned instrumentation<br>Keyboards<br>Level 3 | Tuned instrumentation<br>Ukulele<br>Level 2 |
| **French** | **Me and my friends at school**<br>Extended feelings, recap personal information, introduce a friend, subjects and opinions | **Time in the city**<br>French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper | **At the market**<br>Fruit and veg nouns, class survey, prices, market dialogue, recipe | **Clothes**<br>Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write | **Out of this world**<br>ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster | **Going to the seaside**<br>Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Personal, Social, Health and Economic Education (PSHE)** | Friendships, stereotypes and bullying | Mental heath and wellbeing | Positively engaging with our world | Respecting Boundaries | Safe Connections | Embedding healthy habits and learning first aid |
| **Forest School** | **Knots**<br>Sheet bend attaching structure and trees with rope. | | **Fire**<br>Using a fire striker to start a flame and safely bake fruit on a campfire. | | **Shelter**<br>Pitching a tent in a group activity. | |