


Year 5, 2025-2026

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	Autumn Term					Spring Term				Summer Term			
Project title	Our journey...	Rivers and rainforests		Journey into space		Ice trap		Through the eyes of a child		Circle of life		Invaders and raiders	
Weeks	1 week 3 days Transition project	6 weeks		7 weeks		6 weeks		5 weeks		5 weeks 4 Days		7 weeks 3 days	
Foundation subjects		Geography	DT	Science	Art	Science	History	History	DT	Science & SRE	Art	History	DT
Hook	Merton Values & class charter			Mobile planetarium		Freeze a message in a block of ice		World War Two day				Viking Day	
Project Outcome & Intended Audience		Outcome - Audience -		Outcome - Audience -		Outcome - Within each class, film mini news-rounds with what they have learnt? Audience -		Outcome - afternoon dance with DT outcome Audience- Parents		Outcome- Showcase/ display about endangered animals Audience-		Outcome- Create a Viking display in the library with written work displayed Audience -	
Trips, experiences & visitors				Mobile Planetarium		Science investigations and hands on experiments		WW2 Day and afternoon tea & dance for parents				Viking Day	
Writing Focus Outcome Purpose Audience Layout	Narrative with dialogue Purpose- To entertain Audience- Year 3 Layout- Title, setting description, character description, ending	Survival Guide Leaflet To inform Know how to survive in the rainforest Layout- Title, sub-headings, paragraphs, causal conjunctions Setting description of the rainforest To entertain Describe the setting of a rainforest river Layout- Short paragraph, adjectives, simple and compound sentences		Adventure narrative with dialogue To entertain Describe a key moment in the life of women in NASA Layout- Title, setting description, character description, ending Biography To inform About the life of a hidden figure of the past. Character description of Bradley Bartleby from the viewpoint of Santa Claus To entertain Describe the 'bad' character from the eyes of Santa Claus		Non-chronological report To engage Understand the equipment needed for an expedition Layout- Title, sub-headings, captions, pictures, facts. Setting description with atmosphere To engage Recalling key aspects of Shackleton's journey Layout- Short paragraph, adjectives, simple and compound/ complex sentences Informal letter (message in a bottle) To inform Telling someone unknown about what has happened to them – asking for help Layout – paragraphs, address, informal language, sign off, conjunctions, first person, past tense.		Persuasive speech To persuade How and why animals should be saved in WW2 Layout – paragraphs, addressing reader, informal language, Concluding statements, conjunctions, first person, past tense. Diary To engage Record of events and emotions as Noah Layout - Title, setting description, character description, ending Instructions To explain Telling someone how to use rations to bake scones (DT link) Layout features – Title, sub-headings, numerical steps.		Narrative with dialogue To entertain Know what life is like from a turtle's perspective Layout- Title, setting description, character description, ending Non-chronological report To engage Know and understand facts about an endangered animal Layout- Title, sub-headings, captions, pictures, facts.		Explanation text To explain and inform Know about Viking culture Layout features – Title, sub-headings, numerical steps, more detailed explanations for 'how to'. Narrative with dialogue To entertain To remember events in the style of a character Layout- Title, setting description, character description, ending Setting or character description (dependent on earlier outcomes) To entertain Describe the location or main character from the Riddle of Runes text. Layout- Short paragraph, adjectives, simple and compound sentences	

Other writing opportunities							
<p style="text-align: center;">FOUNDATION SUBJECT 1</p> <p style="text-align: center;">National curriculum/ Insight objectives summarised</p>		<p style="text-align: center;">Geography (LOCATIONAL) Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>(HUMAN AND PHYSICAL) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork * use maps, atlases, globes and digital/computer mapping to locate</p>	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> 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 movement of the sun across the sky. 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. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> 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 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 	<p style="text-align: center;">History</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> 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. <p>Describe the changes as humans develop to old age.</p>	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066

		<p>countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. 		action of acid on bicarbonate of soda.									
FOUNDATION SUBJECT 2		<p>Art</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas 	<p>Art- space scene</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Art- David Hockney (ICT)</p> <ul style="list-style-type: none"> • About great artists, architects and designers in history. 	<p>DT (WW2 Rationed recipes)</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <ul style="list-style-type: none"> - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Art- Sketching</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas <p>Endangered animals collages?</p> 	<p>DT (Viking longhouse)</p> <ul style="list-style-type: none"> • Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. 						
	Music												
	RE		Shahada & Salat	Maji	Love in the community	Christian story	Umma, Haji & Zabab	Stewardship & Native Indian					
	MFL		French monster pets	Space exploration in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family					
	PE (Outside/ inside)		Tennis	Cognitive	football	creative	Athletics	Physical	Dance		Rounders	Health & fitness	cricket

PDL/ SRE		Family and relationships Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying	Health and wellbeing Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	Safety and the changing body Online friendships Identifying online dangers The changing adolescent body (puberty, including Menstruation- see RSE Overview) First aid Drug education	Citizenship Responsibility Breaking the law Rights and responsibilities Protecting the planet Community Contributing to the community Pressure groups Democracy Parliament	Economic Wellbeing Borrowing Income and expenditure Risks with money Prioritising spending Career and aspirations Stereotypes in the workplace	Transition
Online Safety		Healthy Relationships What is a relationship? What is an online relationship? What sort of apps and websites require online relationships? What can you do to ensure you have healthy online relationships?	Mental Wellbeing What is mental health? How could the internet make you feel? Are there different apps and websites that could make you feel differently? What can you do to keep your mental health safe online?	Computer games What games do you play? Do you know what the age restrictions are on these games? Why do you think these games have age restrictions? Do your parents monitor what you are on? Why?	Consent What sort of pictures will be posted online? What are your responsibilities when posting online? What can you do if you find something online about you?	Respect/Stereotypes What is a stereotype? Why do we do this to certain groups of people? What is respect? Why should we respect everyone's differences?	Cyber Bullying What is cyber bullying? What sort of things might happen when you are a target of bullies online? What can you do if you are targeted? What are your responsibilities?
Computing		Algorithms and hardware and software	Information technology	Data and data representation	Communication and networks	Hardware and processing	Programming and development