Long Term Curriculum Plan

Year Group: 5 **Academic Year: 2026/27**

Term: / Subject:	Autumn		Spring		Summer	
	1st half	2nd half	1st half	2nd half	1st half	2nd half
Maths	**Number:** Place value **Number:** Addition and subtraction Multiplication and division	**Number:** Multiplication and division Fractions	**Number:** Multiplication and division **Number:** Fractions	**Number:** Decimals and percentages **Measurement:** Perimeter and Area **Statistics**	**Geometry:** Shapes Position and direction **Number:** Decimals	**Number:** Negative numbers **Measurement:** Converting units Volume
English	Formal letters of application Dialogue in narrative (first person myths and legends) Poems which explore form **Reading:** Shackleton's Journey	Third person stories set in another culture Balanced argument Poems that use word play Balanced arguments **Reading:** The Explorer	Third person stories set in another culture Biography **Reading**: Boy in the Tower	Playscripts (Shakespeare retelling) Formal letters of application **Reading**: A Midsummers Night Dream and I am Not A Label	Biography Dialogue in narrative (first person myths and legends) **Reading:** Secrets Of A Sun King and If	Balanced argument Playscripts Poems which use word play Poems which explore form **Reading:** Five Children and IT
Computing	**Internet legends**	**Computer science:** Loops and variables	**Internet Legends:** Positive digital footprints Spotting fake information online Refusing and reporting	**Swift Coding:** Conditional code, types and initialisation	**Data and Information:** flat-file, databases	**Digital literacy:** Creativity and podcasts
Science	**Properties and changes of materials** What is plastic pollution? What are the impacts of plastic pollution? **Animals, including humans**		**Forces (Gravity and Galileo)** **Earth in space** What is light pollution? How can we reduce light pollution?		**Living things and their habitats** **Forces continued**	

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History	**Ancient Greece**		**Ancient Greece** **Comparison study – Maya or Benin and Anglo-Saxons**		**Comparison study – Maya or Benin and Anglo-Saxons**	
Geography	**World countries – biomes and environmental regions**		**4 and 6 figure grid references**		**OS Maps and fieldwork**	
PE	**Gymnastics** To develop symmetry within a sequence. Compare and evaluate performances **Dance** Create longer and more complex sequences and adapt performances, develop symmetry in a dance, Evaluate performances. **Invasion Games** Football, Tag Rugby, Netball		**Gymnastics** To perform more complex actions, shapes and balances with consistency. To use feedback from others to improve performance. **Invasion Games** Netball, Basketball **Dance** Work with devices to add interest to action and explore different types of jumps, using professional examples to inspire ideas for explosive action **Outdoor & Adventurous** Orienteering		**Swimming** Front crawl, Back stroke, Breast stroke, self-rescue **Games** Cricket, Tennis **Athletics** Running, Jumping, Throwing **Racket/Bat Games** Rounders	
PSHE	**What makes up a person's identity?**	**What decisions can people make with money?**	**How can we help in an accident or emergency?**	**How can friends communicate safely?**	**How can drugs common to everyday life affect health?**	**What jobs would we like?**

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Music	**Traditional African drumming** Rhythm and beat Performance of song, dance and rhythms	**Song and performance repertoire for Christmas service** Study of **Planet Suite**	**Pitch notation** Basic skills for Tin whistle Recognising and using notation for notes on tin whistle to play short melodies	**Harmony and rounds** Singing rounds with an awareness of harmony Listening to effect of notes played together Harmony Major Minor	**Musical structure** Recognise the value of structure in music How music can be organised/structured Study of Minuet in G A B A B A A A C Create own music following the same structure using IT and instruments	**Structure and song writing** Structure of songs Use of repetition Combine lyrics and melody Write own/group song segment Perform and record
French	**Local Places (amenities)**	**Emotions and Numbers (1-100)**	**Friends and Family**	**Working together**	**Playing together (Sports and Hobbies)**	**Eating together (Preparing a Meal)**
RE	**Religion:** Sikhism **Theme:** Belief into Action **Key question:** How far would a Sikh go for his/her religion?	**Religion:** Christianity **Theme:** Christmas **Key question**: Is the Christmas Story true?	**Religion:** Sikhism **Theme:** Beliefs and moral values **Key question:** Are Sikh stories important today?	**Religion:** Christianity **Theme:** Easter **Key question:** Did God intend Jesus to be crucified?	**Religion:** Sikhism **Theme:** Prayer and worship **Key question**: What is the best way for a Sikh to show commitment to God?	**Religion:** Christianity **Theme:** Beliefs and practices **Key question**: What is the best way for a Christian to show commitment to God?
Design & Technology	**Food and Nutrition**	**Systems**	**Textiles**	**Food and Nutrition**	**Structures**	**Mechanisms**
Art	**Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes**	**Printmaking Create three colour prints and combine printing techniques**	**Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a**	**3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls**	**Painting Explore a range of effects which can be achieved using watercolour paint**	**Creative Response – Printmaking and Textiles Combine printmaking and textiles to embellish fabric**

			starting point for artwork			