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**Key Stage 2 Curriculum Plan 2025/26**

**YEAR 5**

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|  | **Term 1** | **Term 2** | | | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
| **Mathematics** | Place value, addition and subtraction, multiplication and division, fractions | | | | Multiplication and division, fractions, decimals and percentages, perimeter and area and statistics | | Shape, position and direction, decimals, negative numbers, converting units, volume | | |
| **Science** | Mixtures and separation | | | Properties and changes | Earth and space | Life cycles and reproduction | Imbalanced forces | | Human timeline |
| **Reading** | **In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts.** | | | | | | | | |
| The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:  • Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Read and listen to whole books. | | | | | | | | |
| **Writing** | *In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes), children will have the opportunity to write:* | | | | | | | | |
| Writing to entertain   * Poetry * Suspense   Writing to :   * Inform * Persuade | | | | Writing to entertain   * Dialogue * Setting description   Writing to :   * Instruct * Explain | | Writing to entertain   * Character * Openers/hooks   Writing to :   * Recount * Discuss | | |
| **Art** |  | | Sculpture and 3D: Interactive installation | |  | Drawing: I need space |  | | Painting and mixed media: Portraits |
| **Computing** | Quizzing | | Databases and game creator | | Spreadsheets | Coding | Word processing and concept maps | | Using external devices and microbits |
| **Design Technology** | Electrical systems: Doodlers | |  | | Mechanical systems: Making a pop-up book |  | Cooking and nutrition: What could be healthier? |  | |
| **French** | French monster pets | | Space exploration | | Shopping in France | French speaking world | Verbs in a week | | Meeting my French family |
| **Geography** |  | | What is life like in the Alps? | |  | Why do oceans matter? |  | | Would you like to live in the desert? |
| **History** | Were the Vikings raiders, traders or something else? | |  | | What was life like in Tudor England? |  | What did the Greeks ever do for us? | |  |
| **Music** | Composition notation | | Blues | | West and South Africa | Composition: Holi festival | Looping and remixing | | Musical theatre |
| **Physical Education** | Tag rugby | | | Handball | Dance/Gymnastics | Tennis | Cricket/rounders | Athletics/OAA | |
| **PSHE** | Families and relationships  Health and Wellbeing | | | | | Safety and the changing body | Citizenship | Economic Wellbeing | |
| **Religious Education** | Why is it important to Muslims that Muhammad is known as the seal of the prophets? | | How far does the mosque contribute to the Muslim conception of Ummah? | | How do the rites of passage shape the lives of different Christians? | What do Christians believe about the death of Jesus? | Does wisdom look the same for everybody? | | What does it mean to live a good life? |