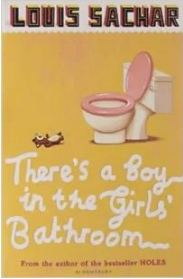
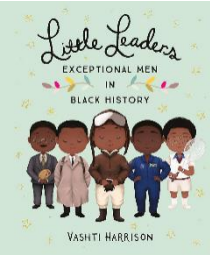
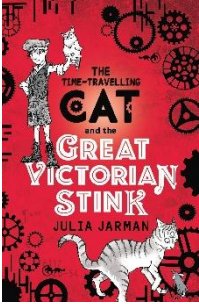
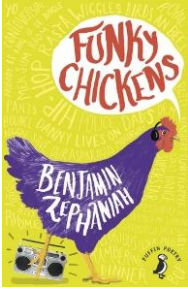


**Yearly Curriculum Overview 2025-26**



Year Group: 5

|                  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------------|---|---|--|--|---|--|
| Curriculum Title | <b>Reach for the Stars</b>  | <b>Feel the Force</b>   | <b>Antarctica: Secrets of the Frozen Continent</b>   | <b>Industrial Revolutionaries</b>  | <b>Rainforest Rangers</b>   | <b>Greece Lightning</b>  |
| POR              | <p>Hidden Figures<br/>by<br/><i>Margot Lee Shatterly</i></p>  <p>A Galaxy of Her Own: Amazing Stories of Women in Space<br/>by <i>Libby Jackson</i></p>  | <p>Floodland<br/>by <i>Marcus Sedgwick</i></p>  | <p>Ice Trap!<br/>by <i>Meredith Hooper</i></p>  <p>Shackleton's Journey<br/>by <i>William Grill</i></p>  | <p>Gaslight<br/>By <i>Eloise Williams</i></p>  | <p>The Great Kapok Tree<br/>by <i>Lynee Cherry</i></p>  <p>Up in the Canopy<br/>By <i>James Aldred</i></p>  | <p>The Adventures of Odysseus<br/>By <i>Hugh Lupton</i></p>  |

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| <b>Storytime Texts</b>        | <p>There's a Boy in the Girls Bathroom by <i>Louis Sachar</i></p>    |   | <p>Little Leader - Exceptional Black Men in History by <i>Vashti Harrison</i></p>    | <p>Travelling Cat and the Great Victorian Stink by <i>Julia Jarman</i></p>   |  | <p>Funky Chicken (poetry) by <i>Benjamin Zephaniah</i></p>    |
| <b>Trip/Visit/ Experience</b> | <b>WonderDome Visit</b>   | <b>River Walk</b>   | <b>Expedition Day Church trip</b>  | <b>High Ashurst residential Milestones Museum</b>   | <b>Rainforest Ranger Day</b>   | <b>Greek day</b>   |
| <b>Literacy</b>               | <p>Three brilliant African-American women at NASA -- Katherine Johnson, Dorothy Vaughan and Mary Jackson -- serve as the brains behind one of the greatest operations in history: the launch of astronaut John Glenn into orbit, a stunning achievement that restored the nation's confidence, turned around the Space Race and galvanized the world.</p> | <p>In an England covered by water, Zoe lives alone in the island of Norwich, lost by her parents in the rush to escape. Desperate to survive the marauding gangs, she digs a derelict boat out of the mud and makes her way to Eels Island, only to find that this island is dominated by danger too.</p> | <p>What happens when a devastating disaster causes well-made plans to go terribly wrong? Sir Ernest Henry Shackleton is a polar explorer who was associated with expeditions exploring Antarctica, that he led, which, although unsuccessful, became famous as a tale of remarkable perseverance and survival.</p> | <p>Gaslight is based on the story of Nansi, who is determined to discover what happened to her mother, who mysteriously disappeared a few years previously. Based in Victorian Cardiff, Nansi works for Sid at the Empire Theatre, trying to earn enough money to hire a detective to find her mother. Will she find her mother and escape from villainous Sid?</p> | <p>In order to save his home, Dylan travels across the world, into the depths of the Amazon. Along the way, Dylan meets Lucia, armed with a thesaurus and a Great Dane puppy, and Floyd, a friend he's not sure of. They must work together to overthrow the obstacles that threaten to destroy the Amazon and the future.</p> | <p>While Odysseus battles mystical creatures and faces the wrath of the gods, his wife Penelope and his son Telemachus stave off suitors vying for Penelope's hand and Ithaca's throne long enough for Odysseus to return.</p> <p>How have ancient myths and legends influenced the world around us?</p> |
|                               | <ul style="list-style-type: none"> <li>Information text about a famous astronaut.</li> </ul>  | <ul style="list-style-type: none"> <li>Predictive writing about Chapter 2</li> </ul>  | <ul style="list-style-type: none"> <li>Diary entry as a member of Shackleton's crew</li> </ul>   | <ul style="list-style-type: none"> <li>Diary entry from the perspective of Nansi</li> </ul>   | <ul style="list-style-type: none"> <li>Rainforest description</li> <li>Diary entry</li> </ul>  | <ul style="list-style-type: none"> <li>Presentations</li> </ul>  |

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|                | <ul style="list-style-type: none"> <li>• Job application for the role of Computer.</li> <li>• Diary entry – a day in the life of a Computer.</li> <li>• Newspaper article – first man on the moon</li> <li>• Design your own planet</li> <li>• Poetry – using ‘A Galaxy of Her Own’ to write an inspirational poem about one of their journeys.</li> </ul> | <ul style="list-style-type: none"> <li>• Writing from different characters perspectives</li> <li>• Poetry – Personification</li> <li>• Debate - Should Zoe leave the Island alone or with Dooby?</li> <li>• Descriptive setting</li> <li>• Finish the end of the story</li> </ul> | <ul style="list-style-type: none"> <li>• Job application to be part of Shackleton’s crew</li> <li>• Descriptive setting</li> <li>• Persuasive letter to Shackleton offering him advice</li> <li>• Book review</li> <li>• Non-fiction piece – ‘How to Expedite Antarctica’</li> <li>• Non-fiction piece – survival guide</li> </ul> | <ul style="list-style-type: none"> <li>• Debate – should Nansi stay at the theatre or leave to find her mother?</li> <li>• Newspaper report about Nansi’s escape and disappearance</li> <li>• Informal letter writing</li> <li>• Factfile on Dr Barnardo</li> </ul> | <ul style="list-style-type: none"> <li>• Instruction writing</li> <li>• Poetry - Simile and Metaphor</li> <li>• Balanced argument</li> <li>• Non-fiction informative piece of an animal/species</li> <li>• Poetry from the perspective of the Kapok Tree/Rainforest as the ‘Earth’s Lungs’</li> </ul> | <ul style="list-style-type: none"> <li>• Letter from Odysseus writing to his wife Penelope</li> <li>• Write your own myth</li> <li>• Report writing about a mythical creature</li> <li>• Writing from Odysseus’ perspective - narrative</li> <li>• Poetry – Cinquain / performance</li> </ul> |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Graphs and Tables</li> </ul>   | <ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Perimeter and Area</li> <li>• Fractions and Decimals</li> </ul>   | <ul style="list-style-type: none"> <li>• Fractions and Decimals</li> <li>• Angles</li> <li>• Problem Solving with Fractions</li> </ul>   | <ul style="list-style-type: none"> <li>• Translation, Reflection and Co-ordinates</li> <li>• Measurement</li> </ul>   | <ul style="list-style-type: none"> <li>• Problem Solving with All Four Operations</li> <li>• Shape</li> </ul>   | <ul style="list-style-type: none"> <li>• Problem Solving and Consolidation</li> </ul>   |
| <b>Oracy</b>   | <ul style="list-style-type: none"> <li>• Creating own Wonderdome experience where children are able to describe and narrate visuals of space</li> </ul>  | <ul style="list-style-type: none"> <li>• Debate around climate change</li> </ul>  | <ul style="list-style-type: none"> <li>• To research and present a weather report for Antarctica to engage an audience</li> </ul>  | <ul style="list-style-type: none"> <li>• Story Telling</li> </ul>   | <ul style="list-style-type: none"> <li>• Research and present a formal presentation on a naturalist</li> <li>• Tour guiding</li> </ul>  | <ul style="list-style-type: none"> <li>• Performance Poetry</li> </ul>  |
| <b>Science</b> | <p style="text-align: center;"><b>Space</b></p> <p>Exploring the relationship of Earth and other planets with the Sun.</p>   | <p style="text-align: center;"><b>Forces</b></p> <p>Exploring the relationship between air resistance, water resistance, friction and gravity and linking this in to our POR text, Floodland.</p>   | <p style="text-align: center;"><b>Properties and Changes</b></p> <p>Exploring how reversible changes such as water to ice and vice versa differs from irreversible changes and how this impacted Shackleton’s journey.</p>   | <p style="text-align: center;"><b>Properties and Changes</b></p> <p>Link to clean water in Victorian times and keeping warm on the streets.</p>   | <p style="text-align: center;"><b>Living Things &amp; Habitats</b></p> <p>Exploring the living things and their habitats that Fred and his new acquaintances might find in the Amazon forest.</p>   | <p style="text-align: center;"><b>Animals Including Humans</b></p> <p>Discovering how the life-cycles of various species are similar of different. Can we compare these to mythological creatures?</p>  |

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|                         | <p><b>Pattern seeking and observation of time</b></p> <p>How does the position of the sun effect the length of my shadow?</p> | <p><b>Research and problem solving</b></p> <p>How do the effects of different forces impact the way an object moves?</p>   | <p><b>Identifying, grouping and classifying and Comparative/fair testing</b></p> <p>What would be the most effective materials to keep Shackleton and his crew alive?</p>  | <p><b>Comparative / fair testing and problem solving</b></p> <p>What changes of state are reversible or irreversible?</p>   | <p><b>Identifying, grouping and classifying</b></p> <p>Do all plants have the same reproductive systems? How can we find out?</p>  | <p><b>Research</b></p> <p>How do mammals develop and adapt as they get older?</p>  |
| <p><b>Computing</b></p> | <p><b>Coding: Scratch</b></p> <p>Computing programming rocket to visit planets and learn new information.</p>                 | <p><b>Lego WeDo – Prevent Flooding</b></p> <p>Linking in to the POR text Floodland, the children will be designing an automatic LEGO floodgate to control water according to various precipitation patterns.</p> | <p><b>Shackleton’s Journey: iMovie and Green Screen</b></p> <p>Through exploring Shackleton’s journey across Antarctica, the children will be documenting his journey by creating videos and using green screen apps.</p>  | <p><b>Grand Designs</b></p> <p>Tinkercad</p> <p>Children will be exploring drawings and illustrations representing both 2D and 3D worlds. What can they design to a factory/invention that would have been around during the Victorian Era?</p> | <p><b>Rainforest Disaster</b></p> <p>Linking in with our POR text ‘My Name is River’, the children will use the app ‘I can animate’ to create an animation that explores the layers of the Amazon Rainforest linking with ‘Under the Canopy’ text.</p> | <p><b>Scratch – Ancient Greek Running Olympic games.</b></p> <p>Through exploring the children’s understanding of Ancient Greece, the children will be creating their own Olympic games with different events on each level.</p> |
| <p><b>Geography</b></p> |   | <p><b>Physical/Human Geography</b></p> <p>Exploring different climate zones and how climate change can cause river flooding. Flood prevention strategies.</p>  | <p><b>Human Geography</b></p> <p>Through looking at land use and population, the children will be debating the following question ‘Should we develop Antarctica?’</p> <p>Exploring the prime meridian and how this divides the Earth into Northern and Southern Hemispheres.</p> |   | <p><b>Physical Geography</b></p> <p>Comparing the Amazon Rainforest (South America) to the New forest (UK) focusing on its natural resources.</p>  |  |

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|                                 |   |   | Understanding 'Greenwich Mean Time' and how all other time zones are based on this.  |  |   |   |
| <b>History</b>                  | <b>Anglo Saxons</b><br>'Who were the Anglo Saxons and what happened to them?' |   |  | <b>Victorians</b><br>'What impact did the industrial revolution and Dr Barnardo have upon the Victorian people?'   |   | <b>Ancient Greece</b><br>'How did the Greeks influence us today?'   |
|                                 |   |   |  |  |   | We will be investigating the impact the Ancient Greeks had on the modern world.   |
| <b>Religion and World Views</b> | <b>Christianity</b><br>Why is the idea of rescue so important to Christians?  | <b>Christianity</b><br>What do Christians believe about creation? | <b>Christianity</b><br>How did the church begin, and where is it now?  | <b>Islam</b><br>What helps Muslims to live a good life?  | <b>Buddhism</b><br>What is the 'Buddhist way of life'?  | Is life a journey?  |
| <b>Music</b>                    | Primary Robins<br><br>Musicianship  | Primary Robins<br><br>Musicianship                                | Primary Robins<br><br>History of Music – musical theatre<br>- KAPOW<br>Primary<br><br>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance. | Primary Robins<br><br>Composition<br>- KAPOW<br>Primary<br><br>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil. | Primary Robins<br><br>Instrument learning<br>- Percussion<br>- Rosewood<br>Gratitude<br><br>Musical focus: 'Son' clave rhythm, tuned percussion techniques (stepping, bounce, R/L hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition. | Primary Robins concert<br><br>Instrument learning<br>- Percussion<br>- Rosewood<br>Gratitude<br><br>Musical focus: 'Son' clave rhythm, tuned percussion techniques (stepping, bounce, R/L hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition. |

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| <b>Art</b>  |   | <b>The Great Wave</b><br><i>Katsushika Hokusai</i>             |   |   | <b>Contemporary Abstraction</b><br>Artist Study<br><br><i>Vivian Suter</i>               | <b>Sculpture</b><br>Clay eye  |
| <b>DT</b>   | <b>Mechanical Systems</b><br>Space Mobiles<br>(Orreries)      |  | <b>Textiles</b><br>Shackleton inspired<br>Mittens | <b>Cooking and Nutrition</b><br>Salad Bar   |  |   |
| <b>PSHE</b> | Being me in my world  | Celebrating difference   | Dreams and goals                                  | Healthy Me                                  | Relationships  | Changing me   |
| <b>MFL</b>  | Introducing Yourself  | Breakfast  | Describe Yourself                                 | Birthdays                                   | Fruits   | Euros and Numbers to<br>100   |
| <b>PE</b>   | Football<br>Tag Rugby<br>Basic Skills – Tag<br>Rugby/Football | Gymnastics<br>Apparatus and Floor<br>Basic Skills - Gymnastics | Dance<br>Hockey<br>Basic Skills - Hockey          | Netball<br>Tennis<br>Basic Skills - Netball | Athletics (track)<br>Athletics (Field)<br>Basic Skills –<br>Track/Sports Day<br>Practise | Cricket/Rounders<br>Basketball<br>Basic Skills – Striking<br>and Fielding |