Stakeford Primary School

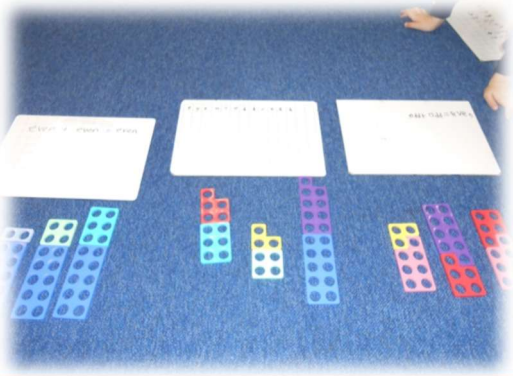
Year 5 Curriculum Information



2026 - 2027









Stakeford Primary School

Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the ***motivation***, ***aspirations***, ***skills*** *and* ***knowledge*** *to become lifelong learners.*

Our curriculum will provide us with:

S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	*Time and support to ensure we are fluent readers, with a desire to read.*	*A firm foundation in basic skills so we have the building blocks for our future learning.*	*Knowledge of the wider world in which we live*	*Engaging and enjoyable learning experiences to inspire us.*	*Friendships, relationships and an understanding of self.*	*Opportunities to revisit and develop skills to help us excel.*	*Readiness for the next stage in education and life.*	*Determination and resilience to achieve our potential.*

As a school we believe that reading is the key to unlock all learning. All English units are focused on a central text. Our school uses the Bug Club reading scheme.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall using Times Table Rockstars, Fluent in 5 and the Mastering Number programme.

Other curriculum subjects are taught across the year to ensure that over the whole of KS2, children visit the objectives of the National Curriculum in sufficient breadth and depth.

Topics in the table below marked with a 🌍 *indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.*

Autumn Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	**Non-Fiction: Biographies** Children will develop skills in biographical writing, revisiting relative clauses and making notes.		**Darwin's Dragons** Children will engage in the following activities based on the shared text: diary writing; using parenthesis; letter writing; using impersonal language; narrative writing; biographical writing				**Poetry: The Lost Words** Children will focus on the use of alliteration, simile, metaphor and adverbials.		**Non-Fiction: Recounts And Diaries** Children will develop their understanding of relative pronouns and adverbs while writing diary entries.		**Shakespeare: The Tempest** Children will write diary entries developing a range of sentence types and an impersonal style.		**Poetry: Figurative Language** Children will consolidate their understanding of figurative language from units throughout this term.		
Maths	Place Value				Addition And Subtraction				Multiplication And Division			Fractions A			
Science	**Properties And Changes of Materials** Properties Of Materials; Keeping Cool; Brighter Bulbs; Disappearing Or Dissolving; Separating Mixtures; Irreversible Changes								**Forces** Fabulous Forces; Gravity; Air Resistance; Water Resistance; Friction; Marvellous Mechanisms						
History									**Were the Vikings raiders, traders or something else?** When and why did the Vikings come to Britain?; Were the Vikings raiders, traders or something else?; Where did the Vikings go? How did they get there?; Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?; What were the impacts of Viking raids and settlements on local communities in Britain?; What were the Vikings achievements and how did they impact the world?						
Geography	Mountains Where do mountains come from?; How do mountains affect life?; How do we show mountains on maps?; What is the Eryri (Snowdonia) region like?; What are the Rocky Mountains like?; How are the Rocky Mountains and Eryri affected by tourism?														
Art/DT	**Cooking and Nutrition – Developing a Recipe** From Farm to Fork; Different Choices; Nutritional Value; Preparing Ingredients; Designing Labels; Making Bolognese								**Wildlife – Birds** Drawing Birds in Pencil; Drawing Feathers; Printing feathers; Making Textured Clay Tiles; Modelling Newspaper Birds; Finishing Newspaper Birds						
Computing	**Online Safety** Online Protection; Online Communication; Online Reputation; Online Bullying; Online Health;								**Search Engines** Searching Basics; Inaccurate Information; Web Quest; Information Poster; Web Crawler						
Music	**Sea Shanties** Explore sea shanties, beat, rhythm, chords, bass, dot notation								**Intro to Song Writing** Explore structure (verse/chorus), hook, lyric writing, melody						
RE	**Forgiveness** What Is Forgiveness?; Forgiveness In Judaism; Yom Kippur (Judaism); Forgiveness In Buddhism; Comparing Forgiveness In Buddhism And Judaism; A Symbol For Forgiveness								**The True Meaning of Christmas** Explanation; Love; Power And Vulnerability; Christmas Cards; Carols; Christmas Debate						
PE	**Swimming:** Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.														
Spanish	**Dates in Spanish** Numbers 13 to 31; Months of the year; **¿Qué mes es?** – What month is it?; Say dates; **¿Cuándo es tu cumpleaños?** – When is your birthday?; Key information on a calendar; **¿Cuándo es el día de …?** When is … day?; Listen to a short audio passage and identify key information; Complete a birthday invitation using familiar phrases.								**Pets in Spanish** ¿Tienes una mascota? – Do you have a pet?; Identify some animal names; Choose suitable adjectives to describe an animal's characteristics; Making plausible predictions; Read aloud using accurate pronunciation; Change intonation to differentiate between statements and questions.						
PSHE	**Be Yourself** You Are Unique; Let It Out;; Uncomfortable Feelings; The Confidence Trick; Do The Right Thing; Making Amends								**Safety First** You Are Responsible; What Are The Risks?; Making Your Mind Up; In An Emergency; Home, Safe And Sound; Outdoors – Playing It Safe						

Spring Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	**Non-Fiction: Newspapers** Children will learn to use direct/reported speech whilst creating news reports		**The Barnabus Project** Children will engage in the following activities based on the shared text: creating atmosphere and mood in writing; setting and character descriptions; write an adventure story; newspaper report; news report script				**Non-Fiction: Informal Letters** Children will learn to use parenthesis whilst developing informal letter writing skills		**The Night Bus Hero** Children will engage in the activities based on the text including letter writing.		
Maths	Multiplication And Division		Fractions B		Decimals And Percentages			Perimeter And Area		Statistics	
Science	**Earth And Space** Spherical Bodies; The Planets; Geocentric Versus Heliocentric; Night And Day; Night And Day International; Movement Of The Moon						**Animals, Including Humans** Humans Timeline; Growth Of Babies; Puberty, Changes In Old Age; Gestation Periods; Life Expectancy				
History	**What was life like in Tudor England?** Henry VIII – fair ruler or tyrant?; Why did Henry VIII have so many wives?; Why was Anne Boleyn executed?; How did Queen Elizabeth I use a royal progress?; What can inventories tell us about life in Tudor times?; What did John Blanke have in his inventory?										
Geography							**Latitude, Longitude and Time Zones** What is a cartographer and what do they do? How can latitude and longitude be used to locate places? Why is latitude so important? Why is longitude so important? How do latitude and longitude affect how people live? Where would you travel and why?				
Art/DT	**The Seaside** Drawing Fish in Pen; Drawing Shells In Colour; Printing Fish In Colour; Weaving Seaside Scenes; Making Fish Lanterns; Finishing Fish Lanterns						**Textiles; Stuffed Toys** **Designing a Stuffed Toy; Blanket Stitch; Details and Appendages; Stuffed toy Assembly**				
Computing	**Data Handling Mars Rover 1** Mars Rover; Binary Code; Computer Architecture; How Computers Store Data Using Binary; Using Binary - text						**Programming 2 BBC Micro: Bit** Tinkering with BBC micro:bit; Programming an Amination; Polling Program; Programming a Pedometer; Programming a Scorebaord				
Music	**Three Little Birds** Explore reggae, riffs, offbeat, chords, D major triad, bassline, unison, harmony						**Building A Groove and Epoca** Explore beat, rhythm, basslines, riffs; texture, articulation, rhythm, tango				
RE	**Jesus in Christianity** Introduction to Jesus and Christianity; Jesus as the Messiah; How Jesus Saved People; What Kind of King is Jesus; Christian Living and Values;						**Judaism – The Torah** Introducing the Torah; Exploring the Torah; The Parts of the Torah; Respecting the Torah; Christian Living and Values				
PE	**Swimming:** Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.										
Spanish	***Weather*** Pronounce the seven weather types; **¿Qué tiempo hace…?** – What is the weather like…?; Name and identify the four compass points in Spanish; Follow a written Spanish text while listening, keeping up with the pace of the audio; Write a weather forecast; Use accurate pronunciation when speaking aloud; Identify some cities on a map of Spain.						***In a Spanish Café*** Form sentences to express what they want using **quiero;** Ask others what they want using the question **¿Qué quieres …?;** Use **por favor** – please and **gracias** – thank you when making polite requests; Use greetings and courtesy phrases such as **¿Qué tal?** – How are you? as part of a natural conversation; Write and perform a typical café conversation; Use accurate pronunciation when speaking aloud; Vary tone to express emotion and engage an audience.				
PSHE	**Diverse Britain** Identities; Communities; Respecting the law; Local government; National government; Making a difference;						**VIPs** People We Love; Think Before You Act; It's OK To Disagree; You Decide; Secrets; False Friends				

Summer Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	**Poetry: Free Verse** Children will write a range of poems based on examples by Paul Cookson.		**Non-Fiction: Information Texts** Children will learn about the structure and style of non-chronological reports, researching their topic.		**Cosmic** Children will engage in the following activities based on the text: writing dialogue, reports and persuasive texts.			**Non-Fiction: Auto-biography** Children will complete autobiographical writing whilst developing their use of multi-clause sentences.			**The Explorer** Children will engage in the following activities based on the shared text: diary writing; exploring personification; experimenting with sentence structure; writing a non-chronological report; taking/making notes; paragraph cohesion; writing narrative (including a sequel)			
Maths	Shape			Position And Direction		Decimals			Negative Numbers	Converting Units		Volume		
Science	**Living Things and Their Habitats** Making New Plants; Mammals; Jane Goodall; Metamorphosis; Comparing Life Cycles							**Changing Oceans** Exploring our Oceans; Presenting our Oceans; Threatened Oceans; Plastic Pollution; Coral Reef Ecosystems; Fishing and Sustainability						
History	**What is the legacy of the ancient Greek civilisation?** Who were the ancient Greeks and when did they live?; Who lived on Mount Olympus?; How was Ancient Greece governed?; Did the ancient Greeks give us democracy?; How do the ancient Greek philosophers influence us today?; What is the legacy of the ancient Greeks?													
Geography								**Food Distribution and Climate** Where does our food come from?; What is climate change and how does it affect our food supply?; Are food miles important?; Fieldwork enquiry (what do we want to find out, What does it show, What is the outcome)?						
Art/DT	**Structures: Bridges** Arch and beam bridges: Spaghetti truss bridges; Building bridges; Finalising bridges.							**South And Central American Art** Clay Monkeys; Making Picture Puzzles; Catching Dreams; Mural Mash Up; Tropical Collage; Candombe Drums						
Computing	**Stop Motion Studies** Animation Explored; Exploring Stop-Motion; Planning My Stop-Motion Project; Stop-Motion Creation; Editing My Stop-Motion Creation							**Skills Showcase Mars Rover 2** Pixels; Compressing Images; Fetch-Decode-Execute Cycle; Tinkering with CAD; Tinkercad Design;						
Music	**Baloo Baleerie** Explore lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment							**Balinese Gamelan and Ternary Form** Explore Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music						
RE	**Why is the Torah so important to Jewish people?** What can we find out about Jewish communities in the Midlands and further afield?; What do Jews believe about God?; What is a Sefer Torah?; Are there particular laws that Jewish people need to follow?; What happens during worship at a synagogue?							**Why do some people believe in God and some people not?** How many people believe in God?; Is God real? What do people think?; Why do people believe or not believe in God?; What do people say about science and believing in God?; What impact does believing in God have on how people think and live?;						
PE	**Swimming:** Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.													
Spanish	**Spanish Celebrations** Fiesta Time!; Verbs in Spanish; Likes and Dislikes; Festival Likes and Dislikes; Adding Details to Actions; Writing About Fiestas							**The Amazon Rainforest** Where is the Amazon Rainforest?; Exploring the Rainforest; Amazing Amazon Animals; Animal Anatomy; Which Rainforest Animal Am I?; Amazon Explorers						
PSHE	**It's My Body** Your Body Is Your Own; Exercise Right, Sleep Tight; Taking Care Of Our Bodies; Harmful Substances; How We Think And Feel About Our Bodies; Healthy Choices							**One World** Global Citizens; Global Warming; Energy; Water; Biodiversity; In Our Hands						