

# Hethersett VC Primary School Year 5 (Lions) Curriculum 2025-2026



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b> Whole class reading and spelling taught separately	Queen of the Falls Diary writing - Engage reader through use of description, feelings and opinions • Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards) • Use rhetorical questions to engage reader • Use consistent 1st person • Write in consistent tense including progressive and perfect forms • Include the 5Ws – who, what, where, when, why and how	The Lost Happy Endings – Traditional Tales Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Vary story opening: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward	Arthur and the Golden Rope – Myth Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward • Create a plot: a journey, a quest or a series of trials for the hero • Create characters which behave in superhuman ways with unusual powers or strong characteristics • Create a magic object which may symbolise something	The Darkest Dark – Biography Engage reader through use of description, feelings and opinions • Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately	Paperbag Prince – Information Persuasion Use precise word choices • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Use persuasive language: quotes and rhetorical questions • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Provide well-developed factual information for the reader • Include a summarising statement	Radiant Child – Information Use precise word choices • Select language to appeal to the reader • Use a formal tone • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience • Write an introduction
<b>Maths</b>	Number and Place Value: Numbers to 1 000 000  Calculations: Addition and Subtraction	Calculations: Multiplication and Division  Calculations: Word Problems  Statistics: Graphs	Fractions, Decimals and Percentages: Fractions  Fractions, Decimals and Percentages: Decimals	Fractions, Decimals and Percentages: Percentages  Geometry – Properties of Shapes: Geometry	Geometry – Properties of Shapes: Geometry (continued)  Measurement: Measurements	Measurement: Area and Perimeter  Measurement: Volume  Number and Place Value: Roman Numerals
<b>Computing</b> (Taught half termly swap with music)	<b>Computing Systems</b> Sharing Information		<b>Programming</b> Selection in quizzing		<b>Creating Media</b> Vector Drawing	

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<b>History</b>			Anglo Saxons	Vikings		
<b>Geography</b>	Rivers, oceans and the climate				North America	
<b>Science</b>	Properties of materials	Changes of materials	Forces	Space	Animals including humans - life cycles	Living things and their habitats
<b>Music</b> (Taught half termly swap with computing)		Music Express "At the movies" Skill focus - Composition		Music Express "Solar System" Skill focus - Listening		Music Express "Life Cycles" Skill focus - Structure
<b>Languages (French)</b>	What is the weather?	Presenting myself	My Home	My Family	Do you have a pet?	In the classroom
<b>Art</b>		<b>Sculpture and 3D</b> Interactive installation artwork		<b>Drawing</b> I need space. Artist (Teis Albers) study and create futuristic collagraph using mixed media.		<b>Painting and mixed media</b> Creating a self-portrait using media of their choice to create mood and atmosphere.
<b>DT</b>	<b>Electrical Systems</b> Doodlers Design and produce a functional doodler DIY kit		<b>Mechanical Systems</b> To design, make and evaluate a pop-up book, using layers and spacers.		<b>Developing a recipe</b> Adapt a recipe to make a Bolognese sauce	
<b>Physical Education (PE)</b>  Swimming alternates with class teacher PE	Invasion Games Swimming	Gymnastics  Outdoor and Adventurous Activities	Dance  Swimming	Tennis  Netball	Striking and fielding - rounders  Swimming	Athletics  Cricket
<b>Religion &amp; Worldviews</b>	<b>Deities</b> - Who is God?	<b>Creation</b> - Creation and Science: Do they agree?	<b>Old Testament</b> - What does it mean to be Free?	<b>Life of Jesus</b> - What is a leader?	<b>Teachings</b> - How do faiths show leadership?	<b>Salvation</b> - How do Christians and Hindus show forgiveness?
<b>PSHE – PATHS (Emotional health and well – being)</b>	<b>Unit 1: Establishing the classroom environment</b> (learning together, recognising and controlling anger, steps for calming down)		<b>Unit 3: Goals and Identity</b> (Setting and reaching goals, planning, overcoming obstacles)		<b>Unit 5: Being Responsible and Caring for Others</b> (Dealing with gossip, feeling rejected and excluded, stereotypes and	

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	<b>Unit 2: Problem Solving</b> (Making good decisions, feelings goals and solutions, consequences, obstacles)		<b>Unit 4: Making and keeping Friends</b> (Making new friends, joining in, dealing with teasing, feelings and friendships, resentment and forgiving)		discrimination, creating change, commemorating others, honouring others)	
PSHE - other			<b>Keeping safe</b> (Safety month): water safety, personal safeguarding, first aid <b>Economic wellbeing</b> - money: 'Christians against poverty' (3 sessions)		<b>Summer 2 - Relationships and Sex education unit (RSHE)</b>  <b>'Respect' programme</b> (CSF). Diversity focus: (gender discrimination, racism, and homophobia)	
	<b>E-safety:</b> Self – image and identity	<b>E-safety:</b> Online relationships	<b>E-safety:</b> Online Reputation	<b>E-safety:</b> Managing Online Information	<b>E-safety:</b> Privacy and Security	<b>E-safety:</b> Copyright and Ownership