

Year 5 Curriculum Overview Summer 2026

ENGLISH

Writing

Texts used:

The Island by Armin Greder
 Selection of Greek Myths (F)
 Mythologica by Dr S P Kershaw (F)

Fiction

We will be learning the following:

- To write a narrative
- A range of Alan Peat sentence types.
- Using parenthesis and relative clauses to construct detailed sentences.
- To punctuate reported and direct speech.
- To write in paragraphs, using adverbial phrases.
- To use commas to avoid ambiguity.
- To edit and check writing.

Non-Fiction

- Non-chronological reports
- Informal letters and diary entries
- Short explanations
- Instructions

Poetry

Reading

Texts used:

The Abominables by Eva Ibbotson
 Who Let the Gods Out? by Maz Evans

Through our reading and study of these texts, we will practise and develop the skills of:

Identifying and understanding new vocabulary;
 inference; prediction; explaining our ideas; retrieval of information from the text; summarising a passage of text.

KS2 Reading Content Domains

	Content Domain	
Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

Spelling

We will be learning and investigating:

- To investigate endings of words which use the suffixes -ful, -ive and -al.
- To investigate the beginning of words using verb prefixes including: de-, re- and over-.
- To further investigate words with silent letters.
- To create nouns using the -ity, -ness and -ship suffixes.
- To investigate homophones and other words that can be confused.
- Each week, we will focus on two spellings from the Years 5/6 Statutory Spelling List.

MATHS

Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

Decimals and Percentages

- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals
- Thousandths as fractions
- Thousandths as decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3 decimal places
- Round to the nearest whole number
- Round to 1 decimal place
- Understand percentages
- Percentages as fractions
- Percentages as decimals
- Equivalent fractions, decimals and percentages

Shape

- Understand and use degrees
- Classify angles
- Estimate angles
- Measure angles up to 180°
- Draw lines and angles accurately
- Calculate angles around a point
- Calculate angles on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3-D shapes

Position and direction

- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translation with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

Converting Units

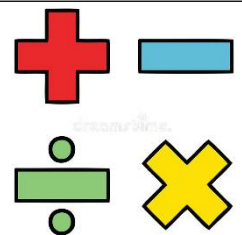
- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert between metric and imperial units
- Convert units of time
- Calculate with timetables

Decimals

- Use known facts to add and subtract decimals within 1
- Complements to 1
- Add and subtract decimals across 1
- Add decimals with the same number of decimal places
- Subtract decimals with the same number of decimal places
- Add decimals with different numbers of decimal places
- Subtract decimals with different numbers of decimal places
- Efficient strategies for adding and subtracting decimals
- Decimal sequences
- Multiply by 10, 100 and 1,000
- Divide by 10, 100 and 1,000
- Multiply and divide decimals – missing values

Negative Numbers

- Understand negative numbers
- Count through zero in 1s
- Count through zero in multiples
- Compare and order negative numbers
- Find the difference involving negative numbers



ART & DESIGN

Architecture: Dream big or go small

We will learn:

- To use our sketchbook to collect, record and reflect our ideas and thoughts.
- To make larger drawings working from still imagery, using various drawing techniques.
- To explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.
- To make an architectural model using the 'design through making' technique, using our sketchbooks to help free my imagination.
- To present our work, reflect and share it with our peers.
- To evaluate the work of others (our peers) and share our thoughts in relation to the architecture we looked at through this unit.

COMPUTING

Vector drawing

We will learn to:

- Begin creating vector drawings.
- How to use different drawing tools to create images.
- Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.
- Layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.



DESIGN & TECHNOLOGY

Marbulous Structures

We will:

- Develop our understanding of more complex free-standing structures and how they can be strengthened and reinforced.
- Gain knowledge and understanding about how to join and shape materials.
- Learn to apply taught skills, using an iterative design process, to create our marble runs.
- To test and evaluate our marble runs against a set design criteria.

GEOGRAPHY

Magnificent Mountains

We will:

- Find out about the major mountains of the world and the UK.
- Learn about the different ways in which mountains have been formed.
- Discover how different mountain ranges have been shaped overtime.
- Explore how the weather in mountainous environments impacts on tourism.



HISTORY

Ancient Greece

Key Questions:

How has life in Ancient Greece influenced our lives today?

How did the rule of law impact on daily life in Athens?

We will learn about:

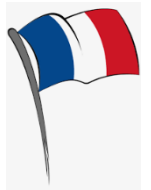
- The ancient Greeks.
- Alexander the Great.
- Daily life in ancient Greece.
- Athens and Sparta.
- The ancient Olympics.
- The Trojan war.

LANGUAGES: FRENCH

School Life

We will learn to:

- Listen and respond to topic vocabulary, including: places in the classroom, objects in the classroom, positional language and subjects studied at school.
- Answer questions orally using the topic vocabulary.
- Answer questions in writing using the topic vocabulary.
- Take part in a conversation with a partner and show it to an audience.



MUSIC

We will learn to:

- Perform two differing songs in a round, using their voices increasing fluency and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand some musical notations.
- Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



P.E.

Athletics

We will learn to, and practise, a range of athletic disciplines including:

- Long jump and triple jump with run ups.
- Sprints.
- Long distance relays.
- Pull, push and fling throws with a run up.

Striking and Fielding

We will learn to, and practise, a range of striking and fielding skills including:

- Overarm bowling at a target.
- Tracking and fielding skills.
- Hitting a bouncing/thrown ball.
- Quick cricket.

P.S.H.E.

We will learn about:

- Food choices – Developing an understanding of a healthy, balanced diet and recognising the benefits of specific foods/ food groups.
- Contrasting influences of a healthy lifestyle including substance abuse.
- 'Stand Against Violence' and understand what this is.
- Through Science learning and PSHE, the changes that occur as they get older (puberty) and how this can influence their physical, emotional and mental wellbeing.
- Basic First Aid – Gaining an understanding of what to do in an emergency and basic First Aid tips.
- Transition – 'Step-up morning' and sharing future goals.



R.E.

Creation and science: conflicting or complementary?

We will:

- Examine the creation story in Genesis 1.
- Think about what Christians see as important in Genesis 1.
- Think about the relationships scientists have with religious worldviews.
- Explore how and why some Christians see both science and religion as important.
- Explore some different Christian views about the relationship between science and religion.

SCIENCE

Living things and Animals, including humans

We will learn, through practical investigations, to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (A)
- Describe the life processes of reproduction in some plants and animals. (A)
- Describe the changes as humans develop to old age. (B)

AWARENESS AND ENRICHMENT OPPORTUNITIES

Sports Day
Sports Festival
'Step Up' morning (transition)
Additional PE sessions at the field