

Science – Earth and Space- KAPOW

Pupils should be taught to:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the Sun, Earth and Moon as approx. spherical bodies.
- Use the idea of the Erath’s rotation to explain day night and the apparent movement of the sun across the sky.

Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Literacy:

- Me my dad and the end of the rainbow by Benjamin Dean
 - Letter
 - Diary
 - Persuasive leaflet
- Planning/Drafting/Editing/ Presentation/
- Evaluating/Justifying/Grammar
- Indicating degrees of possibility using adverbs or modal verbs
 - Repetition of a word or phrase
 - Use of hyphens to join a prefix to a root word
 - Brackets, dashes or commas to indicate parenthesis
 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses
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Music (KAPOW) FILM MUSIC

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms ‘major’ and ‘minor’.
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, tempo and dynamics and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Use their body, voice and instruments to create sounds to represent a given theme.
- Create a musical score to represent a composition.
- Interpret their graphic score and perform their composition appropriately with their group.
- Create sounds that relate to the scene of a film

Spanish

- Presenting myself (Language Angels)

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

Geography- LAND USE

- Name and locate land-use patterns; and understand how some of these aspects have changed over time
- Describe and understand key aspects of physical geography
- Describe and understand key aspects of human geography
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Design and Technology

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Select from and use a wider range of tools and equipment to perform practical tasks
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand and use mechanical systems in their products

PE –

Gymnastics
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement .They should develop an understanding of how to improve in different physical activities. Develop flexibility, strength, technique, control and balance. Perform routines using a range of movement patterns

Health and Fitness

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 5 Curriculum Map Spring 2026

PSHCE-Jigsaw (Dreams and Goals)

- Motivation
- Attitude
- Goals
- Jobs/Careers
- Support

History Tudors

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
To chronologically sequence events on a timeline
To identify the line of succession from Edward IV to James I
To understand who the Plantagenets were and how they lost power
To understand who Henry VII was and how the Tudor dynasty began
To research the six wives of Henry VIII and his children
To understand Henry VIII’s relationship with the Church
To compare the reigns of Edward IV and Mary I
To consider whether Elizabeth I’s reign was Britain’s ‘Golden Age’
To understand why the Spanish Armada failed
To understand who Mary Queen of Scots was and why the Tudor dynasty ended
To consider whether the Tudors were a significant dynasty
To decide which Tudor monarch was the most significant

RE- Jigsaw RE

Religion: Sikhism
Enquiry: (Does joining the Khalsa make someone a better Sikh?)

Computing (KAPOW)

Pupils who are **secure** will be able to:

- Pupils who are **secure** will be able to:
- Recognise that Scratch is a coding application with music elements.
 - Predict the effects of different code blocks and explain discoveries from tinkering.
 - Code a soundtrack using sound blocks, loops and nested loops to enhance a scene.
 - Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern.
 - Decompose a program into smaller parts and remix existing code in new projects.