



YEAR 5 – AUTUMN TERM 2025

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.

- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe



Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; read and retrieve relevant key information from a range of fiction and non-fiction texts.

Writing

Explore and use different sentences structures to write adventure stories and narrative stories based on *The Nowhere Emporium* by Ross Mackenzie

Use a range of grammatical features within writing, including: relative clauses, modal verbs, adverbial phrases, complex sentences, dialogue, similes, modal verbs, adverbial phrases, relative clauses, complex sentences, dialogue, parenthesis.

Explore the use of language features such as similes and personification.

Learn and use Y5/6 spelling rules as part of writing.



Poetry – Learning about life through spoken word, exposure to current and classic literature, stories from other cultures and belief systems.



Achieve goals, expand vocabulary, have a broader understanding on the world.



Mutual respect for the achievements of others, understanding the lives of people from other cultures

MATHS

Place Value

Read, write and order numbers, determining the value of each digit
 Count forwards and backwards in steps of power of 10 for any given number
 Interpret negative numbers in context, counting forwards and backwards through zero
 Read Roman numerals to 1000
 Solve number and practical problems
 To add and subtract using formal written methods

Addition and Subtraction

To add and subtract using formal written methods with more than four digits
 Using rounding to check answers
 Find missing numbers

Multiplication and Division

Identify multiples, common multiples, factors, square and cube numbers
 Multiplying and dividing by 10, 100, 1000

Fractions

Recognise equivalent fractions
 Convert improper fractions to mixed numbers and vice versa
 Compare and order fractions

Understanding of maths vocabulary.

Using maths within real-life contexts.



SCIENCE

- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop into old age
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic



Life cycles and the natural world



Scientific vocabulary



*Diversity of the natural world.
Mutual respect in collaborative group work.*



RE

Journey of Life

- Recognise the rites of passage expressed by different faiths
- Draw comparisons and contrasts across a range of faiths

Incarnation

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms



Study of familiar and lesser known faiths, seeing how Christianity is done elsewhere in the world.

Religion – connections between the Bible and people's beliefs



*Deepen understanding of Christianity.
Vocabulary associated with Belonging*

MUSIC

Melody and Harmony in Music

Learn how to find and keep a steady beat, copying rhythmic patterns, identifying key musical styles and using key vocabulary to appraise.



Music vocabulary used to appraise songs

Use music for worship in assemblies and throughout the day.

PE

Athletics

Undertake challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to improve by identifying areas of strength.

Gymnastics

Pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils develop performance skills considering the quality and control of their actions.

Achieving goals and having mutual respect



COMPUTING

Aut 1 - Computing Systems and networks – System and searching

- Learners develop an understanding of computer systems and information transfer between devices, considering both small-scale and large-scale systems.
- They explain the input, output, and process aspects of various real-world systems.
- Learners discover how information is found on the World Wide Web by learning about search engine operation, result selection and ranking, and comparing different search engines.

Aut 2 – Creating Media – Video Production

- Learners will create short videos in pairs or groups, developing skills in capturing, editing, and manipulating video.
- They will receive step-by-step guidance to take their ideas from conception to completion.
- At the end of the unit, learners will reflect on and assess their progress in video creation.



*Vocabulary – related to computing and ICT.
Personal skills – problem solving, creation*

GEOGRAPHY

Who won what in the struggle for the Kingdom of England?

Understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.



Understanding of how vocabulary has developed.

HISTORY

Who won what in the struggle for the Kingdom of England?

- Understand what happened after the Roman withdrawal from Britain in c.AD 410.
- Describe why, where and when the Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were.
- Describe a typical Anglo-Saxon village and explain what jobs the people did.
- Use historical evidence to draw some conclusions about the person in the Sutton Hoo burial.
- Begin to realise the limitations of evidence from artefacts.
- Explain when and where the Vikings came from and why they raided Britain.
- Select and organise information to answer a key question.
- Use a range of sources to see how historical events are depicted.
- Order events chronologically.
- Understand how evidence, arguments and interpretations can change as new evidence becomes available.

*Broader understanding of the history of British civilisations.
Developing historical vocabulary, e.g. invasion, cause, consequence.*



Diversity – explore how different people can see the same event in different ways.



DT

Textiles – combining fabric shapes to create a functional product

- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.



Developing skills in sewing.

ART

Typography and maps

- Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.
- Looking at the work of Louise Fili, Grayson Perry, Paula Scher, Chris Kenny



Great artists in history

MFL

- Conversational practice
- Learn about Spanish music culture
- Express music preferences and opinions verbally and in writing
- Identify and name musical instruments

*Intercultural understanding
Vocabulary associated with restaurants*



PSHE

Me and My Relationships

- Identify what things make a relationship unhealthy;
- Recognise basic emotional needs, understand that they change according to circumstance;
- Describe strategies for resolving difficult issues or situations.

Valuing Difference

- Recognise the changes that occur in body and emotions during puberty and learn how to manage the changes in practical ways.
- Identify the human reproductive organs and their function in human reproduction.
- Identify gender stereotypes, recognising that people can be bullied because of their gender.
- Suggest examples of how bullying behaviour can be stopped.

Mutual respect – listening and respecting others in context



Understanding others beliefs and values and how they can sometimes differ from our own.

