Year 5 Curriculum Overview 2026-2027						
Gospel Value: The core value explored throughout the year is Justice						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Spiritual Education	**Lighting the Path**					
	Creation and Covenant Moses and the Burning Bush What a Covenant is The Sinai Covenant The Ten Commandments Catholic Social Teaching Sin is spoiling our friendship with God The Virtues of faith, hope and love	**Prophecy and Promise** Anointing of David David and Goliath God's Covenant with David David's Death Psalms are part of the Church's treasury of prayer Annunciation, Visitation and Nativity	**Galilee to Jerusalem** Beatitudes from the Sermon on the Mount The Great Commandment The Good Samaritan The Transfiguration Our Father The Virtues of Hope and Love	**Desert to Garden** Lent: Ash Wednesday Temptation in the Wilderness Catholic beliefs in the last things, death, judgement, heaven and hell Resurrection and the path to Heaven The Sorrowful Mysteries Conscience	**To the Ends of the Earth** Sacrament of Confirmation: actions, signs, prayers and symbols Pentecost The gifts of the Spirit Discipleship The Glorious Mysteries	**Dialogue and Encounter** Bible writers inspired by the spirit The Bible speaks of Covenant of Abraham – the foundation of Judaism and Christianity Old Testament-Hebrew Scriptures
	New Year Mass Mary Mass **Stay and Pray the Rosary**	**Remembrance/All Souls** **Advent Mass and Reflection**	**Share and Shine Assembly**	**Ash Wednesday Liturgy** **Lenten Reflection** **Mass in Holy Week**	**Stay and Pray the Rosary** **Prayer focus: Come Holy Spirit**	**Mass: The Feast of St John Fisher** **Leavers Mass**
Moral Education	***Activists for Christ-a response to Laudato Si* - Recognise right and wrong and respond to Moral Issues.**					
	Assembly themes E-Safety week Black History Month	How can we protect the rainforest? Anti-Bullying week Remembrance Reflection	Assembly themes Teaching morals through story		Forgiveness – RE Theme Class Charity - HCPT	
Social Education	***Catholic Social Teaching/ Activists for Christ in response to Laudato Si*** **Use a range of social skills; participate in the local community; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.**					
	School Council Elections School Rules CAFOD Charity Day Inter Faith Week		Supporting charitable works – St Joseph's Penny Enterprise Fundraising Event for Local Hospice		Rochdale Children's Champion Elections Mission Together, Day of Many Colours Religious Education – World Faiths	
Cultural Education	***Yahweh God took the man and settled him in the garden of Eden to cultivate and take care of it. Genesis 2:15*** ***Develop understanding of Catholic Culture and Cultural Capital*-Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.**					
	World Poetry Day Local Geography River Study Black History Month	Inter-Faith Week Remembrance	World Book Day Epiphany Celebrations – Catholic Culture		Created to live in Community (RSE) Dialogue and Encounter- Judaism	
RSE/PHSE Education	**Life to the Full**					
	Module 1: Created and Loved by God				**Module 2: Created to Love Others**				**Module 3: Created to Live in Community**	
	Religious Understanding	**Me, My Body, My health**	**Emotional Well-Being**	**Life Cycles**	**Religious Understanding**	**Personal Relationships**	**Life Online**	**Keeping Safe**	**Religious Understanding**	**Living in the Wider World**
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 1**	**Unit 2**
	Story sessions – Calming the Storm	Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep	Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	Making Babies Mensuration Hope Beyond Death Coping with Change	Is God Calling You?	Under Pressure Do you want a piece of cake? Self-Talk Confidence vs Control Build Others Up	Sharing isn't Always Caring Cyberbullying	Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance	The Holy Trinity Catholic Social Teaching	Reaching Out The World of Work Money and Me

	Year 5 Curriculum Overview 2026-2027					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	**Block 1 – Number:** Place Value **Block 2 – Number:** Addition & Subtraction **Block 3 – Number:** Multiplication & Division A	**Block 3 – Number:** Multiplication & Division A (Continued) **Block 4 – Fractions A:** Convert, Compare & Order Addition & Subtraction	**Block 1 – Number:** Multiplication & Division B **Block 2 – Fractions B:** Multiply Fractions Fractions of an amount **Block 3 – Number:** Decimals & Percentages	**Block 3 – Number:** Decimals & Percentages (Continued) **Block 4– Measurement:** Perimeter & Area **Block 5 – Statistics:** Line graphs, two-way tables and timetables	**Block 1 – Geometry**: Properties of Shape **Block 2 – Geometry:** Position & Direction **Block 3 – Number:** Decimals	**Block 3 – Number**: Decimals (Continued) **Block 4 – Number:** Negative Numbers **Block 5 – Measurement**: Converting Units **Block 6 – Measurement:** Volume
	MAPs & Fluency • Counting On & Back in 25's and 50 • Multiplication & Division missing number problems • Addition & Subtraction – mental strategies for 2- and 3-digit numbers • Multiplication – multiples of 10, 100 & 1000 • Rounding – 2, 3 and 4-digit numbers to the nearest 10, 100 and 1000	**MAPs & Fluency** • Counting On & Back in 25's and 50 • Multiplication & Division missing number problems • Addition & Subtraction – mental strategies for 2- and 3-digit numbers • Multiplication – multiples of 10, 100 & 1000 • Squaring numbers up to 12x12	**MAPs & Fluency** • Counting On & Back all times tables (inc. 25's & 50) • Multiplication - Multiplying multiples of 10 (e.g. 70 x 3, 60 x 80), multiplying three- or four-digit numbers by a 1-digit number, multiplying a 2 and 3-digit number by a 1-digit number • Factors of 2-digit numbers • Fractions – equivalents and simplifying	**MAPs & Fluency** • Counting On & Back all times tables (inc. 25's & 50) • Multiplication - Multiplying multiples of 10 (e.g. 70 x 3, 60 x 80), multiplying three- or four-digit numbers by a 1-digit number, multiplying a 2 and 3-digit number by a 1-digit number • Rounding – Numbers with 1-decimal place to the nearest whole number. • Fractions, Decimals & Percentages – equivalencies	**MAPs & Fluency** • Counting On & Back all times tables (inc. 25's & 50) • Fractions of amounts • Prime numbers to 50 • Factors of 3-digit multiples of 10 • Decimals – compliments to 1 (tenths & hundredths), doubles of decimals up to 10	**MAPs & Fluency** • Counting On & Back all times tables (inc. 25's & 50) • Fractions of amounts • Prime numbers to 100 • Factors of 3-digit multiples of 10 • Decimals – compliments to 1 (tenths & hundredths), doubles of decimals up to 10
	Times Tables Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's	**Times Tables** Multiplication & Division TT Rockstars worksheets 5-day Up to 12's
Science	**Forces** Children will learn to: • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance, and friction that act between moving surfaces. • Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Space** **Sustainability – Global Warming** Children will learn 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 approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Know what global warming is and its impact on the planet.	**Properties of materials** **Animals including humans** Children will learn to: • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Describe the changes as humans develop into old age. • Draw a timeline to indicate stages in the growth and development of humans. Children will learn about the changes experienced in puberty.	**Animals including humans** **Life cycles** Children will learn to: • Children will describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. • Children will describe the life process of reproduction in some plants and animals	**Reproduction A** **Reversible and irreversible changes** Children will learn to: • Describe the life process of reproduction in plants and animals. • Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating. • Give reason, based on evidence from comparative tests, for the uses of everyday materials, including metals, wood, and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • 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.	**Sustainability – Plastic Pollution** **Reproduction B** Children will learn to: • Know what the impacts of plastic pollution on the planet are. • Children will describe the life process of reproduction in plants and animals.
	Children will learn to: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use using test results to make predictions to set up further comparative and fair tests. Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments.					

Year 5 Curriculum Overview 2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	**Rivers**	**Volcanoes Tsunamis and Earthquakes**	**Victorians**		**Greece**	**Ancient Greece**
English	**Key Texts - Fiction:** Adaptation - Wind in the Willows – Kenneth Grahame	**Key Texts - Fiction:** Escape from Pompeii -Christina Balit Iron Man – Ted Hughes	**Key Texts - Fiction:** Street Child – Berlie Doherty	**Key Texts - Fiction:** Freedom – Catherine Johnson Oliver Twist Adaptation – Charles Dickens	**Key Texts - Fiction:** Who Let the Gods Out – Maz Evans Greek Myths	**Key Texts - Fiction:** Who Let the Gods Out – Maz Evans
	Key Texts - Non-Fiction: Rivers	**Key Texts - Non-Fiction:** Little People Big Dreams: Mae Jemison	**Key Texts - Non-Fiction:** Victorians	**Key Texts - Non-Fiction:** You Wouldn't Want to Work in a Victorian Mill - John Malam	**Key Texts - Non-Fiction:** Modern-Day Greece –tourist information leaflets, tourist websites	**Key Texts - Non-Fiction:** Ancient Greece Ancient Greek Olympics
	Key Poems: The River's Tale - Rudyard Kipling	**Key Poems:** One Day I'll be – James McDonald	**Key Poems:** The Workhouse – Poetry of the Pavement	**Key Poems:** The Chimney Boy's Story – Wes Magee	**Key Poems:** Beasts of Ancient Greece	**Key Poems:** Ode to the Ancient Greeks
	Spoken Language Focus: Poetry Performance	**Spoken Language:** Poetry Performance Debate	**Spoken Language Focus:** Poetry Performance	**Spoken Language Focus:** Poetry Performance	**Spoken Language Focus:** Poetry Performance	**Spoken Language Focus:** Poetry Performance Debate
	Writing: • Children will write a setting description of a river • Children will write a short story linked to class text- a day at the river **Non-fiction:** • Children will write an explanation text to explain the journey and features of a river	**Writing:** • Children will write a 1st person recount linked to the class text • Children will explore poetry linked to topics **Non-fiction:** • Children will write an information text about volcanoes Christmas Writing	**Writing:** • Children will write a 1st person narrative – experience at the workhouse **Non-fiction:** • Children will write an information text about the workhouse	**Writing:** • Children will write a 1st person narrative – experience of living and working at the mill as an apprentice • Children will explore playscript linked to topics **Non-fiction:** • Children will write an information text about life as an apprentice at the Mill	**Writing:** • Children will write a narrative linked to topic **Non- fiction:** • Children will write a tourist information leaflet about modern day Greece • Children will write a recipe for moussaka	**Writing:** • Children will write a narrative linked to the class text **Non-fiction:** • Children will write to inform about Ancient Greek culture and beliefs, including the Olympic Games
Career Related Learning **Trips and Visitors**	Children will explore the work of United Utilities in providing clean water to our homes.	Children will explore the skills needed to become an astronaut.	Children will explore jobs in the fashion/clothing industry. They will recognise and practise some of the necessary skills during Design and Technology lessons.	During Careers Week, children will meet professionals and interview them to find out about careers, skills and education. Children will develop enterprise skills by designing and making a product to sell – all proceeds to charity. Children will visit Quarry Bank Mill.	Children will explore the different roles relating to tourism and hospitality.	Children will watch video clips – inspirational talks from former Olympians/athletes.

Year 5 Curriculum Overview 2026-2027						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topics	**Rivers and the Water Cycle**	**Volcanoes, Earthquakes and Tsunamis**	**Victorians**	**Careers Week See CRL above**	**Greece**	**Ancient Greece**
History/ Geography	**Geography** - Children will explore the journey of a river from source to sea. They will visit the local brook to measure the depth and flow.	**Geography** -Children will learn that the earth's crust is made up of tectonic plates that move and interact, creating mountains when they collide and fault lines where they meet. The movement of these plates causes friction and energy build up, leading to earthquakes and if underwater, tsunamis. Children will learn that volcanoes, mostly located in the 'Ring of Fire' around the Pacific Ocean, are openings in the crust that release magma, ash and gases.	**History -**Children will learn that Queen Victoria ruled the United Kingdom for over 30 years, during what is now known as the Victorian era, a period marked by numerous inventions and the transformation from an agricultural society to an industrial one. Children will learn that industrialisation led to mass migration to cities, overcrowded living condition, dangerous child labour and harsh workhouses for the poor. They will learn that, despite widespread poverty and disease, Victorian society was divided into lower, middle and upper class. Much evidence remains about life in a Victorian Workhouse.	**History -**Children will learn that during the Industrial Revolution, large textile mills like Quarry Bank Mill in Cheshire were built to produce cotton cloth, sourced from warm countries like the USA and that slaves were made to pick the cotton on huge plantations. Children will visit and learn about Quarry Bank Mill, located by the River Bolin, initially using water power before switching to steam and employed workhouse papers as apprentices who worked long hours in harsh conditions. Today, it serves as a working museum where visitors can learn about its history and the lives of children who worked there.	**History -** Children will learn about modern day Greece, known for its thousands of islands and the longest coastline in Europe. Children will learn that today, tourists visit Greece for its warm climate, beaches, food and rich cultural history.	**History** – Children will learn that the Ancient Greeks were people that lived in Greece approximately 25000 years ago. Thew will learn that the Greeks believed in many Gods and Goddesses and that Mount Olympus was thought to be the home of the Gods. Children will learn that the Ancient Greeks were renowned thinkers, warriors, writers, actors, athletes, artists, architects and politicians. They will learn that our alphabet and many of our words are based on Greek language and they were famous for their pottery and stories of brave heroes. Children will research the Olympic Games that originated in Ancient Greece.
Art and Design	Children will learn about Monet, with a focus on Rivers. Children will create sketchbooks to record their observations of a local river and use them to review and revisit ideas.	Children will explore contrasting Volcano Artworks Mount Vesuvius in Eruption – Turner - watercolours Warhol – Vesuvius – pop art and create their own artwork linking to these two styles.		Children will use William Morris inspired repeated patterns to design a gift bag.		Create a sculpture/vase based on Ancient Greece design, using Paper Mache.
Design and Technology			Children will learn about the work of William Morris and take inspiration from this artist and apply sewing skills to create a design on a cushion to make and sell on Enterprise Day.		Children will prepare and cook a Moussaka, using a range of cooking techniques.	

	Year 5 Curriculum Overview 2026-2027					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	**Rivers and the Water Cycle**	**Volcanoes, Earthquakes and Tsunamis**	**Victorians**		**Greece**	**Ancient Greece**
Computing	**Computer Science Computational Thinking AI** Children will learn how to understand the basics of AI and image recognition. They will explore real-world applications of image recognition. Children will learn how to use Teachable Machine and design an image recognition model.	**Information Technology Video** Children will learn how to use the basics of video editing using iMovie. They will learn to improve video quality using green screen, crop, and resize tools. Children will develop a structured news report script.	**Computer Science Computational Thinking Programming** Children will learn the basics of Scratch and game mechanics. They will begin to design a platform game, developing algorithms for the game.	**Information Technology Video & Animation** Children will learn how to understand the basics of Keynote. They will learn to create digital art using shapes in Keynote. Children will import and manage images in Keynote.	**Computer Science Computational Thinking – Search Engines** **Information Technology – Web Page Design** Children will learn to understand the structure of the web and search engines. They will learn how pages are ranked in search engines and will design the basic structure of a web page.	**Information Technology Data Handling** Children will learn to use basic spreadsheet skills in Numbers. They will learn to create and organise a Classroom Olympics event using a spreadsheet.
Digital Literacy	Online safety aspect of digital literacy is taught through RSE Through all subjects, including computing, children will learn how to manage online information as follows: • To know how to search technologies effectively. To know how to explain how search engines work and how results are selected and ranked. • To know how to demonstrate the strategies I would apply to be discerning in evaluating digital content. • To know how to describe how some online information can be opinion and can offer examples. • Copyright and Ownership: I know that if I create work it belongs to me. • I can name my work so that others know it belongs to me.					
Music	Develop an increasing understanding of the history and context of music. Singing: I've got peace like a river – American Faith (singup) Hold back the river – James Bay (singup) Caribbean - Four White Horses & Under the Sea Listening: English Folk Song Suite –Vaughn Williams Antonio Vivaldi – The Four Seasons Samuel Coleridge - Symphonic Variations on an African Air **Spoken Language:** Appraisal of music		Brass Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. Composition using tuned and untuned percussion and iPad apps. **Spoken Language:** Appraisal of music Singing: Fresh Prince of Bel Air – Rap Go the distance from Hercules (singup) Rule the World by Take That (singup) Listening: A Night on a Bare Mountain by Modest Mussorgsky (BBC Ten Pieces) Smalltown Boy – Bronski Beat – 80s Synth/Pop Inkanyezi Nezazi - Ladysmith Black Mambazo – South African Choral			
MFL	**Primary Language Network** Talking about us- School Subjects, extended feelings, personal information and opinions.	**Primary Language Network** Time in the City, Shopping, buying tickets, directions. Festive Jumpers	**Primary Language Network** Healthy eating, Going to the market, prices and recipes.	**Primary Language Network** Clothes, colours, verb to wear, descriptions and designs.	**Primary Language Network** Out of this World, ID cards, personal information conversations, planet nouns.	**Primary Language Network** Going to the Seaside, items for the beach, persuasive sentences, read and understand facts.
PE	Football/Hockey and Cross Country	Gymnastics and Dance	Netball and Basketball	Tennis and Badminton	Rounders and Cricket	Athletics
	Children will be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.					
Big Questions	Why doesn't God help the people that don't have enough water?	Why did God make space?	Why did God give each of us different skills?	Why did God put patterns in nature?	Why did God make mountains?	Is it okay to believe in more than one God?