Askam Village School Curriculum Plan 2025-2026 Year 5 Autumn Term

English	Maths	Science	Art and Design
Ambition and desire 'The Man Who Walked Between the Towers' by Mordical Gerstein Year 5 Spelling, Punctuation and Grammar Reading VIPERS Handwriting	**Place value** – Roman numerals, numbers to 1,000,000, more and less, comparing, ordering and rounding **Addition and subtraction** – mental strategies, formal methods, multi-step problems **Multiplication and division A** – multiples, factors, prime numbers, square numbers, cube numbers, multiplying and dividing by 10, 100 and 1000 **Fractions A** – equivalent fractions, improper fractions, mixed numbers, comparing and ordering fractions, adding and subtracting fractions	**Mixtures and separation** Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions. **Properties and changes** Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	**Developing Drawing - Children will:** Use their observation skills to describe specific shapes, textures or patterns in objects. Shade with a reasonable degree of. Use mark marking to show texture and details. Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. Apply shading skills to show areas of light and dark (tone). Apply line, shape and tone with digital tools. Save and present digital artwork. **Computing** **Systems and searching (5.1)** Develop their understanding of computer systems and how information is transferred between systems and devices. Explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web. **Introduction to vector graphics (5.5**) Start to create vector drawings. They learn how to use different drawing tools to help them create images. Layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.
Design Technology	**Geography**	**History**	**Personal, Social, Health Education and Citizenship**
Electrical systems – Doodlers Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**Were the Vikings raiders, traders or something else?** Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.	**Me and My Relationships** Feelings, friendship skills including compromise, assertive skills, co-operation, recognising emotional needs. **Rights and Respect** Rights, respect and duties relating to my health, making a difference, decisions about lending, borrowing and spending.
Modern Foreign Languages	**Music**	**Physical Education**	**Religious Education**
School & Playtime **Vocab:** Travel to school / naming locations & lessons / contents of a pencil case / telling the time / playground games & activities, names of toys and equipment **Grammar:** Asking and answering simple questions / Nouns & plurals / Sentences with a range of pronouns / Basic commands / Imperative verbs	**Composition notation (Theme: Ancient Egypt)** Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation. **Harvest songs Blues** Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale and combining these to create an improvised piece with a familiar, repetitive backing. **Christmas songs**	**Swimming** - ASA Water Safety **Athletics** - Pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. **Gymnastics** - Pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. **Netball** - Pupils develop their understanding of the attacking and defending principles of invasion games. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	**Unit 5.1The Bible How and why do Christians read the Bible?** How and why is the Bible read and used by Christians? Do you need a Bible to be a Christian? Why do Christians believe that the Bible is holy? Why are there so many versions of the Bible? Which books of the Bible do you think are the most important? Why? **Unit 5.2 Christmas How do our celebrations reflect the true meaning of Christmas?** Where in the Bible is the Christmas story? How does the nativity story/birth of Jesus fit into God's Big Story? How do our celebrations reflect the true meaning of Christmas?