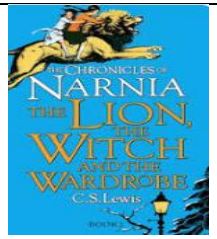
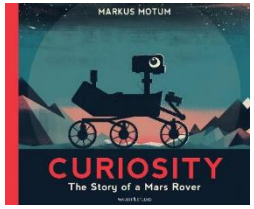
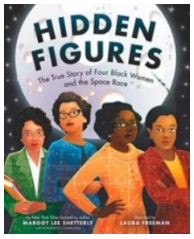
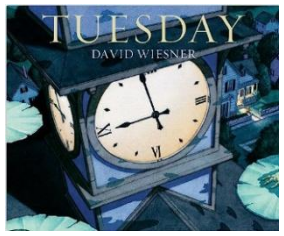
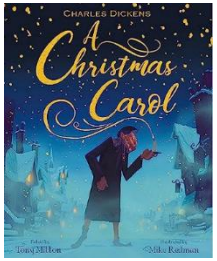
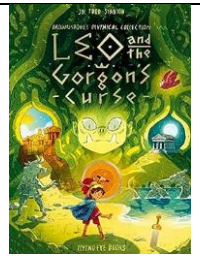
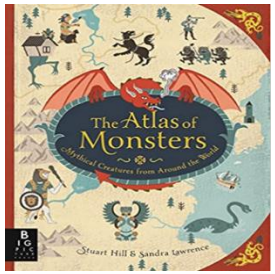
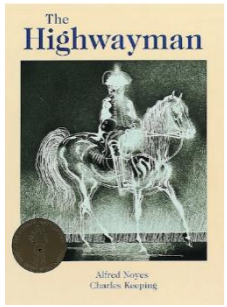
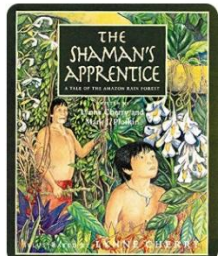
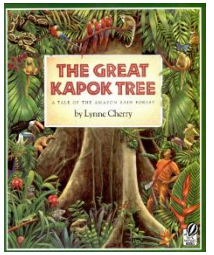
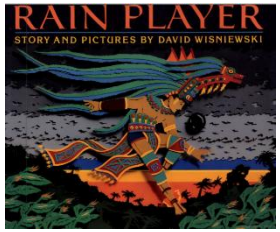
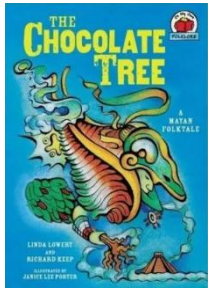
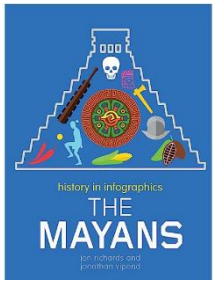
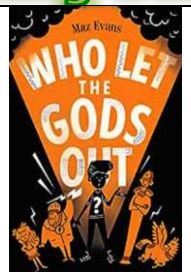
Cop Lane C of E Primary School – Year 5 overview 2025-2026

	Autumn Term Curriculum Focus Journey into Space		Spring Term Curriculum Focus Greek Myths		Summer Term Curriculum Focus Amazon Adventure	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
Key dates	Black History month October 2025 Ada Lovelace Day – Computing link 14th October 2025 National Poetry Day 2nd October 2025 'Play' theme Non-Fiction November World Nursery Rhyme Week 10th – 14th November 2025 Anti-Bullying Week 10th – 14th November 2025 Christmas concert with PGHS – end December 2025		Young Voices Safer Internet Day 10th February 2026 'Exploring respect and relationships online' theme Children's mental health awareness week 2nd – 8th February 2026 World Book Day Thursday 5th March 2026 Science Week 6th – 15th March 2026 'Curiosity: What's Your Question?' Journee de la langue francaise – French Language Day 20th March 2026 World Art Day Wednesday April 15th 2026		Earth Day – 22nd April 2026 Sing Up Day TBC Music celebration – end July 2026	
Key Texts	    		  		    

Cop Lane C of E Primary School – Year 5 overview 2025-2026

Class novel/daily reading						
English	**The Lion, The Witch and the Wardrobe LPDS bridging unit.** This publication of 7-8 weeks focusing on Year 4 and Year 5 reading and writing skills, includes both narrative and non-fiction opportunities, all based around the classic children's novel The Lion, The Witch and The Wardrobe. Using film clips, websites and a range of texts, including those themed around evacuation and mythical creatures, this unit will immerse the children in themes central to the novel. A variety of short and long writing opportunities are embedded throughout the unit as the children analyse the story, gather content on mythological creatures and develop an extended narrative based upon The Lion, The Witch and The Wardrobe. **Novel as a Theme/ Historical narrative** Create and punctuate complex sentences using *ed* opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.* Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*	**Reports including formal reports** 2 weeks – 'Tuesday' by David Weiner, moon landings – outdoor learning – 'Tuesday' investigation. Use talk for writing – interviews/hot seating. **Poems with figurative language** linked to Space theme. **Older Literature** 2 weeks – Charles Dickens - A Christmas Carol Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* Use organisation and presentational devices e.g. *underlining, bullet points, headings.* Recognise and spell words ending in *–able* and *–ible.* Recognise and spell words ending in –ably and *–ibly.* Use expanded noun phrases to convey complicated information concisely, e.g.*carnivorous predators with surprisingly weak jaws and small teeth.*	Myths & **Legends** – Greek myths/legends Use talk for writing/story mapping. Leo and the Gorgon's Curse 6 weeks. **Classic narrative poetry** 2 weeks – The Highway Man – opportunity for WOW starter – crime scene. Use talk for writing – learn poem. **Performing** Use appropriate intonation and volume. Add movement. Ensure meaning is clear. To spell further suffixes, e.g. *ll in full becoming l.* Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.* Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably.*	**Magazine articles** – Greek food – DT link **Discussion – formal debate/Argument text**/ Radio advert to move to Sparta or Athens - Athenians vs Spartans. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive.* Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently.*	**Stories from other cultures/ Historical narrative** – links to Mayan culture and folktales 2 weeks **Film and Playscript** - The Great Kapok Tree The Chocolate Tree Rainplayer **Novel as a Theme/ Adventure** - The Explorer by Katherine Rundell 6 weeks Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.* Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed*	**Novel as a Theme/ Adventure** - The Explorer by Katherine Rundell 6 weeks continued **Information booklet with range of text types** – Amazon Rainforest/Maya. **Poems with structure** (performance poetry) – Haiku - Rainforest/Amazon themed Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.* To recognise and spell the suffixes *-al,- ary,- ic.* **Performing** Use appropriate intonation and volume. Add movement. Ensure meaning is clear. Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-* .

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.* Recognise and spell words ending in *–ant, –ance/–ancy, –ent, –ence/–ency.*				*awkwardly with the other guests.* Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid **ambiguity**, e.g. *'Let's eat Grandma.'* and *'Let's eat, Grandma.'* Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion (see VGP). Recognise and spell words containing the letter-string *ough.*	
English ongoing writing skills	**Planning** Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). **Drafting and Writing** Select *appropriate* structure, vocabulary and grammar. **Evaluating and Editing** Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list (selected from the statutory Year 5/6 word list). Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.*					
ongoing English	Handwriting Pupils should be taught to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.		Grammar Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms		Spelling Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [e.g. knight, psalm, solemn]	

Cop Lane C of E Primary School – Year 5 overview 2025-2026

		• using passive verbs to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	- continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. ***Supersonic Spelling Stars NEW September 2024**
Y5 spellings – Supersonic Spelling Stars	As Y1/Y2/Y3/Y4 and Autumn		

adding the suffix /cious/	adding the suffix /tious/	CEW Split digraph	adding the suffix /tial/	adding the suffix /cial/	CEW Easy	adding the suffix /cious/ and /tious/	adding the suffix /tial/ and /cial/
atrocious	ambitious	accommodate	confidential	artificial	individual	cautious	artificial
conscious	cautious	achieve	essential	beneficial	lightening	contentious	beneficial
delicious	conscientious	appreciate	influential	commercial	neighbour	delicious	confidential
ferocious	contentious	communicate	initial	crucial	relevant	gumptious	crucial
gracious	expeditious	criticise	impartial	facial	shoulder	malicious	glacial
luscious	gumptious	exaggerate	palatial	financial	symbol	precious	influential
malicious	infectious	guide	partial	glacial	system	scrumptious	judicial
precious	nutritious	persuade	potential	judicial	temperature	superstitious	palatial
spacious	repetitious	recognise	residential	official	twelfth	suspicious	partial
suspicious	scrumptious	sacrifice	sequential	special	vegetable	tenacious	potential
tenacious	superstitious		spatial	social		vexatious	social
vivacious	vexatious		torrential	superficial		vivacious	torrential







Cop Lane C of E Primary School – Year 5 overview 2025-2026

Spring term

adding the suffix /ant/	CEW /ee/ sound spelt /e/	adding the suffix /ance/	adding the suffix /ancy/	CEW /shun/ sound spelt /tion/, /sion/ & /ssion/	adding the suffix /ent/	CEW remembering the doubles
abundant	decide	abundance	accountancy	competition	absorbent	accompany
assistant	describe	assistance	consultancy	dictionary	competent	according
brilliant	determined	attendance	elegancy	explanation	confident	committee
distant	develop	brilliance	expectancy	mention	convenient	communicate
dominant	equip	distance	hesitancy	occasion	decent	embarrass
elegant	equipment	dominance	infancy	position	excellent	immediate
expectant	equipped	elegance	inhabitancy	possession	existent	immediately
fragrant	frequently	expectance	occupancy	profession	frequent	necessary
hesitant	recent	fragrance	relevancy	pronunciation	incident	
inhabitant	remember	hesitance	reluctancy	question	independent	
observant		observance	vacancy		innocent	
vacant		performance	vibrancy		obedient	







Summer term

adding /ant/ and /ent/	adding the suffix /ence/	adding the suffix /ency/	CEW remembering the doubles	adding /ance/ and /ence/	adding /ancy/ and /ency/	adding the suffix /able/	CEW /s/ sound using the /c/ spelling	adding the suffix /ible/	adding /able/ and /ible/
absorbent	competence	absorbency	aggressive	brilliance	absorbency	achievable	century	accessible	adorable
assistant	conference	competency	apparent	confidence	competency	adorable	cemetery	collapsible	changeable
confident	confidence	consistency	community	convenience	consultancy	changeable	criticise	convertible	collapsible
decent	convenience	currency	embarrass	difference	decency	comfortable	existence	digestible	comfortable
dominant	difference	decency	harass	dominance	emergency	considerable	hindrance	edible	considerable
expectant	excellence	efficiency	immediately	hesitance	expectancy	debatable	medicine	flexible	edible
frequent	existence	emergency	interrupt	inhabitance	frequency	dependable	notice	impossible	impossible
hesitant	independence	fluency	marvellous	innocence	hesitancy	enjoyable	prejudice	incredible	incredible
innocent	innocence	frequency	occupy	obedience	inhabitancy	excitable	pronunciation	irresistible	noticeable
obedient	obedience	residency	occur	observance	urgency	noticeable	sincere	legible	reliable
observant	preference	transparency		performance	vacancy	reliable		sensible	sensible
vacant	sequence	urgency		sequence	vibrancy	understandable		visible	visible









Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

Cop Lane C of E Primary School – Year 5 overview 2025-2026

English reading	Use suffixes to understand meanings e.g. –ant, -ance, -ancy, -ent, -ence, -enty, -ible, -able, -ibly, -ably. traditional stories Explore the terms simile, metaphor, imagery Explain the effect on the reader of author's language Prepare formal presentations individually or in groups. Express preferences about a wider range of books including traditional stories.	Prepare poems and playscripts to read aloud and perform Using intonation, tone and volume to convey meaning Explain and discuss their understanding of what they have read, including use of presentations and debates Use notes to support information Participate in debates on an issue related to reading (fiction or non-fiction) Express preferences about a wider range of books including modern fiction, myths and legends. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Use notes to support presentation of information. Participate in debates on an issue related to reading (fiction or non-fiction).	Learn a wider range of poems by heart Participate in discussions about books, building on ideas and challenging views courteously Respond to questions generated by a presentation Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Respond to questions generated by a presentation.
English reading ongoing	Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list). Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Explore themes within and across texts e.g. *loss, heroism, friendship.* Make comparisons within a text e.g. characters' viewpoints of same events. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech*		

English Spoken Language	**Listening and Attention**	**Understanding**	**Speaking**	**Vocabulary**	**Participating, Presenting and Performing**
	Listen and evaluate how spoken language varies indifferent contexts according to purpose and audience, *e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.* Listen and identify how intonation and expression affects meaning, e.g. *when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.*	Discuss and analyse how spoken language is used within different contexts according to purpose and audience, *e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.* Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. Ask a range of appropriate questions to clarify and refine thinking.	Use correct Standard English when speaking informal contexts. Select and use appropriate registers for effective communication in a range of contexts, e.g. *non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.*	Introduce, explore and evaluate new vocabulary orally, e.g. *author's choice of language in texts, technical vocabulary etc.* Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions. Express feelings orally and select precise vocabulary to	Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience. Prepare oral retellings of non-fiction texts/sections of non- fiction texts (or innovated/invented versions) in order to perform to an audience. Participate in role in English and across the curriculum, e.g. *paired*

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	Listen and evaluate viewpoints from adults and peers, e.g. *identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.*	Participate in discussions and debates building on their own and others' ideas, challenging views courteously. Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. *How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?* Speak with appropriate volume and fluency maintaining the attention of others.	Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g.-*First of all, …* *-In addition to…* *-On the other hand, …* *-Similarly, …*	articulate an opinion, e.g. *linked to PSHE or English.*	*improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.* Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.

Mathematics

WHITE ROSE

Number: Place Value

Step 1 Roman numerals to 1,000
Step 2 Numbers to 10,000
Step 3 Numbers to 100,000
Step 4 Numbers to 1,000,000
Step 5 Read and write numbers to 1,000,000
Step 6 Powers of 10
Step 7 10/100/1,000/10,000/100,000 more or less
Step 8 Partition numbers to 1,000,000
Step 9 Number line to 1,000,000
Step 10 Compare and order numbers to 100,000
Step 11 Compare and order numbers to 1,000,000
Step 12 Round to the nearest 10, 100 or 1,000
Step 13 Round within 100,000
Step 14 Round within 1,000,000

NATIONAL CURRICULUM LINKS:

Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.

Solve number problems and practical problems involving the above.

Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.

WHITE ROSE

Number: Multiplication and Division B

Step 1 Multiply up to a 4-digit number by a 1-digit number
Step 2 Multiply a 2-digit number by a 2-digit number (area model)
Step 3 Multiply a 2-digit number by a 2-digit number
Step 4 Multiply a 3-digit number by a 2-digit number
Step 5 Multiply a 4-digit number by a 2-digit number
Step 6 Solve problems with multiplication
Step 7 Short division
Step 8 Divide a 4-digit number by a 1-digit number
Step 9 Divide with remainders
Step 10 Efficient division
Step 11 Solve problems with multiplication and division

NATIONAL CURRICULUM LINKS:

Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.

Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.

Number: Fractions B

Step 1 Multiply a unit fraction by an integer
Step 2 Multiply a non-unit fraction by an integer
Step 3 Multiply a mixed number by an integer
Step 4 Calculate a fraction of a quantity
Step 5 Fraction of an amount
Step 6 Find the whole
Step 7 Use fractions as operators

WHITE ROSE

Geometry: Shape

Step 1 Understand and use degrees
Step 2 Classify angles
Step 3 Estimate angles
Step 4 Measure angles up to 180°
Step 5 Draw lines and angles accurately
Step 6 Calculate angles around a point
Step 7 Calculate angles on a straight line
Step 8 Lengths and angles in shapes
Step 9 Regular and irregular polygons
Step 10 3-D shapes

NATIONAL CURRICULUM LINKS:

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
Draw given angles, and measure them in degrees (°).
Identify angles at a point and 1 whole turn (total 360°).
Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°).
Use the properties of rectangles to deduce related facts and find missing lengths and angles.
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Geometry: Position and Direction

Step 1 Read and plot coordinates
Step 2 Problem solving with coordinates
Step 3 Translation
Step 4 Translation with coordinates
Step 5 Lines of symmetry

Cop Lane C of E Primary School – Year 5 overview 2025-2026

Number: Addition and Subtraction

Step 1 Mental strategies
Step 2 Add whole numbers with more than four digits
Step 3 Subtract whole numbers with more than four digits
Step 4 Round to check answers
Step 5 Inverse operations (addition and subtraction)
Step 6 Multi-step addition and subtraction problems
Step 7 Compare calculations
Step 8 Find missing numbers

NATIONAL CURRICULUM LINKS:

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Number: Multiplication and Division A

Step 1 Multiples
Step 2 Common multiples
Step 3 Factors
Step 4 Common factors
Step 5 Prime numbers
Step 6 Square numbers
Step 7 Cube numbers
Step 8 Multiply by 10, 100 and 1,000
Step 9 Divide by 10, 100 and 1,000
Step 10 Multiples of 10, 100 and 1,000

NATIONAL CURRICULUM LINKS:

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.

NATIONAL CURRICULUM LINKS:

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (Y4)

Number: Decimals and Percentages

Step 1 Decimals up to 2 decimal places
Step 2 Equivalent fractions and decimals (tenths)
Step 3 Equivalent fractions and decimals (hundredths)
Step 4 Equivalent fractions and decimals
Step 5 Thousandths as fractions
Step 6 Thousandths as decimals
Step 7 Thousandths on a place value chart
Step 8 Order and compare decimals (same number of decimal places)
Step 9 Order and compare any decimals with up to 3 decimal places
Step 10 Round to the nearest whole number
Step 11 Round to 1 decimal place
Step12 Understand percentages
Step 13 Percentages as fractions
Step 14 Percentages as decimals
Step 15 Equivalent fractions, decimals and percentages

NATIONAL CURRICULUM LINKS:

Read, write, order and compare numbers with up to 3 decimal places.

Read and write decimal numbers as fractions.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Solve problems involving numbers up to 3 decimal places.

Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.

Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction.

Step 6 Reflection in horizontal and vertical lines

NATIONAL CURRICULUM LINKS:

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Number: Decimals

Step 1 Use known facts to add and subtract decimals within 1
Step 2 Complements to 1
Step 3 Add and subtract decimals across 1
Step 4 Add decimals with the same number of decimal places
Step 5 Subtract decimals with the same number of decimal places
Step 6 Add decimals with different numbers of decimal places
Step 7 Subtract decimals with different numbers of decimal places
Step 8 Efficient strategies for adding and subtracting decimals
Step 9 Decimal sequences
Step 10 Multiply by 10, 100 and 1,000
Step 11 Divide by 10, 100 and 1,000
Step 12 Multiply and divide decimals – missing values

NATIONAL CURRICULUM LINKS:

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Solve problems involving number up to 3 decimal places. Read, write, order and compare numbers with up to 3 decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.

Number: Negative numbers

Step 1 Understand negative numbers
Step 2 Count through zero in 1s
Step 3 Count through zero in multiples
Step 4 Compare and order negative numbers
Step 5 Find the difference

NATIONAL CURRICULUM LINKS:

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Measurement: Converting units

Step 1 Kilograms and kilometres
Step 2 Millimetres and millilitres
Step 3 Convert units of length
Step 4 Convert between metric and imperial units
Step 5 Convert units of time
Step 6 Calculate with timetables

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. **Establish whether a number up to 100 is prime and recall prime numbers up to 19.** **Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).** **Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.** **Multiply and divide numbers mentally, drawing upon known facts.** **Number: Fractions A** Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers **NATIONAL CURRICULUM LINKS:** **Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.** **Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.** **Compare and order fractions whose denominators are all multiples of the same number.** **Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.**	**Measurement: Perimeter and Area** Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area **NATIONAL CURRICULUM LINKS:** **Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.** **Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes.** **Statistics** Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables **NATIONAL CURRICULUM LINKS:** **Solve comparison, sum and difference problems using information presented in a line graph.** **Complete, read and interpret information in tables, including timetables**	**NATIONAL CURRICULUM LINKS:** **Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].** **Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.** **Solve problems involving converting between units of time.** **Measurement: Volume** Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity **NATIONAL CURRICULUM LINKS:** **Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity.** **Estimate volume and capacity [for example, using water].**
Science	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Observing Life Cycles – describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (egg to duck) Describe the life process of reproduction in some plants and animals. **Scientist – Dr.Paula Kahumbu**	Properties and changes of materials – compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,

Cop Lane C of E Primary School – Year 5 overview 2025-2026

See PLAN matrices	Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Outdoor learning Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. DT link **Scientist – Galileo Galilei** Earth and Space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system. – outdoor learning 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 – outdoor learning UCLAN (The Young Scientist Centre) for a Solar System workshop **Scientist – Maggie Aderin-Pocock**	Animals, including humans – describe the changes as humans develop to old age. Link to PSHE learning. Continuing into Summer term. **Scientist – Louis Pasteur** **Forces to continue into the Spring term.**	conductivity (electrical and thermal), and response to magnets. Computing link Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. River Amazon Give reasons, based on evidence from comparative and fair tests, for the particular 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. **Scientist – Becky Schroeder**
Enquiry Question	**Preston Docks** **Why was the river Ribble an important trade route?**	**Greece** **What is the landscape and climate like in Greece and how does it compare to the UK?**	**Rivers** **What are the advantages and disadvantages of working in the Amazon?**
Geography	**Locational Knowledge** Name and locate counties and cities in the United Kingdom **Place Knowledge** A region of the United Kingdom **Human and Physical Geography** Describe and understand key aspects of physical geography including climates zones. Describe and understand key aspects of Human geography including settlement and land, trade and economic activity	**Locational Knowledge** Locate the world's countries using maps to focus on Europe **Place Knowledge** A region in a European Country. **Human and Physical Geography** Describe and understand key aspects of physical geography including climates zones, biomes rivers. Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food.	**Could link to a local river** **Locational Knowledge** Locate the world's countries using maps to focus on South America. **Place Knowledge** A region within South America **Human and Physical Geography** Describe and understand key aspects of physical geography including climates zones, vegetation belts, water Describe and understand key aspects of Human geography including settlement and land, water, minerals, food.

Cop Lane C of E Primary School – Year 5 overview 2025-2026

Geography Key learning and skills			
	Mapping • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Choose the most appropriate map/globe for a specific purpose. • Use six figure coordinates. • Create sketch maps using symbols and a key. **Fieldwork** • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. **Use of ICT /Technology** • Use appropriate search facilities when locating places on digital/online maps and websites.	**Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Interpret and use thematic maps. • Use latitude/longitude in a globe or atlas. • Use models and maps to discuss land shape i.e. contours and slopes. **Communication** • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. **Use of ICT /Technology** • Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.	**Mapping** • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos • Follow routes on maps describing what can be seen. • Understand that purpose, scale, symbols and style are related. • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use the scale bar on maps. • Read and compare map scales. **Fieldwork** • Use eight cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. • Interpret data collected and present the information in a variety of ways including charts and graphs. **Enquiry and Investigation** • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. **Communication** • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to the physical and human processes detailed in

Cop Lane C of E Primary School – Year 5 overview 2025-2026

			the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. **Use of ICT /Technology** • Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps.
Geography Key vocabulary	Compass points, North, South, East, West, North West, North East, South West, South East, four figure grid references, six figure grid references, symbols, keys, fieldwork, Preston docks, River Ribble, trade routes, rivers, latitude, longitude, Equator, Northern Hemisphere, Sothern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), climate zones and biomes, Greece, Europe, continent, country, region, geographical similarities and differences, Amazon Basin, South America, Amazon River, tributaries, the water cycle, transpiration, erosion, deposition, tropical rainforest (biome), ecosystems, human lives and lifestyles, mountain ranges, oceans, settlement, environmental change, sustainability.		
History	**Preston Docks - Local Study** **Why was Mr Houghton Hodson (and his dog Peggy) important to Preston Docks?** Substantive Concept – Local Study Disciplinary Concept – Cause and Consequence	**Ancient Greece** **Can we thank the Ancient Greeks for anything in our lives today?** Substantive Concept – Leadership Disciplinary Concept – similarities and Differences	**Maya – Early Civilisations** **How did the Maya inventions impact and influence life today?** Substantive Concept – Inventions Disciplinary Concept – Historical Sources and Evidence
History Key learning and skills	**Events People and Changes** • A local history study **Enquiry, Interpretation and Using Sources** • Recognise how our knowledge of the past is constructed from a range of different sources • Evaluate sources and make inference. **Chronology** • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales **Communication**	**Events People and Changes** • Ancient Greece – Greek life and achievements and their influence on the western world **Enquiry, Interpretation and Using Sources** • Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' • Recognise that some events, people and changes are judged as more historically significant than others **Chronology** • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends	**Events People and Changes** • A non-European society that provides contrasts with British history (early Islamic civilization) **Enquiry, Interpretation and Using Sources** • Use a wide range of sources as a basis for research to answer questions and to test hypotheses • Recognise how our knowledge of the past is constructed from a range of different sources • Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' • Evaluate sources and make inference. • Choose relevant sources of evidence to support particular lines of enquiry **Chronology**

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	• Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines		• Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. **Communication** • Describe and explain significant aspects of non-European societies as well as settlements in Britain • Produce structured work that makes connections, provides contrasting evidence and analyses trends		• Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends • Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. **Communication** • Describe aspects of cultural, economic, military, political, religious and social history • Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.	
History Key vocabulary	Docks, trade, import, export, industry, legacy, significance, local history, timeline, dock master, memorial, community, change, impact		**D**emocracy, civilisation, legacy, philosophy, mythology, city-state, empire, Olympics, architecture, invention, evidence		Civilisation, temple, glyph, codex, astronomy, sacrifice, zero, calendar, legacy, invention, hieroglyph, ritual	
Local history	**My Preston Docks** Interpretation Disciplinary knowledge					
Computing	Year 5 -Computing systems and networks – sharing information -To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom **Self-Image and Identity**	Year 5 - Creating media – 3D Modelling tinkercad.com -To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model **Online Relationships** I can give examples of technology-specific forms of communication	**Year 5** - Programming A – Selection in physical computing **Crumble Packs** -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project **Online Bullying** I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences	Year 5 - Data and information – Flat-file databases j2e.com/j2data -To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions **Managing Online Information** I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results	Year 5 – Creating media – Introduction to vector graphics (google drawings) / Vectr -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings **Privacy and Security**	Year 5 – Programming b - - Selection in quizzes (Scratch) -To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program **Online Reputation** I can search for information about an individual online and summarise the information found

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	I can explain how identity online can be copied, modified or altered I can demonstrate how to make responsible choices about having an online identity, depending on context	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence	I can explain what a strong password is and demonstrate how to create one I can explain what app permissions are and can give some examples	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect
ongoing Computing	**Using technology:** • increasingly develop their independence and confidence in using these devices. • typing speed at least **20WPM** • make sensible **choices** about the technology they use to **enhance and help** them with their work, and to justify their choices • make sharp, alert, secure, kind and brave online choices to help us to be internet legends. **Big Brown Bear - using learn to type to develop speed and accuracy PurpleMash 2Type**					
Art and Design	**Printing/Painting** – The children have a focus on Peter Thorpe, the space artist. The children look at his work and replicate their own work in the style of him using a collection of painting and printing techniques.		**3D & Sculpture/Digital media** - The children explore Greek vase patterns using different drawing techniques, then use these explored skills to create their own 3D vase out of clay.		**Drawing/ Painting/ Digital Media** - Focus on the artist Henri Rosseau. The children look at the techniques of the artist and replicate his artwork by designing their own picture of a tiger in a tropical rainstorm.	
Art and Design Key learning and skills	**Printing** • Work into prints with a range of media e.g. pens, colour pens and paints. **Painting** • To develop a painting from a drawing. • To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.		**3-D and Sculpture** • To use shape, form, model and construct from observation or imagination. • To use recycled, natural and man-made materials to create sculptures. • To plan a sculpture through drawing and other preparatory work. • To develop skills in using clay including slabs, coils, slips etc. • To produce intricate patterns and textures in malleable media. **Drawing** • To use dry media to make different marks, patterns and shapes within drawing. • To use different techniques for different purposes i.e. shading, hatching within their own work.		**Painting** • To carry out preliminary studies, trying out different media and material and mixing appropriate colours. • To mix and match colours to create atmosphere and light effects. • To be able to identify and work with complementary and contrasting colours. **Digital Media** • To record, collect and store visual information using iPads/ digital cameras. **Drawing** • To experiment with wet media to make different marks, lines, patterns, textures and shapes. • To explore colour and mixing and blending techniques with coloured pencils. • To start to develop their own style using tonal contrast and mixed media.	
Art and Design Key vocabulary	traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense, monotype, printing plate, inking up, water based, oil-based, overlap, intaglio, relief, etching, engraving, indentation, collograph, pressure		viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, interior, exterior, natural form, vista, panorama, image, subject, portrait, caricature, expression, personality realistic, proportion, surface texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief		traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense	

Cop Lane C of E Primary School – Year 5 overview 2025-2026

Art and Design Ongoing Y5/ Y6 key learning and skills	**Exploring and Developing Ideas** • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **Evaluating and Developing Work** • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, • Adapt their work according to their views and describe how they might develop it further. • Annotate work in a journal.		
DT	**Mechanical and Electrical Systems and ICT (Programming) –** The children research about different vehicles which care used in space, linking to their cross curricular work. They design and create a form of transport to be used in space, ensuring to include gears or pulleys in their creation.	**Food-** The children are tasked to design a menu or the opening ceremony of the very first Olympic Games. The children plan, design and create one component from the menu.	**Structures** – The children look into the structures of famous bridges, to further design and create a smaller version of a bridge structure over the Amazon river.
DT Skills	**Mechanical and Electrical Systems and ICT (Computer Aided Design)** • To develop a technical vocabulary appropriate to the project. • To use mechanical systems such as cams, pulleys and gears. • To use electrical systems such as motors. • To program, monitor and control products using ICT	**Food** • To prepare mostly savoury dishes using their own selection of ingredients, taking into account their nutritional properties and sensory characteristics. • To weigh and measure using scales. • To know where and how ingredients are grown and processed • To join and combine a widening range of ingredients.	**Structures** • To use the correct terminology for tools materials and processes. • To use bradawl to mark hole positions. • To use hand drill to drill tight and loose fit holes. • To cut strip wood, dowel, square section wood accurately to 1mm. • To join materials using appropriate methods. • To build frameworks to support mechanisms. • To stiffen and reinforce complex structures
DT Key Vocabulary	pulley, drive belt, gear, rotation, spindle, driver, follower, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output	ingredients, yeast, dough, bran, flour, wholemeal, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent
DT Ongoing Y5/Y6 Key learning and skills	**Design** • To list tools needed before starting the activity. • To plan the sequence of work e.g. using a storyboard. • To record ideas using annotated diagrams. • To use models, kits and drawings to help formulate design ideas. • To combine modelling and drawing to refine ideas. • To devise step by step plans which can be read / followed by someone else. • To use exploded diagrams and cross-sectional diagrams to communicate ideas. • To sketch and model alternative ideas. • To decide which design idea to develop. **Make** • To make prototypes. • To develop one idea in depth.		

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	• To use researched information to inform decisions. • To produce detailed lists of ingredients / components / materials and tools. • To select from and use a wide range of tools. • To cut accurately and safely to a marked line. • To select from and use a wide range of materials. • To use appropriate finishing techniques for the project. • To refine their product – review and rework/improve. **Evaluate** • To research and evaluate existing products (including book and web based research). • To consider user and purpose. • To identify the strengths and weaknesses of their design ideas. • To give a report using correct technical vocabulary. • To consider and explain how the finished product could be improved related to design criteria. • To discuss how well the finished product meets the design criteria of the user. • To understand how key people have influenced design					
FL **Adapted Language Angels**	Phonics 3 What is the weather?	Phonics 3 Do you have a pet?	Phonics 3 What is the date?	Phonics 3 My home	Phonics 3 Clothes	Phonics 3 Habitats
	Skills progression.	**Listening** Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist.	**Speaking** Develop pronunciation and intonation when reading aloud or speaking. Prepare a short presentation on a familiar topic. Speak in sentences using familiar vocabulary, phrases and basic language and structures. Initiate and sustain conversations and tell stories.	**Reading** Re-read frequently a variety of short texts. Broaden vocabulary. Develop strategies for understanding new words in familiar material. Apply phonic knowledge of the foreign language in order to decode text.	**Writing** Write phrases from memory and adapt these to make new sentences. Express ideas clearly. Write words, short phrases and short sentences, using a reference	**Grammar** Uses personal pronouns- "I, they, you, he, she.." Uses À + definite article. Uses de + definite article. Uses prepositions
PSHE **See 1 Decision**	**Living in the wider world** **What decisions can people make with money?** • ***Money*** • ***Making decision*** • ***Spending and saving*** **Termly debt aware visits ongoing throughout the year**	**Relationships** **How can friends communicate safely?** • ***Friendship*** • ***Relationships*** • ***Becoming independent*** • ***Online safety***	**Health and wellbeing** **How can we help in an accident or emergency?** • ***Respect for self and others*** • ***Courteous behaviour*** • ***Safety;*** • ***Human rights*** Key Charity 6 sessions	**Health and wellbeing** **How can drugs common to everyday life affect health?** • ***Drugs, alcohol and tobacco*** • ***Healthy habits***	**Health and wellbeing** **How we will grow and change?** • ***Growing and changing*** • ***Puberty***	**Living in the wider world** **What jobs would we like?** • ***Careers*** • ***Aspirations*** • ***Role models*** • ***The future***
My Happy Mind	**MEET THE BRAIN** The difference between our brain and mind. More detail about each part of the brain and why they work the way	**CELEBRATE** How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice,	**APPRECIATE** What appreciation means and think of ways to show appreciation to others. What we should focus on when thinking	**RELATE** What our Top 5 Strengths are and which Virtue they fall under. That when we see things from different perspectives, we are using their	**ENGAGE** How to set goals linked to transition, which we can work toward to help us feel more comfortable with	

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	they do. How we can train their brains in times of stress by using Happy Breathing when our Amygdala gets triggered. How others react differently to us and that we all have different triggers that cause us to Fight, Flight or Freeze. How to more intentionally look after our brains to keep them healthy. The hormones in our brain and how we can manage them, including Dopamine and Cortisol. *Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger, Cortisol*	Temperance, and Transcendence. That Strengths Spotting shows children how strengths can be used in different ways. That we still have all 24 Character Strengths but, when we use our Top 5, Team H-A-P feels at its best. How we can move our strengths around and grow strengths by practising them through Neuroplasticity. That when we stop and reflect on using our strengths, our Hippocampus will store it as a memory. We will learn that when faced with a similar situation, we can remember how that strength can help. How Strengths Spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. We will also learn that using our strengths can help us manage our Cortisol levels. *Vocab: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence, Virtues, Strengths Spotting, Top Strengths, Neuroplasticity, Team H-A-P, Dopamine, Habits, Neural Pathways, Cortisol*	about gratitude. We will explore 3 questions to help us develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A -P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude for is ourselves. *Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity, Habit, Domino Effect*	Prefrontal Cortex and then our brain can remember this and store it in their Hippocampus. That we can train our brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships *Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine*	what is ahead. How to recognise our concerns and define strategies to overcome them. How we can use our strengths to leverage the opportunities that we are excited about. How to create goals around leveraging and practising the tools we have learned as we progress through to the next year of school. *Vocab: Engage, Activity, Goal, Perseverance, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Dopamine, Cortisol, Team Goals*	
Music **Adapted Charanga** Ukulele and tuned/ untuned percussion	Ukulele lessons - Wider Opportunities incorporating Charanga MMC Unit **Melody and Harmony in Music** A melody (or a tune) is a group of notes played one	Ukulele lessons - Wider Opportunities incorporating Charanga MMC Unit **Sing and Play in Different Styles** Singing and playing in different styles with different grooves is part of	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit **Composing and Chords** If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit **Enjoying Musical Styles** There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit **Freedom to Improvise** Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit,	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit **Battle of the Bands** Create a fun and confident performance with your choice of music and songs. You might perform in small

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. Christmas Performance	can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music	why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Summer Performance
	NC		**Progression of skills**			
	Singing Using their voices and with increasing accuracy, fluency, control and expression.		Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune with awareness of other parts. Sing with expression and rehearse with others.			
	Playing Instruments Playing musical instruments with increasing accuracy, fluency, control and expression.		Hold ukulele accurately and play the open strings with correct technique. Make simple chord shapes C,Am,F,G7 Translate chord notation to ukulele Strum in time to a beat Play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing confidence, accuracy, fluency, control and musicianship.			
	Creating Music Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.		Show an awareness of the musical elements within a composition. Play own part with awareness of others in the group, keeping in time with a variety of parts. Compose simple melodies on tuned percussion/ Yustudio. Choose appropriate timbres, which will complement each other in a group composition.			
	Listening to Music Listen with attention to detail and recall sounds with increasing aural memory.		Listen to and aurally understand an increasingly broad range of music genres and styles, and be able to identify different moods and textures (layers of sound) within different pieces of music. Describe, compare and evaluate music using musical vocabulary. Contrast the work of a famous composer with another and explain preferences.			
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	**Handball Festival 17.10.25**	**Dance Festival 21.11.25**	**Inclusion Festival 06.02.26**	**Wellbeing Festival 20.03.26**	**Tennis Festival 15.05.26**	**Tri-Golf Festival 10.07.26**
PE **See GetSet4PE**	**Netball** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they	**Dodgeball** In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to	**Football** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills,	**Dance** In this unit pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and	**Tag Rugby** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to	**Cricket** In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler,

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. **Physical skills:** Throw, catch, change direction, change speed, shoot. **Social skills:** Communication, collaboration, respect. **Emotional skills:** Honesty and fair play, pride, empathise, persevere. **Thinking skills:** Select and apply, decision making, comprehension. **Yoga** In this unit pupils learn poses that challenge their balance, flexibility and strength. They learn how to use their breath	outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Throw, catch, dodge, block. **Social skills:** Collaboration, respect, leadership, communication. **Emotional skills:** Honesty, determination, confidence. **Thinking skills:** Make decisions, select and apply tactics. --- **Gymnastics** In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon	strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Dribble, pass, receive, track, tackle. **Social skills:** Communication, respect, collaboration, co-operation. **Emotional skills:** Honesty, persevere, determination. **Thinking skills:** Assess, explore, decision making, select and apply. --- **OAA** In this unit pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the	their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. **National Curriculum link:** Perform dances using a range of movement patterns. **Physical skills:** Actions, dynamics, space, relationships. **Social skills:** Collaboration, consideration and awareness of others, inclusion, respect, leadership. **Emotional skills:** Empathy, confidence, perseverance. **Thinking skills:** Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills. **Handball** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-	think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Throw, catch, run, change direction, change speed. **Social skills:** Communication, support others, collaboration. **Emotional skills:** Honesty and fair play, confidence, determination, trust. **Thinking skills:** Decision making, comprehension, reflection, identify strengths and areas for development.	wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting. **Social skills:** Collaboration, communication, respect. **Emotional skills:** Honesty, perseverance. **Thinking skills:** Observation, provide

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	to hold poses, move within poses and transition from pose to pose. Pupils explore how to link poses to create a flow and develop leadership skills to create, refine and lead their own flow. **National Curriculum link:** Develop flexibility, strength, technique, control and balance. **Physical skills:** Balance, strength, flexibility, co-ordination. **Social skills:** Collaboration, communication, share ideas. **Emotional skills:** Independence, confidence, perseverance, acceptance. **Thinking skills:** Comprehension, provide and use feedback, reflection, select and apply, creativity	and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **National Curriculum link:** Develop flexibility, strength, technique, control and balance. **Physical skills:** Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand. **Social skills:** Work safely, support others, collaboration. **Emotional skills:** Confidence, perseverance, resilience, determination. **Thinking skills:** Observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences.	opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes across a course. **National Curriculum link:** Take part in outdoor and adventurous activity challenges both individually and within a team. **Physical skills:** Balance, co-ordination, run at speed, run over distance. **Social skills:** Negotiation, communication, leadership, work safely. **Emotional skills:** Empathy, confidence, resilience. **Thinking skills:** Problem solving, reflect, critical thinking, select and apply, comprehension. **South Ribble Coach – Joy of Moving Intervention**	managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Throw, catch, run, dribble, shoot, change direction, change speed. **Social skills:** Communication, kindness, respect, collaboration. **Emotional skills:** Confidence, honesty and fair play, determination, perseverance. **Thinking skills:** Select and apply, decision making, problem solving, comprehension, reflection. **South Ribble Coach – Dance Coaching**	**Athletics** In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. **National Curriculum link:** Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. **Physical skills:** Pace, sprint, relay changeovers, jump for distance, push throw, pull throw. **Social skills:** Collaboration, negotiation, communication, supporting	feedback, select and apply skills, tactics, assessing. --- **Badminton** In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **National Curriculum link:** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. **Physical skills:** Underarm clear, overarm clear, serving, rallying. **Social skills:** Collaboration, communication, respect, encouragement.

Cop Lane C of E Primary School – Year 5 overview 2025-2026

					others. **Emotional skills:** Perseverance, confidence, concentration, determination. **Thinking skills:** Observing and providing feedback, selecting and applying, comprehension.	**Emotional skills:** Perseverance, patience, honesty. **Thinking skills:** Using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection. **South Ribble Coach – Dance From The Heart Session**

Cop Lane C of E Primary School – Year 5 overview 2025-2026

	https://questful-re.org.uk/ By following this plan, UKS2 pupils will make a progressive study of Christianity, Islam and Hinduism and Judaism and non-religious. They will encounter Buddhism, Sikhism and non-religious World Views.											
Key	Th	**Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.**										
	Ph	**Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.**										
	Ss	**Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.**										
Y5	**5:1 Why are Sacred Texts/Holy Books so important to people of faith?**		**5:2 How does the birth of Jesus fit into God's Big Story?**		**5:3 Why do Christians believe Jesus was a great teacher?**		**5:4 Why do Christians believe that Easter is a celebration of victory?**		**5:5 Did she make the right choice?**		**5:6 Is death an ending or a beginning?**	
	Th	What is the connection between the ways in which the Holy Book is treated and how the believer regards the content of the book?	Th	Why are the stories in Matthew ad Luke similar/different?	Th	How do Christians use Jesus' stories to Christianity answer the big questions in life?	Th	In what ways is Jesus' death and resurrection a victory?	Th	In which values and beliefs are the actions of the women rooted?	Th	Why are there different beliefs across World Faiths and World Views regarding what happens when we die?
	Ph	Do you need a Bible to be a Christian?	Ph	Why do the two Gospels contain different elements of the story?	Ph	Could the teachings of Jesus inspire people of any World Faith or World View?	Ph	What is Jesus victorious over and why?	Ph	What could I learn from this story?	Ph	What does it mean when someone or something dies?
	Ss	In what ways do the contents of the Sacred Text impact on the life of the believer?	Ss	How do the celebrations reflect the true meaning of Christmas?	Ss	How do teachings of Jesus impact on the lives of believers?	Ss	How do the events and services that take place in churches during Holy Week and Easter reflect the Christian belief that Jesus was victorious?	Ss	Does the context of the story make the choice more or less significant?	Ss	What do funerals and end of life rituals show us about a person's beliefs?
	World Faiths and World Views **Christianity** **Hinduism** **Islam** **Judaism** **Sikhism**		**World Faiths and World Views** **Christianity**		**World Faiths and World Views** **Christianity**		**World Faiths and World Views** **Christianity**		**World Faiths and World Views** **Christianity** **Judaism**		**World Faiths and World Views** **Buddhism** **Christianity** **Hinduism** **Islam** **Non-religious World Views**	