Curriculum Journey

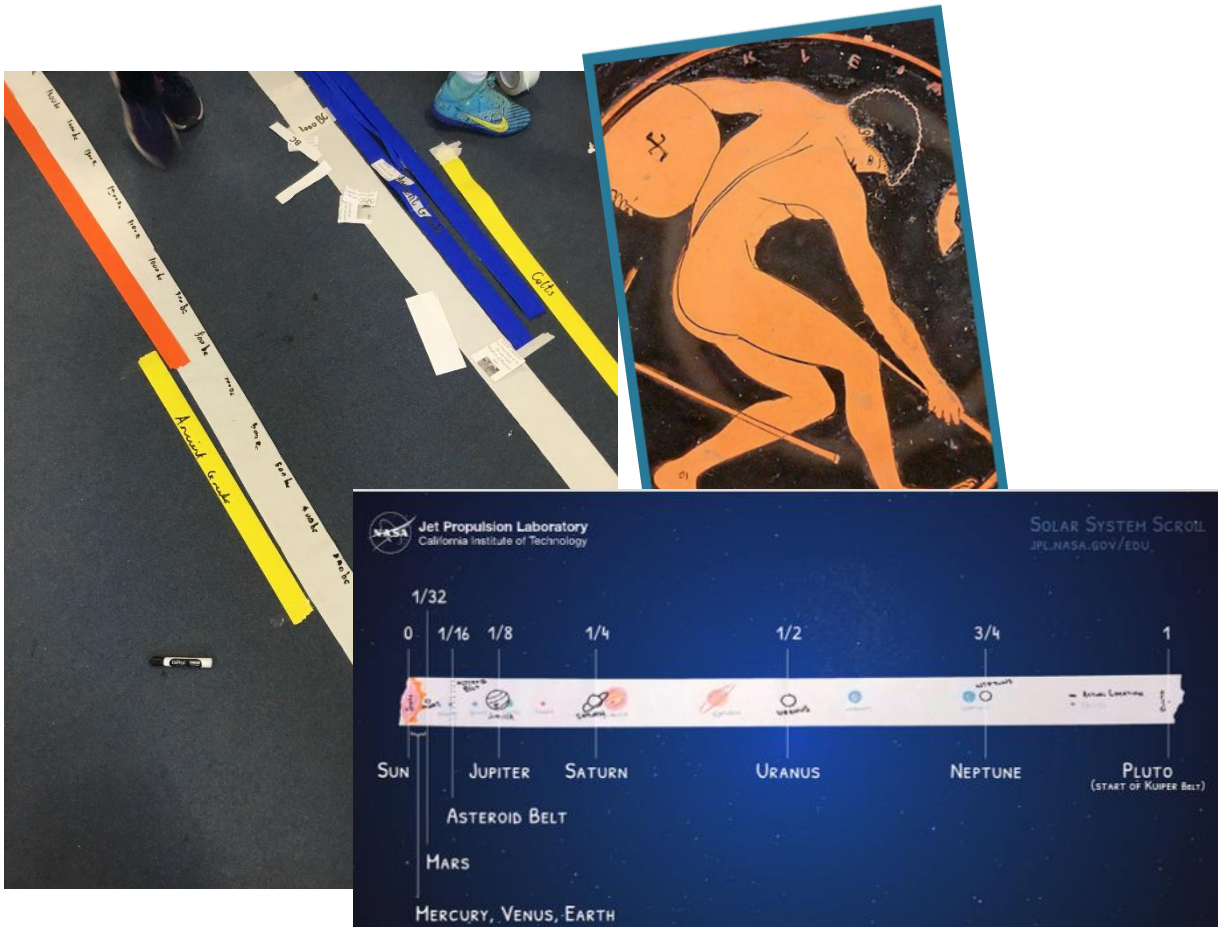
Year 5 – Autumn 1 2026

Areas of learning

As historians, we will investigate the impact that the **Ancient Greeks** had on the modern world.

As scientists, we will explore **Earth and Space**.

In computing, we will learn to use **Scratch** for coding.



5Cs focus	
Care	We will think about our responsibilities as part of the class and the wider school community.
Challenge	We will use computational knowledge to problem solve.
Collaboration	We will work collaboratively and develop our communication skills to solve challenges.
Courage	We will have the courage to speak a language that is unfamiliar to us.
Creativity	We will create our own percussion using our bodies to accompany sea shanties.

MATHS
Decimal fractions Identify tenths as part of a whole Describe, write and represent tenths as a decimal fraction Count in tenths in different ways Compare and order decimal numbers with tenths Explain that decimal numbers with tenths can be composed additively Explain that decimal numbers with tenths can be composed multiplicatively Use their knowledge to calculate with decimal numbers within and across one whole, using mental methods and column addition and subtraction Use representations to round a decimal number with tenths to the nearest whole number Identify hundredths as part of a whole Describe, write and represent hundredths as a decimal fraction Compare and order decimal numbers with hundredths Explain that decimal numbers with hundredths can be partitioned in different ways Use their knowledge of decimal place value to convert between and compare metres and centimetres Explain that different lengths can be composed additively and multiplicatively Use their knowledge to calculate with decimal numbers up to and bridging one tenth, using column addition and subtraction Round a decimal number with hundredths to the nearest tenth Round a decimal number with hundredths to the nearest whole number Read and write numbers with up to three decimal places Compare and order numbers with up to three decimal places
Money Explain and represent whole pounds as a quantity of money Explain and represent whole pounds and pence as a quantity of money Explain how to compare amounts of money Convert quantities of money between pounds and pence Use their knowledge of addition to efficiently add commonly used prices Use their knowledge of subtraction to calculate the change due when paying whole pounds or notes Use and explain the most efficient strategies when adding quantities of money Use and explain the most efficient strategies when subtracting quantities of money Find the change when purchasing several items
Negative Numbers Represent a change story using addition and subtraction symbols Interpret numbers greater than and less than zero in different contexts Read and write negative numbers Explain how the value of a number relates to its position from zero Identify and place negative numbers on a number line

ENGLISH

Reading

To be able to give synonyms for key words in text
To be able to predict the meaning of unknown words with increasing accuracy
To be able to identify relevant points in a text
To be able to use quotes from a text to support thinking (Point, justify
To be able to compare two different characters
To be able to use show and tell to infer characters feelings, thoughts and motives
To start to explain why author's choice and the effect it has on the reader

Writing

Greek myths: *Narrative retelling of Perseus and Medusa*

To maintain an appropriate form and style for the genre
To adapt writing for different audiences
To build cohesions through linking sentences and adverbials
To use a range of simple, compound and complex sentences in their writing
To vary sentence openers
To ensure the consistent and correct use of tense throughout a piece of writing
To use varied and precise descriptive words and phrases that fit the atmosphere being created
To use figurative language
To proof read and edit writing including spelling and grammatical errors as well as improving what is written

Grammar

To consolidate previously taught grammar (capital letters, full stops, apostrophes, commas in lists)
To develop use of expanded noun phrases
To use adverbials in sentences to explain how, where or when something happened
To use pronouns to refer to previously mentioned things

Spelling

Unit 1 Introduction
Unit 2 Suffix: -ly
Unit 3 busy
Unit 4 Suffix -ward
Unit 5 possess
Unit 6 Plurals
Unit 7 Suffix -ous

SCIENCE - Earth and Space

KNOWLEDGE

To be able to describe the size of the Earth and moon relative to the sun in the solar system
To know the moon is not a source of light but reflects light from the sun and begin to understand the phases of the moon
To understand why the moon looks different in the sky at different points in the month
To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

The sun, Earth and Moon are approximately spherical
To understand that the seasons are caused by the tilt of the Earth's axis
To know that the Earth orbits the Sun once each year; and that the Moon takes approximately a month to orbit the Earth.
There are 8 planets in the solar system and they each have different properties

SKILLS

Reporting and presenting findings from enquiries in a display form
Record data and results using scientific diagrams and labels

HISTORY – The Ancient Greeks

1.The Ancient Greeks was an Ancient civilisation that lived between 800 and 31 BC around 4000 years ago, it ended when Rome conquered Greece.
1.Order significant events and dates from the Ancient Greek period on a timeline
2.To know that Ancient Greece was divided into City States with Athens and Sparta being the most powerful.
S&E- Select and organise relevant historical information about Greek city states from a range of sources to communicate ideas about the past
3.To know that democracy was developed in Athens
Ca- Give reasons why changes may have occurred from Ancient Greek democracy to the modern day
4.Investigate Greek Gods and Goddesses and know about the influence the gods had on Ancient Greece
Know about the origins of democracy and how we have been influenced by the Ancient Greeks
S&E - Use the library and internet with increasing confidence and accuracy for research about Ancient Greek Gods
5.The Ancient Greeks influenced the modern world in many ways: democracy, architecture (temples), sport (Olympics) and religion
S&E – Understand how knowledge of Ancient Greek architecture is constructed from a range of sources
C&C- describe how the Olympics affect/influence life today
6.To know what legacy the Ancient Greeks left on the modern world
C&C - Describe how Greek theatre and the arts affect/influence life today
C&C – Make links between main events, situations and changes within the Ancient Greek period

Record data and results using scientific diagrams	

PE- Netball

1. To develop passing and moving.
2. To be able to use the attacking principle of creating and using space

Space: know that by moving to space even if not receiving the ball will create space for a teammate.

3. To be able to change direction and lose defender

Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.

4. To be able to defend ball side and know when to go for interceptions
5. To develop the shooting action.
6. To use and apply skills and tactics to small sided games.

Tactics: understand the need for tactics and identify when to use them in different situations.

Rules: understand and apply rules whilst playing and officiating

- Organise and lead warm up activities and games with guidance
- With support from staff, help others to change in order to improve performances
- Begin to accept decisions
- Compromise with other teams/individuals

Music – Music – What Shall We Do With A Drunken Sailor

Improvise and compose:

• Compose body percussion patterns to accompany a sea shanty.

• To know how to write body percussion patterns using rhythm grids

Sing and Play

• Keep the beat playing a 'cup' game

• Sing a sea shanty expressively, with accurate pitch and a strong beat

• Sing in unison while playing an instrumental beat (untuned)

• Play bass notes, chords, or rhythms to accompany singing

Listen and appraise:

• Talk about the purpose of *sea shanties* and describe some of the features using music vocabulary

P.E. - OAA

- To develop communication and negotiation skills.
- To develop strong communication and negotiation skills to solve challenges.
- To develop planning and problem solving skills.
- To share ideas and work as a team to solve problems.
- To develop navigation skills and map reading.
- To create and follow a key and route on a map.
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I can reflect on when I was successful at solving challenges and alter my methods in order to improve.

I can use critical thinking to approach a task.

I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

Communication, teamwork, negotiation, empathy, inclusion, listening

Computing – Online Safety and Coding

To be able to demonstrate 'web-savvy' knowledge including communication

To know how some simple algorithms work

To be able to work with various forms of input and output

To know how to use selection and repetition in a coding programme

To be able to work with variables

Skills

To be able to use selection, repetition and variables in programs

Bebras Challenge:

Use computational knowledge to problem solve / build skills of computational thinking.

Space Adventures Coding

1. To be able to use sequence and repetition in an animation

The forever loop repeats a line or lines of code forever

2. To know how to program user input to control the movement of a sprite
3. To be able to use selection based on sensing as part of a game

The "If…then…" block states that an action cannot happen until certain requirements are met

4. To be able to use a count variable to keep score in a game

A variable is a named piece of data that is stored in and can be changed by a program

5. To use a variable to store and increase speed in a game

A variable is a named piece of data that is stored in and can be changed by a program

6. To know that using additional costumes can change the appearance of a sprite within a program

PSHE- Being me in my world

KNOWLEDGE

L1- To face new challenges positively and know how to set personal goals
L2- To understand my rights and responsibilities as a citizen of my country
L3- To understand my rights and responsibilities as a citizen of my country and as a member of my school
L4 – To make choices about my own behaviour because I understand how rewards and consequences feel
L5- To understand how an individual's behaviour can impact on a group
L6- To understand how democracy and having a voice benefits the school community and know how to participate in this

Understand how to contribute towards the democratic process
Understand the rights and responsibilities associated with being a citizen in the wider community and their country

RE- Why is Mohammed (pbuh) important to Muslims?

- Muhammad is believed to be the last prophet sent by God (Allah)
- I can research the role of an important religious person
- To know some of the qualities that Mohammed possessed.
- Prophet Mohammed was chosen by Allah to be the messenger because he was fair, wise and thought of others
- To know some of the teachings that Mohammad gave
- Mohammad is so respected that Muslins say 'peace be upon him' when they mention his name
- To be able to recognise the influence of Mohammed on the followers of Islam.
- Muslims believe Mohammad was sent as a role model to teach them how to live
- To be able to identify some similarities between the teachings of Mohammed and another prophet (Jesus).

D&T not taught this half term

French – A l'école

To be able to say what time they of the day I have a certain subject at school.
To be able to have a simple conversation about school subjects that I like or dislike
To be able to read and write a short passage about the subjects that I or someone else likes or dislikes
To know that a question can be formed using Quelle eg: Quelle est ta matière préférée? (What is your favourite subject?)
To know some of the key differences between school in England and school in France.

Subject Specific	
Les matières (fem)	The subjects
Le français	French
L'anglais	English
La technologie	computing
Les maths	maths
La géographie	georaphy
Le dessin	art
L'histoire	history
L'informatique	computing
Le sport	PE
Les sciences	science
La musique	music

Vocabulary	
Quelle	Which
Préférer	To prefer
J'aime	I like
J'adore	I love
Je déteste	I hate
Je n'aime pas	I don't like
aimer	To like
Elle/il aime	She/he likes

Art not taught this half term