



Barnfields Primary School



Year 5  
**Curriculum Outline**

**2025-2026**

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading (NC)	<p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>. recommending books that they have read to their peers, giving reasons for their choices</li> <li>. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>. making comparisons within and across books</li> <li>. learning a wider range of poetry by heart</li> <li>. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>. asking questions to improve their understanding</li> <li>. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>. predicting what might happen from details stated and implied</li> <li>. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>. identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>					

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	<ul style="list-style-type: none"> <li>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</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</li> </ul>
Reading Texts	
Writing Texts	
Writing (NC)	<p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing.</li> <li>Expanded phrases and clauses are used to add information or detail.</li> <li>Appropriate use of direct and reported speech.</li> <li>Tense changes are appropriate and consistently accurate.</li> </ul>

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- Beginning to use of relative clauses beginning with who, which, where, when whose, that or omitted relative pronoun.
- Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must).
- Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma).
- Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.
- Some use of brackets, dashes or commas to indicate parenthesis.

**Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)**

- Chooses structure and organisation of text depending on audience and purpose.
- Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.
- Within paragraphs, sequences of events are developed around a main sentence.
- Characters develop through descriptions of appearance, actions and direct or reported speech.
- Use of fronted adverbials of time, place and number to link ideas across paragraphs.
- Tense choice and other devices to build cohesion within and across paragraphs.
- Writing shows consistently effective use of the structure of the chosen non-narrative text type.
- A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.
- Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.
- Nouns and noun phrases are modified by preposition phrases to expand and develop ideas, information and description.
- Narrator's or character viewpoint is established and controlled.
- Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.
- Effective use of technical and precise vocabulary for effect (e.g. to inform, persuade, explain).
- Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece).

**Writing: Spelling and Handwriting**

- Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied.

Audience and Purpose	<p><b>Writing to Entertain</b> Blackout poetry</p> <p><b>Writing to Persuade</b> <b>Holes by Louis Sachar</b> Persuasive Brochure</p> <p><b>Writing to Discuss</b></p>	<p><b>Writing to Entertain</b> <b>Rain Player by David Wisniewski</b> Narrative – Maya folktale</p> <p><b>Writing to Persuade</b> <b>A Christmas Carol by Charles Dickens</b> Letter</p>	<p><b>Writing to Entertain</b> <b>Barnabus Project by the Fan Brothers</b> Narrative</p> <p><b>Writing to Inform</b> <b>The Genius of The Maya by Izzi Howell</b> Non-Chronological Report</p>	<p><b>Writing to Entertain</b> <b>The Houdini Box by Brian Selznick</b> Narrative – mystery</p> <p><b>Writing to Inform</b> <b>The Mysteries of the Universe by Will Gater</b> Explanation</p>	<p><b>Writing to Entertain</b> <b>FARThER by Grahame Baker-Smith</b> Narrative – family</p> <p><b>Writing to Persuade</b> <b>Flotsam by David Weisner</b> Persuasive Speech</p>	<p><b>Writing to Entertain</b> <b>The Promise by Nicola Davies</b> Narrative – story with a message</p> <p><b>Writing to Inform</b> <b>Survivors by David Long</b> Diary</p>
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	<b>Rewilding by David A. Steen and Chiara Fedele</b> Balanced Argument			<b>Writing to Entertain</b> Free Verse		
Mathematics White Rose	<b>Number: Place Value</b>  <b>Number: Addition and Subtraction</b>	<b>Number: Multiplication and Division A</b>  <b>Number: Fractions A</b>	<b>Number: Multiplication and Division B</b>  <b>Number: Fractions B</b>	<b>Number: Decimals and Percentages</b>  <b>Measurement: Perimeter and Area</b>  <b>Statistics</b>	<b>Geometry: Shape</b>  <b>Geometry: Position and Direction</b>  <b>Number: Decimals</b>	<b>Number: Decimals</b>  <b>Number: Negative Numbers</b>  <b>Measurement: Converting Units</b>  <b>Measurement: Volume</b>
Science	<b>Living things and their habitats</b>  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life process of reproduction in some plants and animals.  <b>Properties and Changes of Materials</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	<b>Forces</b>  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  <b>Earth and Space</b>  Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System. Describe the movement of the moon relative to the Earth.		<b>Animals including Humans</b>  Describe the changes as humans develop to old age.  Use a timeline to indicate stages in the growth and development of humans.  Learn about the changes experienced in puberty.  Research the gestation periods of other animals and compare them with humans, finding out and recording the length and mass of a baby as it grows.		

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	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	<p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	
History	<p><b>The Maya</b></p> <p>Children will learn where and when the Maya lived, how they wrote and told time, the numbers they used in maths, whether they played games like football, and how we know about their ancient civilization.</p> <p><b>Enquiry Question:</b> How advanced was the civilisation of the Mayans?</p>	<p><b>Ancient Egyptians</b></p> <p>Children will learn about Ancient Egyptian beliefs and how we know about them, how religion influenced daily life, and how the civilization adapted to meet the needs of life along the Nile.</p> <p><b>Enquiry Question:</b> What can the way the Ancient Egyptians lived and believed tell us about what was important to them?</p>	
Geography	<p><b>Study of Mexico</b></p> <p>A study into Mexico and its location in relation to its neighbouring countries and United Kingdom.</p>	<p><b>Rivers and the Water Cycle</b></p> <p>Features of rivers, and the natural and human ways that rivers change over time.</p>	<p><b>Globalisation and Trade</b></p> <p>Explore trade links between the UK and other countries.</p>
Art	<p><b>Drawing Portraits</b></p> <p><b>Artist Focus:</b> Frida Kahlo</p> <p>Produce a portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.</p>	<p><b>Mixed Media Landscapes</b></p> <p><b>Artist Focus:</b> Kittie Jones</p> <p>Use a variety of media to capture the spirit of the landscape in 'Survivors'.</p>	<p><b>Set Design</b></p> <p><b>Artist Focus:</b> Fausto Melotti</p> <p>Create a model set for theatre or animation, inspired by film or music.</p>

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Design and Technology	<b>Frame Structures</b> To design and make a structure that could be used by Mayans for worship.		<b>Culture and Seasonality</b> To make a mini herb frittata in a muffin tin to celebrate seasonal vegetables.		<b>Pulleys and Gears</b> To design and make a plastic pollution catcher for the sea.	
Computing Teach Computing	<b><u>Computer Systems and Networks</u></b> <b><u>Systems and searching</u></b> Recognising IT systems in the world and how some can enable searching on the internet.	<b><u>Creating media</u></b> <b><u>Video production</u></b> Planning, capturing, and editing video to produce a short film.	<b><u>Programming A</u></b> <b><u>Selection in physical computing</u></b> Exploring conditions and selection using a programmable microcontroller.	<b><u>Data and information</u></b> <b><u>Flat-file databases</u></b> Using a database to order data and create charts to answer questions.	<b><u>Creating Media</u></b> <b><u>Introduction to vector graphics</u></b> Creating images in a drawing program by using layers and groups of objects.	<b><u>Programming B</u></b> <b><u>Selection in quizzes</u></b> Exploring selection in programming to design and code an interactive quiz.
MFL Language Angels	<b>Phonetics 1,2 &amp; 3</b>	<b>La Date (I)</b> <b>The date</b>	<b>As-Tu Un Animal? (I)</b> <b>Do you have an animal?</b>	<b>Chez Moi (I)</b> <b>At my house...</b>	<b>Quel Temps Fait-il? (I)</b> <b>Weather</b>	<b>Les Jeux Olympiques (I)</b>
Music	<b>Livin' on a Prayer</b>  Rock Rock Anthems	<b>Classroom Jazz 1</b>  Bossa Nova and Swing Jazz, Cantaloupe Flip Fantasia and Improvisation	<b>Make you feel my love</b>  Pop Ballads	<b>The Fresh Prince of Bel Air</b>  Old-School Hip-Hop	<b>Dancing in the Street</b>  Motown.	<b>Reflect, Rewind and Replays</b>  Classical
Physical Education	<b>Gymnastics (5HM)</b> <b>Swimming (5CM)</b>  <b>Playground Games/Leadership Skills</b>	<b>Invasion Games – Tag Rugby (5HM)</b> <b>Swimming (5CM)</b>  <b>Invasion Games – Netball</b>	<b>Gymnastics (5CM)</b> <b>Swimming (5HM)</b>  <b>Invasion Games - Hockey</b>	<b>Invasion Games – Tag Rugby (5CM)</b>  <b>Swimming (5HM)</b> <b>Orienteering</b>	<b>Dance</b>  <b>Athletics</b>	<b>Dance</b>  <b>Striking and Fielding – Rounders/Cricket</b>

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Relationships, Sex and Health Education Jigsaw PSHE	<b>Being Me</b> Importance of rules, rights and responsibilities.	<b>Celebrating Difference</b> Direct/indirect bullying and the different forms of discrimination	<b>Dreams and Goals</b> Hope and dreams across cultures	<b>Healthy Me</b> Impact of body image	<b>Relationships</b> Peer Pressure and online safety	<b>Changing Me (Sex Education)</b> Puberty and the importance of physical/emotional health
Religious Education Staffordshire Agreed Syllabus	<b>Non-religious beliefs</b> Humanism  How do inspirational people impact how Humanists live today?	<b>Incarnation</b> Christianity  Is the Christmas story true?	<b>Moral Values</b> Sikh  How are Sikh stories and teachings interpreted today?	<b>Salvation</b> Christianity  How significant is it for Christians to believe God intended Jesus to die?	<b>Prayer</b> Sikh  What is the best way for a Sikh to show commitment to God?	<b>Beliefs</b> Christianity  What is the best way for a Christian to show commitment to God?

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