



Barnfields Primary School

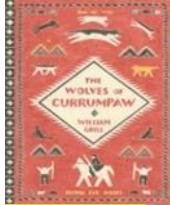
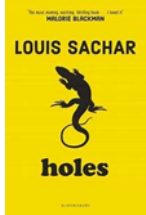
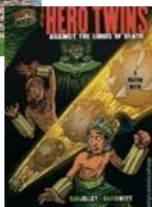
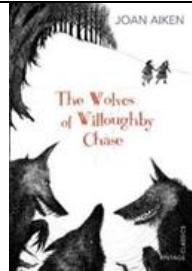
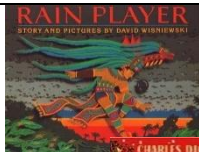
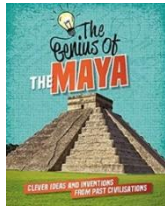
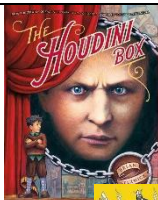
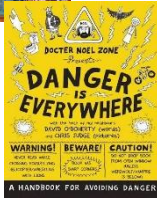
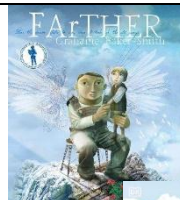
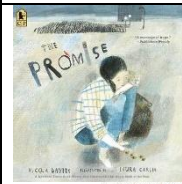
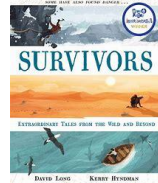
Year 5 Curriculum Outline

2026-2027

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading (NC)	Word Reading: Pupils should be taught to: • 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. Comprehension: Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • 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 • Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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					

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

	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.					
Reading Texts	 	  		 		
Writing Texts		 	 	 	 	 
Writing (NC)	Writing: Sentence Structure/Grammar and Punctuation - 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. - Expanded phrases and clauses are used to add information or detail. - Appropriate use of direct and reported speech. - Tense changes are appropriate and consistently accurate.					

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

	- 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	Writing to Entertain Blackout poetry Writing to Persuade Holes by Louis Sachar Persuasive Brochure Writing to Discuss	Writing to Entertain Rain Player by David Wisniewski Narrative – Maya folktale Writing to Persuade A Christmas Carol by Charles Dickens	Writing to Entertain Barnabus Project by the Fan Brothers Narrative Writing to Inform The Genius of The Maya by Izzi Howell	Writing to Entertain The Houdini Box by Brian Selznick Narrative – mystery Writing to Inform Danger is Everywhere by David O’Doherty Explanation	Writing to Entertain FaRThER by Grahame Baker-Smith Narrative – family Writing to Persuade What a Waste! By Jess French Persuasive Speech	Writing to Entertain The Promise by Nicola Davies Narrative – story with a message Writing to Inform Survivors by David Long Diary

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

	Rewilding by David A. Steen and Chiara Fedele Balanced Argument	Letter	Non-Chronological Report	Writing to Entertain Free Verse		
Mathematics White Rose	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division A Number: Fractions A	Number: Multiplication and Division B Number: Fractions B	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Shape Geometry: Position and Direction Number: Decimals	Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume
Science	Living things and their habitats 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. Properties and Changes of Materials 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.		Forces 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. Earth and Space 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.		Animals including Humans 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.	

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 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.	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.	
History	The Maya 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. Enquiry Question: How advanced was the civilisation of the Mayans?	Ancient Egyptians 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. Enquiry Question: What can the way the Ancient Egyptians lived and believed tell us about what was important to them?	
Geography	Study of Mexico A study into Mexico and its location in relation to its neighbouring countries and United Kingdom.	Globalisation and Trade Explore trade links between the UK and other countries.	Rivers and the Water Cycle Features of rivers, and the natural and human ways that rivers change over time.
Art	Drawing Portraits Artist Focus: Frida Kahlo	Mixed Media Landscapes Artist Focus: Dave Draws	Set Design Artist Focus: Fausto Melotti

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

	Produce a portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.		Produce a painted map-inspired artwork in the style of Dave Draws, taking inspiration from local or famous landmarks		Create a model set for theatre or animation, inspired by film or music.	
Design and Technology	Frame Structures To design and make a structure that could be used by Mayans for worship.		Culture and Seasonality To make a mini herb frittata in a muffin tin to celebrate seasonal vegetables.		Pulleys and Gears To design and make a plastic pollution catcher for the sea.	
Computing Teach Computing	<u>Computer Systems and Networks</u> <u>Systems and searching</u> Recognising IT systems in the world and how some can enable searching on the internet.	<u>Creating media</u> <u>Video production</u> Planning, capturing, and editing video to produce a short film.	<u>Programming A</u> <u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller.	<u>Data and information</u> <u>Flat-file databases</u> Using a database to order data and create charts to answer questions.	<u>Creating Media</u> <u>Introduction to vector graphics</u> Creating images in a drawing program by using layers and groups of objects.	<u>Programming B</u> <u>Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz.
MFL Language Angels	Phonetics 1,2 & 3	La Date (I) The date	As-Tu Un Animal? (I) Do you have an animal?	Chez Moi (I) At my house...	Quel Temps Fait-il? (I) Weather	Les Jeux Olympiques (I)
Music	Livin' on a Prayer Rock Rock Anthems	Classroom Jazz 1 Bossa Nova and Swing Jazz, Cantaloupe Flip Fantasia and Improvisation	Make you feel my love Pop Ballads	The Fresh Prince of Bel Air Old-School Hip-Hop	Dancing in the Street Motown.	Reflect, Rewind and Replays Classical

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

Physical Education	Football 5M – Class Teacher Swimming 5Q Handball – Sports Coach	Gymnastics 1 5M – Class Teacher Swimming 5Q Golf – Sports Coach	Dance 5Q – Class Teacher Swimming 5M Volleyball – Sports Coach	Gymnastics 2 5Q – Class Teacher Swimming 5M Orienteering – Sports Coach	Fitness – Class Teacher Netball – Sports Coach	Rounders – Class Teacher Athletics – Sports Coach
Relationships, Sex and Health Education Jigsaw PSHE	Being Me Developing an understanding of citizenship, rights and responsibilities, democracy and participation, and recognising how behaviour, choices and contributions affect individuals and communities.	Celebrating Difference Exploring cultural diversity, challenging racism, bullying and prejudice, and developing respect, empathy and appreciation for different communities and ways of life.	Dreams and Goals Developing aspirations for the future, understanding the value of money, exploring careers, setting personal goals, supporting others and building motivation to achieve success.	Healthy Me Understanding the impact of smoking, vaping and alcohol, making healthy lifestyle choices, developing a positive body image, learning basic emergency aid and recognising how behaviour affects wellbeing.	Relationships Developing self-worth and positive self-esteem, understanding online rights and responsibilities, recognising online risks including gaming and grooming, and learning how to stay safe in digital communities.	Changing Me (Sex Education) Developing an understanding of puberty, reproduction and conception, exploring the influence of media on self-image and body image, and preparing confidently for change and transition.
Religious Education Jigsaw RE	Belonging Sikhi Does joining the Khalsa make someone a better Sikh?	Incarnation Christianity Is the Christmas story true?	Non-religious Beliefs Humanism How do inspirational people impact how Humanists live today?	Salvation Christianity How significant is it for Christians to believe God intended Jesus to die?	Community Sikhi Do Sikhs think it is important to share?	Commitment Christianity What is the best way for a Christian to show commitment to God?

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval