



What We Are Learning

Autumn Term 2026

Year 5

English

Autumn Term 1 & 2

'There's A Boy in the Girls' Bathroom' by Louis Sachar

- Continued development of VIPERS skills
- Empathy and understanding for characters facing different challenges
- Tracking how characters change over time
- Knowledge of vocabulary: Americanisms
- Features of informal writing
- Features of formal writing

Key vocabulary: Attitude, empathy, Americanism, Humour, Viewpoint

Through the study of English, your child will be expected to develop the following skills:

Skills

- Inference – understanding how characters feel and why they make certain choices based on clues from the text.
- Writing informally – using knowledge of the difference between formal and informal language to make appropriate choices for the extended writing task.

Parents can support their child by watching or reading about the film *Inside Out* – this film personifies five key emotions as they control how the main character thinks and behaves. You could ask your child how this relates to Bradley (the main character in their class reader).

Autumn Term**Place Value**

- Roman numerals to 1,000
- Numbers to 10,000 / 100,000 / 1,000,000
- Read and write numbers to 1,000,000
- Powers of 10
- 10/100/1,000/10,000/100,000 more or less
- Partition numbers to 1,000,000
- Number line to 1,000,000
- Compare and order numbers to 100,000 / 1,000,000
- Round to the nearest 10, 100 or 1,000
- Round within 100,000 / 1,000,000

Addition and subtraction

- Mental strategies
- Add whole numbers with more than four digits
- Subtract whole numbers with more than four digits
- Round to check answers
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

Multiplication and Division

- Multiples
- Factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100 and 1,000
- Divide by 10, 100 and 1,000
- Multiples of 10, 100 and 1,000

Fractions

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare fractions less than 1
- Order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions with the same denominator
- Add fractions within 1
- Add fractions with total greater than 1
- Add to a mixed number
- Add two mixed numbers
- Subtract fractions
- Subtract from a mixed number
- Subtract from a mixed number – breaking the whole
- Subtract two mixed numbers

Through the study of Maths, your child will be expected to develop the following skills:

Skills

- Number and Place Value Mastery
- Fluency in Calculation and Fractions

Parents can support their child by doing **Times Tables on the Go** – Practise quick recall of multiplication facts (up to 12×12) in the car, on a walk, or while cooking. Fast recall helps with fractions, division, and problem-solving.

Autumn Term 1

Super scientists:

- Looking at science in the real world and the different stereotypes we face in science
- Health and safety in the science lab.
- The different types of science equipment.
- The different types of science investigation.
- Lower KS2 skills such as fair testing, predictions, conclusions and bar charts are recapped so we can assess their starting point from lower school.

Let's get moving:

- Magnetism, weight, friction, water resistance and air resistance as examples of forces.
- How to measure force using a Newton meter
- How to represent forces on diagrams.
- What a lever, gear and pulley system is and how this relates to forces.
- Pushing the ideas of explaining predictions.

Key words: mass, weight, newtons, friction, air resistance

Autumn Term 2

Material world:

- Exploring properties of different materials and linking this to their function
- Looking at various ways of separating mixtures- with a focus on soluble and insoluble substances
- Explaining the difference between chemical and physical changes

Key words: solution, separate, evaporation, filtration, properties

Through the study of science, your child will be expected to develop the following skills:

Skills

- Reading different types of equipment (measuring cylinder, thermometer)
- Fill in a table accurately
- Draw a results table and calculate the mean
- Write a practical write up: aim, method, prediction, variables (fair test, independent, dependent), table, graph, conclusion.

Parents can support their children's science learning at home in simple and practical ways. Cooking or baking together is an excellent opportunity for students to practise reading different pieces of equipment, such as measuring jugs, scales, and thermometers, while also following a clear method step by step. This helps them link everyday activities to scientific skills, like accuracy and sequencing.

Autumn Term**Aboriginal Art****Designing**

- To develop an understanding Aboriginal Art and the culture surrounding it.
- To create well-presented title and research pages showing composition, use of colouring rules, symbols, animals, patterns in an Aboriginal art style.
- To show an understanding of the use of different medias such as oil pastels, watercolour and paint.
- To show control and creativity in final in sketchbook work and final pieces.
- To explain what are earth colours and how they are used in Aboriginal Art.
- To be able to use resources within the room.

Making and Evaluating

- To create final pieces which shows a reflection of Aboriginal Art.
- How to control various medias.
- To evaluate final piece explaining in detail what has gone well and what to improve.
- To show an understanding of skills and techniques learnt within the topic.

Through the study of Art, your child will be expected to develop the following skills:

Skills

- Using medias effectively such as oil pastels, paints and colouring pencil.
- Applying dot work carefully.
- Colour Theory.

Parents can support their child by encouraging them to experiment and practice more at home.

Autumn 1

Introduction to the Drama Toolkit:

- The Key Cs of Drama
 - Concentration
 - Communication
 - Collaboration
 - Creativity
 - Confidence
- Stage Types and Positions
- Tableaux
- Soundscapes
- Creating Physical Worlds
- Building Characters
- Script Work – 5Ws, Stage Directions, Blocking, Performance

Through the study of Drama, your child will be expected to develop the following skills:

Skills**CREATING**

- Exploring a range of key physical and vocal Drama skills.
- Storytelling – narrative structure, mood, clarity and audience engagement.
- Developing characters through posture, gesture, movement and expression.
- Responding to text and script writing skills.
- Effective collaboration, communication, creative skills.

PERFORMING

- Demonstrate understanding of how key drama skills can be applied to performance.
- Clear storytelling through vocal expression, pitch, pace and volume.
- Adding mime actions to enhance meaning and engage audiences.
- Sustained focus throughout performance.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improvement in own and others' work.

Parents can support their child by

- Encouraging students to share and discuss their work at home, learning lines and sharing knowledge.
- Watching and discussing examples of characters in film, TV and theatre.
- Going to the theatre and seeing a play or musical in person.
- Reinforcing the usefulness of drama skills in other areas of life such as careers, including confidence, creative thinking, teamwork, problem solving, communication and presentation skills.
- Encouraging students to take part in Drama Clubs to build confidence.

Cooking and Nutrition

Students make various recipes using oven and hob.

Key activities include

- H&S in D&T and Food Room
- Healthy eating & nutrition
- Use of hob and oven
- Following basic recipes
- Source and sustainability of materials
- Basic cutting & chopping skills
- **Cooking and Nutrition**
- Students make various recipes using oven and hob.
- Key activities include
- H&S in D&T and Food Room
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- Use of hob and oven
- Following basic recipes
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Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills	
Week commencing	Lesson Year 5
Week 1	Booklet health and safety
Week 2	Fruit Salad - Chopping Skills/safety/timing/healthy eating
Week 3	Cous-cous - Chopping skills/safety/timing/healthy eating
Week 4	Chocolate crunch -Using hob/safety/presentation/timing
Week 5	Tortilla Toasties
Week 6	Scones - Oven/safety/rubbing in method/sizing
Week 7	Crumble - Oven/safety/rubbing in/chopping/peeling
Week 8	
Week 9	Assessment Planning- Time /following brief/planning/ healthy eating
Week 10	Assessment Making- Chopping/ independent working/grating/peeling/presentation
Week 11	Fairy Cakes Creaming method/ oven safety/sizing/beating
Week 12 Week 13,14,15 will be food tasting, winter treats and final assessment.	Picnic cookies
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and oven proof dish will be needed for crumble.

Parents can support their child with reading recipe books, washing up at home, reading recipe prior to learning, weighing ingredients and pupil buying or going to the supermarket to get ingredients with adult support.

Product Design

Students create a Pocket Game made from acrylic.

Students are taught how to think very creatively and produce their own designs.

Key activities include

- H&S in D&T and Workshop
- Design processes/context and initial ideas
- Shading & annotation/labelling
- Development of designs
- Final design with use of scale
- Using basic hand tools and practical skills through assessment
- Quality finish
- Use of acrylic
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Textiles

Students create a felt travel game.

Students are taught how to think very creatively and produce their own designs.

Key activities include

- H&S in D&T and Textiles Room
- Design processes/context
- Shading & annotation/labelling
- Development of designs
- Final design with use of scale
- Hand sewing
- Applique
- Use of felt
- Introduction to different materials

Through the study of DT, your child will be expected to develop the following skills:

Skills

- Drawing, shading and annotation skills.
- How to accurately measure, mark out and cut various materials.
- How to construct and assemble different materials.
- How to create a good quality finish.
- Relate to real world experiences

Parents can support their child by encouraging their child to draw, help with any DIY activities and generally be creative through playing construction games such as – plasticine, Lego, etc.

Autumn Term 1

Je me présente

- Introducing ourselves in French.
- Greetings and saying how we are feeling in French.
- Numbers 1-20.
- Asking about age and saying how old we are.
- Saying where we live and recognising different nationalities.
- French phonics.

Autumn Term 2

En famille

- Vocabulary for a range of family members.
- Possessive adjectives – to apply mon, ma, mes correctly with family members.
- Asking questions correctly about brothers and sisters. Talking about our own brothers and sisters.
- To be able to say what different family members are called (builds on lower KS2).
- Numbers 1-100.
- Saying how old different members of our family are.
- French phonics.

Through the study of French, your child will be expected to develop the following skills:

Skills

- Speaking: Giving information about themselves
- Writing: To write a sentence about themselves
- Listening: Understanding the vocabulary for numbers and family members
- Reading: Understanding information for family and recognising numbers

Parents can support their child by using the available resources on their Google French Classroom such as Linguscope to engage with language games.

Autumn Term – Geography

Where in the World?A sense of place – what is Geography?

- To develop an understanding of our place in the world.
- To name and show on a map some of the continents and oceans of the world.
- To show an understanding of Latitude, Longitude, the equator and the Tropics of Cancer and Capricorn.
- To show knowledge of countries around the world.
- To use and create a map.
- To understand and use grid references on a map.
- To be able to use photograph resources to ask geographical questions.

Through the study of Geography, your child will be expected to develop the following skills:

Skills

- **Locational Knowledge** – naming and locating continents, oceans, and key lines of latitude and longitude.
- **Mapping Skills** – using and creating maps, including grid references, to describe and locate places.
- **Geographical Enquiry** – asking and answering questions about the world using maps, atlases, and photographs.

Parents can support their child by looking at maps, atlases, or Google Earth together to find continents, oceans, and countries your child is learning about.

Autumn Term - History

Year 5 Autumn 1

Indigenous Australia

To introduce a curriculum of World History, Year 5 will be learning about the history and culture of Indigenous Australia. Pupils will explore who the First Australians were, their deep connection to the land, and how their traditions were passed down through stories, art, and music. They will investigate key aspects of daily life, such as food, tools, and shelter, and consider how these were shaped by the environment. The unit will also look at the arrival of Europeans in Australia, exploring the impact on Indigenous communities, including the Stolen Generations. Through this study, pupils will develop a greater understanding of world history, diversity, and the importance of respecting different cultures and perspectives.

Year 5 Autumn 2

Ancient Greece

Pupils will explore the history and culture of Ancient Greece. They will study daily life, the Olympic Games, myths and legends, and important battles such as Marathon. The unit also develops pupils' chronological understanding by linking Ancient Greece to modern Greece today.

Ancient Greece

- To explore events during the period.
- To examine how Alexander the Great's Empire grew and the effects of this.
- To research aspects of daily life.
- To compare and contrast the role of women over time.
- To investigate artefacts to form and answer questions about the past.
- To identify and explain types of governance.
- To investigate and interpret sources.

Through the study of History, your child will be expected to develop the following skills:

Skills

- **Historical Enquiry and Evidence Skills** – Pupils will investigate artefacts, sources, and stories to ask and answer questions about the past, developing skills in interpretation and analysis.
- **Understanding Culture and Daily Life** – Pupils will explore how environment, traditions, governance, and social roles shaped the lives of Indigenous Australians and Ancient Greeks.

Parents can support their child by reading a Dreamtime story from Indigenous Australia together, then compare it with a Greek myth (e.g., Perseus, Hercules). Talk about: *What do these stories teach? How are they similar or different?*

Music

Autumn Term 1

- Elements of Music - Building block elements with recognition and performance of the elements in isolation
- Developing coordination using the voice and body
- Encouraging basic listening skills
- Baseline assessment test

Autumn Term 2

- Learn to play an instrument (P bone)
- Develop music reading and instrumental techniques
- Investigate Brass playing and the sounds of Brass instruments

Through the study of Music, your child will be expected to develop the following skills:

Skills

- Stay in time to beat
- Develop hand coordination and build fine muscle control
- Identify elements of music
- Develop music reading skills
- Work on breath control
- Perform as part of a group

Parents can support their child by listening to a range of musical styles at home and asking what can be heard. We are investigating the instruments being used, how volume, speed and pitch play a part in creating emotions in music, to recognising styles. Asking your child to walk or clap in time to a piece of music (or dance) can be a great way to gauge how they feel the music and lots of fun!

PE

Autumn Term 1

- Multi Sports
- Netball
- Concept – The value of PE – ‘TEAM’ Alameda

Autumn Term 2

- ‘Confidence’ through Football
- Gymnastics

Through the study of PE, your child will be expected to develop the following skills:

Skills

- Development of motor and fundamental movement skills
- Development of coordination and control
- Development of key components such as agility, balance and speed
- Development of the understanding of the value of sport in areas such as teamwork and cooperation
- Development of problem solving and decision making

Parents can support their child by ensuring they have the correct equipment necessary for the activity. They can encourage children to attend further clubs both in and outside of school and can encourage a healthy and active lifestyle. You can also support by engaging your children in asking what they have been learning about in school and promoting a discussion about this, especially regarding our concept area.

Autumn Term 1 -

- Importance of healthy friendships (cf1) and where to access support (cf7)
- How to make friends (cf1, cf2)
- Role of rules and laws to keep people safe (ps1, ps2)
- Road and in the home Safety (ps1, ps2)
- Fire, Rail and Water safety (ps2)
- Emergency calls (bfa1)
- Hazard Alley trip - Road, online, rail, fire, water safety, first aid and emergency calls

Autumn term 2 -

- Shared responsibility of showing respect to all (rk1, rk6, rk7, gw1)
- Personal identity and diversity, including self respect (rk5, rk8)
- Using courtesy and manners to show respect (rk5, rk7)
- Identify name and describe a wide range of emotions (gw3, gw4, gw5)
- Importance of mental health and practicing self regulation strategies (gw1, gw2)
- Everyday behaviours that help maintain wellbeing, rest, sleep, physical activity etc (gw1)
- How feelings can impact people's behaviours (gw5)
- Change loss and grief (gw6)

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- How to keep themselves and others safe
- Everyday life skills

Parents/carers can support their child by discussing different situations/scenarios of how they can keep safe.

1. Christianity

This unit offers pupils an introduction to the Christian Bible and the idea that for Christians, the Bible tells them about what God is like. We investigate why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.

2. Humanism vs Christianity

This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. By looking at examples of similarities and differences between Christian and Humanist values, they will investigate what a non-religious way of life means, in contrast to Christianity. Pupils will be asked to consider why they hold the values which they do, and how these values make a difference to their lives.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- **Understanding Beliefs and Practices** – Pupils will explore what Christians believe about God, Jesus, and the Bible, and compare these ideas with Humanist values, recognising both similarities and differences.
- **Reflecting on Values and Impact** – Pupils will consider their own values, how these shape their lives, and how religious and non-religious worldviews influence the way people live today.

Parents can support their child by reading a short story together from the Bible (such as the Good Samaritan) or a fable/children's story with a moral. Talk about what lesson it teaches and whether it connects more to Christian or Humanist ideas.

