

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography alternating	H: Maya Civilisation Pupils will explore a non-European society that provides contrasts with British history (Maya civilization).	G: Global Biomes Pupil will be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	H: The Golden Age of Islam Pupils will explore a non-European society that provides contrasts with British history (The Golden Age of Islam).	G: Map Skills – Grid References Pupils will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	H: Ancient Greece Pupil will explore Greek life and achievements and their influence on the western world.	G: Map Skills – Ordnance Surveys Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
English	Key Texts: Street Child	Key Texts: The Lion, The Witch and The Wardrobe Bright Bursts of Colour	Key Texts: Hidden Figures The Lighthouse	Key Texts: Cloud Busting Varmints	Key Texts: Odysseus	Key Texts: I Talk Like a River Cosmic Disco
Maths	Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Geometry: Shape Geometry: Position and Direction	Decimals Negative Numbers Measurement: Converting Units Measurement: Volume
Science	Properties and Changes of Material	Forces (Gravity and Galileo)	Forces continued	Earth in Spaces	Living Things and their Habitats	Animals including Humans
Art	Drawing and Painting In this unit, pupils will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.		Textiles and Collage In this block, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.		3D Art In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay.	Painting In this block, pupils will explore a range of effects which can be achieved using watercolour paint. They will create a bank of effects and select from these to make specific marks.
D.T		Textiles: Which fabric is ideal for creating a functional, hardwearing lunch bag? In this block, pupils will consider the durability of fabrics. They will design and make a functional and hardwearing lunch bag. They will create fair tests to investigate the properties of a range of fabrics and consider insulation and waterproofing.		Structures: How are frames strengthened, reinforced and made rigid? In this unit, pupils will look at a range of ways that frames are reinforced to make them stable. They will identify joins and supports and create a model shelter based on what they have learnt.	Textiles In this block, pupils will consider the durability of fabrics. They will design and make a functional and hardwearing lunch bag. They will create fair tests to investigate the properties of a range of fabrics and consider insulation and waterproofing.	Mechanism: How can you lift a car onto a roof? In this unit, pupils will investigate how pulleys and gears work. They will design and make their own pulleys and gears products, selecting and using a variety of modelling materials to create final outcomes.

Cayley Primary Curriculum: Long Term Plan 2025-26

R.E	Why do some people believe God exists? (Unit U2.1)	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Unit U2.2)	Is it better to express your religion in arts and architecture or in charity and generosity? (Unit U2.5)	If God is everywhere, why go to a place of worship? (Unit U2.4)	What does it mean to be a Muslim in Britain today? (Unit U2.6)	
PSHE	Being me in my world Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating differences Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Dreams and goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy me Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Transitions Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
PE	Netball Gymnastics: Counter Balance & Counter Tension	Football Health Related Exercise	Tag Rugby Swimming	Hockey Swimming	Tennis Swimming	Cricket Swimming
Music	Sing, play, perform: adding tuned accompaniment to part-singing	Singing together: how songs unite us	Compose and rehearse: creating and combining minimalist cells	Playing together: discovering vocal timbres	Compose and create: composing a minor melody on a stave	Singing for performance: syncopation in songs
Computing	Systems and searching: Recognising IT systems in the world and how some can enable searching on the internet.	Video production: Planning, capturing, and editing video to produce a short film	Selection in physical computing: Exploring conditions and selection using a programmable microcontroller.	Flat-file databases: Using a database to order data and create charts to answer questions	Introduction to vector graphics: Creating images in a drawing program by using layers and groups of objects.	Selection in quizzes: Exploring selection in programming to design and code an interactive quiz.
MFL	La phonétique - 3 weeks (Phonics & Pronunciation) Les Salutations (Greetings) - 3 weeks	Les couleurs et les nombres - 3 weeks (Colours and Numbers) J'apprends le français - 3 weeks (I am learning French)	Je peux (I Can) - 3 weeks Je me présente (Presenting Myself)	Ma famille (My Family)	La date (The Date)	Chez moi (My Home)