

**Year 5 Curriculum Overview 2025 -2026**

	<b>Term 1 (7 weeks) Earth and Space</b>	<b>Term 2 (8 weeks) The Battle of Britain</b>	<b>Term 3 (6 weeks) Exploring Egypt</b>	<b>Term 4 (5 weeks 2 days) Clockwork</b>	<b>Term 5 (5 weeks) Ancient Egyptians: Tombs and Tutankhamun</b>	<b>Term 6 (7 weeks 2 days) What's it like in Kenya?</b>
<b>History</b>		<b>The Battle of Britain</b> Battle of Britain			<b>Ancient Egyptians: Tombs and Tutankhamun</b> Ancient Egypt	
<b>Geography</b>			<b>Exploring Egypt</b> Egyptian Location study			<b>What's it like in Kenya?</b> Kenya: A changing nation
<b>DT</b>	Mechanical systems: Pop up books		Frame structures: Bridges		Cooking: Bread	
<b>Science</b>	Earth and Space	Living things and their habitats (life cycles)		Forces and Pulleys	Properties of materials	Animals including humans (reproduction)
<b>Drama</b>	Apollo 11 mission- Documentary drama, role-play, narration, flashback and hot-seating.	<i>Battle of Britain or Beetle Boy?</i>	Film industry roles	Film project	<i>Anthony and Cleopatra</i> - characterisation, role-play, narration, mime and Shakespearean language.	Performance Poetry- vocal and physical acting skills. Rehearsal and performance.
<b>Art</b>	Earth and space Drawing focus – 3D objects/spheres Illustrative piece – sun/moon	Paint/collage/mixed media work based on Paul Nash war images	Egypt (modern) focus on painting Georges Bahgoury - portraits	Clockwork Pattern and printmaking based on overlapping and interlocking shapes	Scarab beetle designs – 2D/3D mixed media	3d work based on Kenyan flip flop recycling artists

<b>Music</b>	Earth and Space - Listening and appraising Holsts "The Planets". Ensemble work.	The Battle of Britain - Focus on March and Waltz. Exploring different time signatures.	Exploring Egypt - Learning with increasing fluency the ukulele and glockenspiel .	Ancient Egyptians - Singing from memory the song "The Gift Of The Nile'. Learning the ukulele. Develop understanding of rhythm and notation.	Create music in groups experiencing tempo, pulse, rhythm and texture. Create a graphic score.	What's It Like in Kenya - Exploring African music. Listening and appraisal.
<b>English and Guided Reading</b>	Cosmic (Frank Cottrell Boyce)	Beetle Boy (M.G Leonard)	The journey (Francesca Sanna)  Marcy and the riddle of the Sphinx (Joe Todd-Stanton)	Clockwork (Phillip Pullman)  GR: Boy in the girls bathroom	Antony and Cleopatra (Shakespeare)  GR: Mummies unwrapped (information text)	The Highwayman  GR: Poems
<b>Writing outcomes</b>	1. Narrative – alternative story 2. Persuasive leaflet – theme park	1. Balanced argument 2. Narrative - sequel	1. Instructions 2. Narrative	1. Newspaper report 2. Narrative	1. Newspaper report 2. Play script	1. Alternative ending 1. Retelling
<b>Computing</b>	Systems and Searching	Programming – Physical Computing	Video Editing	Flat-File Databases	Vector Drawing	Programming – Selection in Quizzes
<b>RE</b>	God (What does it mean if God is loving and Holy?)	Incarnation (Was Jesus the Messiah?)	People of God (How can following God bring freedom and justice?)	Salvation (What did Jesus do to save humans?)	Islam (What does it mean to be a Muslim in Britain today?)	Islam (What does it mean to be a Muslim in Britain today?)
<b>MFL</b>	I'm learning Spanish	Fruits and vegetables	Little red riding hood	I can..	Animals	Fruits and Vegetables

<b>PE</b>	Dance	Athletics Dance	Gymnastics Swimming/Hockey	Invasion games Swimming/Basketball	Net & wall games	Striking and fielding
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