

Curriculum Planner


Term: Autumn 1 2025

Year: 5

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Koinonia	Democracy

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Aspirations and how to achieve our goals in PSHE High level vocabulary linked to 'The Tudors' and 'Properties of Materials' Reading – vocabulary emphasis and comprehension skills Class reader texts linked to complex societal themes Using Collective Worship once per week to discuss key events in the news Daily challenges in every lesson to promote high academic achievement Science: Influential Scientist (Dr Raquel Prado; Renewable Materials Engineer) 	<ul style="list-style-type: none"> Koinonia: Collective worship focus Class Collective Worship book for activities linked to forgiveness and key stories from the Bible Class area for individual reflection Outdoor relaxation zone in outdoor area Respecting the environment within our local community Visits to the Peace Garden British Values: Democracy Religion and World Views; Jesus as the Incarnation of God on Earth 	<ul style="list-style-type: none"> Classroom routines and behaviour Reinforce healthy lifestyle through Golden Mile, PE lessons and mindfulness opportunities within class Computing: Online Safety PSHE/RSE links to self-esteem Swimming lessons to develop key skills and water safety Thoughts and Feelings box in the classroom

<p style="text-align: center;"><u>English</u></p> <p>Writing We will be looking at the text The Tudors: Kings, Queens, Scribes and Ferrets by Marcia Williams and we will be writing Diaries and a Letter. We will be recapping SPAG taught in Year 3 and 4 through Active English and introducing modal verbs and parenthesis.</p> <p>Reading We will be exploring fiction and non-fiction texts about the Tudors this term. We will be using VIPERS to help us.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Vocabulary Infer Predict Explain Retrieve Summarise</p> </div>  </div> <p>Spelling We will be teaching spellings in smaller groups. Children will be given 10 spellings each week to take home and practise.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Number: Place Value</p> <ul style="list-style-type: none"> Count forward and backwards in steps of powers of 10 Count forward and backwards with positive and negative numbers through zero Read and write numbers to 1,000,000 Roman numerals to 1000 <p style="text-align: center;">Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits using a formal written method Add and subtract mentally. <p style="text-align: center;">Number: Multiplication and Division</p> <ul style="list-style-type: none"> Factors, multiples, common factors and common multiples Prime, squared and cubed numbers Multiply and divide by 10, 100 and 1000 	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Properties and Changes of Material</p> <ul style="list-style-type: none"> Compare and group materials based on their properties Understand that some materials will dissolve into a liquid to form a solution Use prior knowledge to understand how mixtures might be separated Understand some changes will resort in the formation of new materials <p><u>Working scientifically:</u> Carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>
<p style="text-align: center;"><u>Religion and World Views</u></p> <p style="text-align: center;">Understanding Christianity: Salvation What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> Understand that The Gospels give accounts of the death and the resurrection of Jesus 	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">The Tudors</p> <ul style="list-style-type: none"> Retrieve and recall key information from the Tudor timeline Understand how the Tudor dynasty 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">5M: Swimming</p> <p style="text-align: center;">5W: Netball</p> <ul style="list-style-type: none"> Choose the appropriate pass for different scenarios

<ul style="list-style-type: none"> Explore and analyse key texts within the Bible to determine who was responsible for Jesus' death. Understand the reasons why Christians believe Jesus died 'for them' Understand that Christians remember Jesus' sacrifice through the service of Holy Communion Understand and explore the idea of sacrifice in my life and in the world today 	<ul style="list-style-type: none"> Understand the character and reign of Henry VIII Investigate the Reformation and its impact on Britain Describe the key events during the Spanish Armada 	<ul style="list-style-type: none"> Find space to receive in a game Use different dodging techniques to outwit a defender and get free Practice and perform pivoting and quick turns Get into closer shooting positions React and move quickly in isolation and in games
<p style="text-align: center;"><u>Design and Technology</u></p> <p style="text-align: center;">Structures; Tudor Houses</p> <ul style="list-style-type: none"> Investigate and Evaluate framed structures and Tudor buildings Investigate how to make a strong frame Design, make and evaluate a Tudor house Construct and decorate a Tudor House 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Rock Anthems: Livin' On A Prayer</p> <ul style="list-style-type: none"> Listen & Appraise Playing instruments to the song Improvisation Composition Perform 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> Explain the term democracy and give examples of how we can show this in our daily lives Recognise how to keep myself both physically and mentally healthy Identify basic life support strategies to use in an emergency Identify what consent is and what is or isn't appropriate Recognise different types of relationships Understand what peer pressure is and how I can control my choices Understand how to stay safe, happy and healthy online
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> Understand the impact that sharing digital content can have 	<p style="text-align: center;"><u>SMSC</u></p> <p>Social:</p> <ul style="list-style-type: none"> Responsibilities and rights of being members of families and communities Giving and receiving positive analysis (praise) Giving and receiving a negative analysis (criticism). Establish rules for creating a positive learning environment (PSHE) 	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p style="text-align: center;">Phonetics</p> <ul style="list-style-type: none"> Ch, ou, on, oi Eau, eux, é, è e

<ul style="list-style-type: none"> Review sources of support when using technology and children's responsibility to one another in their online behaviour Know how to maintain secure password Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online <p style="text-align: center;">Concept Maps</p> <ul style="list-style-type: none"> Understand the need for visual representation when generating and discussing complex ideas Understand the uses of a concept map Understand and use the correct vocabulary when creating a concept map Create a concept map Understand how a concept map can be used to retell stories and information 	<ul style="list-style-type: none"> Behaviour when with people of other cultures (PSHE) <p>Moral:</p> <ul style="list-style-type: none"> Attitudes towards others from other cultures. Classroom Routines (PSHE) Reflection areas School environment (caring for the outdoor area) Routines week British Values and School council <p>Spiritual:</p> <ul style="list-style-type: none"> Koinonia (Church value) Daily Worship Use of the Peace Garden RWV Curriculum: Understanding how Jesus' sacrifice has impacted Christians <p>Cultural:</p> <ul style="list-style-type: none"> Respect for own culture and that of others (links with RWV) Global Learning Language of the moment 	<p style="text-align: center;">Days and Months</p> <ul style="list-style-type: none"> To recognise, recall and spell the 7 days of the week in French. To recognise, recall and spell the 12 months of the year in French. <p style="text-align: center;">Classroom Commands</p> <ul style="list-style-type: none"> To recognise, understand and recall common classroom instructions in French.
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<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> Encourage children and parents to send books in home languages into school to share with the rest of the class- this links to our focus on reading. Photographs will be put on Facebook and school website to keep parents informed of their child's learning. Invited to join us on our visit to Lincoln City Centre 	<p><u>Visits and visitors:</u></p> <p>Visit to Tudor Buildings in Lincoln</p>
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> History investigations that are based on real life events linked to the Tudors Swimming in PE 	<p><u>Global Learning:</u></p> <ul style="list-style-type: none"> PSHE: Attitudes towards others from other cultures. Democracy around the World (British Value)

Caring for the environment and each other:

Responsibility for the Outdoor Area

Use of Artificial Intelligence

Using AI to interview Anne Boleyn to support diary entry writing

Outdoor Learning:

- Order and compare 5-digit numbers
- Order numbers on a number line
- Add and subtract using column method up to 5 digits
- Investigate materials to insulate a cold drink
- Order Henry the VIII's wives and identify when and how they died
- Working with adults to plant and grow seasonal produce