

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Narrative				Persuasive Tourist Brochure		
	Varjak Paw	Varjak Paw	Varjak Paw	Varjak Paw	Geography: What is life like in the Alps?	Geography: What is life like in the Alps?	Geography: What is life like in the Alps?
Reading		Summer adventures	Roald Dahl	Best Books of 2023	Deaf Awareness	Poetry	Black History Month
		Beach Explorer (NF)	Charlie and the Chocolate Factory (F)	Jodie (F)	Newsround Deaf Awareness Week (NF)	Adventures of Isabel by Ogden Nash	Windrush Child
Maths	Place Value				Addition and Subtraction		
	Numbers to 10,000 Numbers to 100,000 Numbers to 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	Compare and order numbers to 1,000,000 Round to the nearest 10, 100, or 1,000	Round within 100,000 Round within 1,000,000	Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits	Inverse operations (addition and subtraction) Multi-step addition and subtraction	Compare calculations Find missing numbers
Science	Mixtures and separation						
LO	I can describe mixtures.	I can explain the process of sieving.	I can explain the process of filtering.	I can describe and identify solutions.	I can compare how substances dissolve in warm and cold water.	I can describe the process of evaporation.	Assessment
Key knowledge	A mixture is formed when two or more substances are mixed and remain present.	Sieving separates solid mixtures with different-sized particles. Sieving cannot separate mixtures whose particles are similar in size	Filtering separates insoluble solids from liquids but cannot separate solutions. Filters have tiny gaps that let	A solution forms when a solute dissolves in a solvent. Solutions are clear and have no visible particles. Solutions can contain dissolved solids, liquids, or gases.	Some materials dissolve in water to form a solution. Different substances dissolve at different rates. Warm water usually helps substances	Dissolved solids remain in the solution. Evaporation can recover the dissolved solid. The recovered solid often forms crystals	

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

	The properties of the components do not change when mixed.		smaller particles pass through.		dissolve faster than cold water.		
Key vocabulary	mixture, particle	sieve, sieving	filter, filtering	solution, soluble, insoluble, dissolve	control variable, variable, comparative test	crystallising, evaporation, evaporation method	
Geography	What is life like in the Alps?						
LO	I can locate the Alps on a map.	I can locate and describe the key physical and human characteristics of the Alps.	I can describe the physical and human features of an Alpine region.	I can investigate recreational land use in Corby.	I can compare the human and physical geography of Corby and Innsbruck.	I can describe what life is like in the Alps.	
Key knowledge	The Alps are a fold mountain range in central Europe that stretch across eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia. They are	The Alps contain a range of physical features (mountains, glaciers, lakes and forests) and human features (settlements, ski resorts, cable cars and historic buildings), which help people live, work and visit the region.	People visit Alpine regions such as Innsbruck because of the physical geography (mountains, forests and snow) and human geography (ski resorts, transport links and tourist facilities) make them popular destinations for tourism.	Corby has a range of recreational land uses, such as parks, sports facilities, green spaces and community amenities. Geographers use fieldwork to collect and analyse data about how people use these places.	Corby and Innsbruck have both similarities and differences. Innsbruck has an alpine landscape with high mountains and tourism linked to skiing and hiking. Corby has a lower, less mountainous landscape with parks, sports facilities and urban areas. Both places have transport links, green spaces and places where people live and work.	Life in the Alps is shaped by both physical geography (mountains, glaciers, forests and climate) and human geography (settlements, transport and tourism). Many people visit the Alps for activities such as skiing and hiking, making tourism an important part of the region's economy.	Assessment

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

	located in the Northern Hemisphere.						
Key vocabulary	Alps, continent, fold mountain, latitude, hemisphere	physical feature, human feature, glacier, elevation, topographical map.	tourism, tourist, climate zone, vegetation, leisure, scale	fieldwork, recreational land use, ordnance survey (OS) map, data collection	landscape, urban, terrain, tourism, alpine, characteristic	mountain climate, alpine region, settlement, economy, sustainability	
DT	Wobble Bots						
LO		Artist Study: Edward Munch I can research the artist, Edward Munch.	I can investigate motors by creating circuits.	I can investigate how a product's design affects its form and function.	I can apply findings from research to develop a unique product	I can develop a DIY kit for another individual to assemble their product.	
Key knowledge		Edward Munch was a Norwegian artist best known for his painting The Scream. He used colour, line and composition to express strong emotions such as fear, anxiety and loneliness. Artists can use visual elements to communicate feelings and ideas to the viewer.	Create a working circuit with a motor. Understand that motors use electricity to create movement and name some products that use motors.	Take apart and reassemble a product and identify parts that affect function. Change a product's function by altering its configuration.	Identify design criteria based on findings from an investigation. Develop my design based on key points discovered in an investigation. Incorporate a motor into an electrical system.	Identify and list materials, equipment and components to build a product. Explain the steps to assemble a product and explain how to integrate an electrical system in a product.	Assessment
Key vocabulary		artist, emotion, expression, composition, mood	circuit, motors	product analysis, configuration	develop, target user, stable		
Design & Technology							
PSHE	Me and My Relationships						
Lesson	How good a friend are you?	Relationship cake recipe	What are my personal boundaries?	What is peer pressure?	Being assertive	What are online friendships?	What is media influence?

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

	Zones of Regulation Academy/ Class Rules						
LO	I understand what makes a good friend and how to respond positively to others' feelings.	I can identify the features of healthy and unhealthy relationships.	I know what personal boundaries are and how to respect our own and others' boundaries.	I know what peer pressure is and how to make safe and responsible choices.	I can understand and practise being assertive.	I know what online friendships are and how to stay safe online.	I understand how media can influence our thoughts, feelings and choices.
Key knowledge	Healthy friendships are built on kindness, respect and empathy. Good friends listen carefully and respond in ways that help others feel understood, supported and safe.	Healthy relationships are based on respect, trust, kindness and feeling safe. If a relationship feels unhealthy, uncomfortable or unsafe, we should seek help from a trusted adult.	Personal boundaries help us feel safe, comfortable and respected. They can be emotional (what feelings we choose to share), physical (our personal space and touch), or online (what information we share online). Everyone's boundaries are different, and it is important to respect them. If someone makes us feel uncomfortable,	Peer pressure is the influence that other people, or our own desire to fit in, can have on our choices and behaviour. Peer pressure can be positive or negative. It is important to think carefully about decisions, recognise when pressure makes us feel uncomfortable and use strategies to make safe, healthy and responsible choices.	There are different ways people communicate their needs and feelings. Passive behaviour avoids expressing thoughts or needs, aggressive behaviour expresses them in a way that may hurt or upset others, and assertive behaviour communicates them clearly, confidently, and respectfully. Assertiveness helps people build positive relationships, set boundaries, and stand up for themselves while respecting others.	Friendships are built on trust, respect and knowing someone well. Online friendships can be different because we may not know who a person really is. People can pretend to be someone else online, so it is important to keep personal information private, never agree to meet someone you only know online, and tell a trusted adult if anything online makes you feel uncomfortable or unsafe.	The media includes sources of information such as television, radio, newspapers, websites, social media and online videos. Media can influence what people think, feel and do in both positive and negative ways. Not everything we see online is true, so it is important to think critically about information, recognise misinformation and disinformation, and make informed

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

			unsafe or pressured, we should say no and speak to a trusted adult.				decisions based on reliable sources.
Key vocabulary	sensitive, insensitive, lonely, self-esteem, insecure, empathy, respect	trust, assertive, controlling unhealthy relationship, verbal abuse, physical abuse, sexual abuse	boundaries, emotional boundaries, physical boundaries, online boundaries, personal space	peer pressure, internal pressure, acceptance, influence, self-respect, responsibility	assertive, aggressive, passive, self-esteem, peer pressure	friendship, trust, online friends, relationships, identity	media, traditional media, digital media, influence, social media, misinformation, disinformation, reliable
Computing	Quizzing				Quizzing	Databases	
LO	I can explore different types of quizzes and identify their features, strengths and weaknesses.	I can explore the features of 2Quiz and experiment with creating quiz questions.	I can explore additional features of quizzes, such as title screens and content pages.	I can apply knowledge of 2Quiz to design an educational quiz based on a chose topic.	I can refine, test and share completed quizzes.	I understand what a database is.	I can design and create a database
Music	Ancient Egypt Composition Notation						
Lesson		I can sing with accuracy, fluency, control, and expression.	I can explore and use different forms of notation.	I understand note length.	I can read simple pitch notation.	I can use and stave notation to write a piece of music.	
Key knowledge		Sing in time with other people and a backing track, follow a tune and lyrics.	Show the structure of a piece of music and improvise music. Use hieroglyphs to notate a	Play a melody by ear and recognise note names and note length	Play a melody by reading pitch notation and know notes can go on or between lines.	Compose a piece of music in a particular style as a group. Notate music using hieroglyphs and stave notation.	

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term I

			composition.				
Key vocabulary		features, unison, notation	composition, structure	melody.	pitch, notation	ensemble, minor key	
Religious Education	Sikhism						
LO		I can ask questions about the Sikh community.	I understand the main beliefs and values in Sikhism	I know how Sikhism began.	I understand the importance of the Ten Gurus	I understand the importance of the Guru Granth Sahib	I understand the importance of the Guru Granth Sahib
Key knowledge		Sikhs belong to a faith community that shares beliefs, values and traditions. Sikh communities often gather at the Gurdwara to worship and support others.	Sikhs believe in one God and try to live by values such as equality, honesty, sharing and serving others.	Sikhs believe in one God and try to live by values such as equality, honesty, sharing and serving others	The Ten Gurus guided Sikhs and passed on teachings that shaped Sikh beliefs, worship and daily life.	The Guru Granth Sahib is the Sikh holy book. Sikhs treat it with great respect and see it as their eternal Guru.	Sikhs read, listen to and learn from the Guru Granth Sahib for guidance in worship and in daily life.
Key vocabulary		Sikh; community; Gurdwara; worship; Seva	Waheguru; equality; Seva; honest; share The 5 K's	Guru Nanak; Punjab; Sikhism; founder; teachings	Guru; successor; teachings; leadership; Khalsa	Guru Granth Sahib; scripture; respect; Holy	Prayer; worship; guidance; Gurdwara
Physical Education	Swimming						
LO		Swim confidently over 25m using front crawl and backstroke.	Develop effective breaststroke technique over a short distance.	Perform safe water entries and exits.	Use a range of strokes to travel and change direction.	Demonstrate floating and treading water techniques.	Complete a personal survival sequence in water.
Key knowledge		Body position and breathing improve efficiency.	Timing of kick, glide and arm action.	Pool safety rules reduce risk.	Different strokes suit different situation	Buoyancy helps maintain position in water.	Remain calm and conserve energy.

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

Key vocabulary		streamline, breathing, glide	breaststroke, kick, timing	entry, exit, safety	front crawl, turn, control	float, buoyancy, tread	survival, calm, recover
Physical Education	Hockey						
LO		I can use attacking skills to beat a defender	I can apply attacking skills under pressure.	I can communicate with my team, move into space and take the ball towards goal.	I can use defensive techniques to gain possession	I can use defending tactics to gain possession	I can apply rules, skills and principles to play in a tournament
Key knowledge		Control creates space.	Change speed direction.	Decisions under pressure.	Space improves attack.	Low stance tackle.	Fair play tactics.
Key vocabulary		dribble, dodge, space	faint, accelerate, evade	control, pressure, decision	support, space, goal	tackle, intercept, possession	rules, tactics, teamwork
Physical Education	Football						
LO		I can develop attacking skills and apply them to different situations.	I can send and receive under pressure.	I can communicate with my team, move into space and take the ball towards goal.	I can use defensive techniques to win possession.	I can apply defending tactics as a team.	I can use and apply skills, principles and tactics to a game situation.
Key knowledge		Attack creates chances.	Skill adapts situations.	Control maintains possession.	Movement creates space.	Delay and tackle.	Team shape matters.
Key vocabulary		dribble, attack, space	pass, move, support	control, receive, pressure	communication, space, goal	tackle, jockey, possession	tactics, teamwork, transition
MFL	La Fecha (the date)						
LO	I can pronounce Spanish phonetics correctly (L3)	I can recognise, recall and spell the seven days of the week	I can recognise, recall and spell the twelve months of the year	I can recognise, recall and spell numbers	I can say the date in the	I can say when my birthday is in Spanish	Assessment

Curriculum Framework Overview Year 5 2026-2027 –Autumn Term 1

Key knowledge	Recap of phonetics	Introduce the key language for the 7 days of the week in Spanish.	Introduce key language for the 12 months of the year in Spanish.	Start to learn the numbers 21-31.	Introduce the sentence structure for how to say the date in full in Spanish.	Introduce the language required to say when your birthday is in Spanish.	Assessment
Key vocabulary	Recap the five phonemes	lunes miercoles jueves viernes sabado domingo	enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	veintiuno veintidós veintitrés veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta treinta y uno	Que fecha es? Hoy es... Hoy es lunes, el 8 de enero	Cuándo es tu cumpleaños? Muy cumpleaños es el...	