



Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 5



	Autumn Term		Spring Term		Summer Term	
	Autumn 1: The Olympics	Autumn 2: Earth and Space	Spring 1: Vikings	Spring 2: Egyptians	Summer 1: Jungles and Rainforests	Summer 2: Build it High
Science	Forces (7 lessons)	Space (7 lessons + 1 trip)	Properties and Changes of Materials (10 lessons)		Living Things and their Habitats/Animals including Humans (7 lessons + 1 trip)	Science Week (5 lessons)
Science detail	Having studied magnetic force and friction in Y3, pupils develop their understanding of forces. They conduct investigations into the effects of gravity, air resistance, water resistance and friction – making decisions about what observations and measurements to make and then analysing their results to draw conclusions. When conducting investigations to answer their own questions, children identify evidence that refutes or supports their ideas. Children investigate levers – using pattern seeking to spot that levers allow a smaller force to have a greater impact. Link to pulleys during Egyptians topic, Spring 2.	With an early awareness of the movement of the sun and the transition between seasons from Reception and Year 1, children now research and describe the movement of the Earth, and other planets in the solar system, in relation to the Sun. Building on this understanding, children use the idea of the Earth's rotations to describe night and day and interpret data to identify the causal relationship between the length of days and the axis of the Earth. Children explain the phases of the Moon by describing its movement in relation to Earth and consider the how ideas on space have developed over time.	Building on their work from Y2 on the suitability of everyday materials, children plan and conduct investigations to compare and group materials based on different properties, including: hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Children decide how to set up these fair tests and explain which variables need to be controlled and why. Developing their understanding of states of matter (Year 4), pupils explore solutions and separate mixtures of materials using filtering, sieving and evaporating.	Continuing their work from Spring 1, children investigate different solutions – they test methods for recovering substances from solutions and use this understanding to group changes into reversible and irreversible. Using their History topic on the Egyptians as a context, children revisit Forces and see whether their learning on levers (smaller force means greater impact) applies to pulleys too. They use newton meters to measure force and look for patterns in their results.	With an understanding of the lifecycles of animals from Year 2 and plants from Year 3, children observe lifecycles in their local area and identify differences in the lifecycles of different living things. Children learn about asexual reproduction in plants and observe reproduction in plants like strawberries and potatoes. They then use this new learning to further classify plants on a key. Children research the gestational period of different animals to see whether there is a pattern between the size of an animals and the length of gestation.	Children work scientifically while exploring the theme for National Science Week.
History & Geography	History - Ancient Greece (6 lessons + 1 trip)	Geography - Our Place in the world (**6 lessons - 7 week half term**)	History - Vikings (6 lessons)	History - Ancient Egyptians (6 lessons + 1 trip) (**6 week half term**)	Geography - Biomes (5 lessons)	Geography - Rivers and Waterways (**5 lessons - 8 week half term**)
History & Geography Detail	Within this unit, children will develop their understanding of how ancient civilisations have impacted and influenced the western world. This builds on prior learning linked to Roman culture and power and the vocabulary associated with it. Children will develop their chronological awareness, through identifying historical details and using a range of historical sources to answer questions. They will describe and explain similarities and differences as they research the Olympics and philosophical thinking. When considering the significance of Greek life, people and achievements, they will communicate their findings through writing, drama and ICT.	Locational Within this unit, children build on previous learning from Y4 (SUM 1) locating the equator on a range of maps, globes and atlases, drawing conclusions about climates of different countries around the world, giving reasons. In addition, the states in North America and the countries in South America are identified, broadening their knowledge of continents and different environmental regions. Place Building on Yr 4 (SPR 2) children compare settlements within the UK and explain how land use has changed over time, giving reasons and critically evaluating the impact of geographical process and human effects on the world. Physical and Human Children express their own views and compare these with others as they discuss their geographical knowledge of the human and physical features through debating and comparing countries in the world. Fieldwork Building on from Y4 (SPG 2) children progress to using 6-figure grid references when locating human and physical features within the UK, including naming some counties of the UK.	Within this unit, children will develop their understanding of how the Vikings and Anglo Saxons struggled for the kingdom of England. This builds on prior learning linked to Britain's settlement by the Anglo-Saxons and continues to develop secure chronological knowledge through sequencing events and using appropriate historical terms. Concepts such as, exploration, conflict and settlement will be explored through explaining different historical interpretations and commenting on historical sources. They will identify, give reasons and explain significant events and people and how these aspects influence life today.	Continuing their learning on wider world history, (Ancient Greeks, Mayans year 4) children will note connections, contrasts and trends through the study of Egyptians. Important geographical links are made to rivers and their uses as children secure their chronological awareness of societies. They will explore further the concept of religion (Romans year 3, Mayans year 4) through identifying and explaining the significance of Tutankhamun, tombs and attitudes to death. Children will give reasons for and explain the significance of causes and consequences as they study the Pharaohs.	Locational Within this unit, children build on previous learning from Y4 (SUM 1) and Yr 5 (Aut2) locating the equator on a range of maps, globes and atlases, identifying different vegetation regions. Locations of rainforests in the world are collected and geographical reasons communicated. Place Building on Yr 4 (SPR 2) children compare settlements and rainforest areas that have been forested both in the UK, south America and Asia. Physical and Human Children further develop their learning on climates Y4 (SUM 1) and biomes, as they understand the ecosystem of a rainforest and observe the way of life of rainforest inhabitants. In this unit, children build on their understanding of how Human and Physical geography impact on each other as they explore the effects of deforestation on trade and communities. (Y4 Aut 1) Fieldwork Children build on from Y4 (SPG 2) to use the 8 points of a compass and 6-figure grid references when locating different vegetation regions around the world. Using GoogleEarth, aerial images and a range of data, children communicate evidence and express their views, giving reasons about changes in land use.	Locational The children will explore how the location of rivers, particularly the River Thames and Regent's Canal, has influenced trade and settlement. They will also learn about time zones, including Greenwich Mean Time, to understand how location impacts daily life around the world. Place The children will compare ancient and modern cities using maps and photographs, identifying how places change over time. They will also explore how their local area has developed in the past 100 years, focusing on changes in land use. Physical and Human The children will learn how settlements grow and develop, using the River Thames to understand the link between environmental change, sustainability, and human activity. They will explore how physical features influence the development of cities. Fieldwork The children will carry out local fieldwork to observe and record how their area has changed over time. They will collect and present data using maps and diagrams, focusing on rivers and land use to draw conclusions about human impact.
Computing and ICT	Creating media – Web page creation (7 lessons)		Programming – Variables in games (6 lessons)		Data and information – Spreadsheets (6 lessons)	
Computing detail	Children create an online safety Website using HTML. Builds on unit about networks where they learned about HTML. It builds on text based programming from year 4 "Term 2 Turtle" where text instructions were used. Introduce web specific HTML and Hex colour codes which are industry and international standards. learners will type HTML text programming language to make their websites. We will learn about hyperlinks, links to files, site structure and website design.		We will make a game. This unit is similar to previous block based programming where accuracy and precision of their algorithms are critical. Coding focusses on the principles of "if this happens, do that", which is links very well with selection using if statements in text based programming languages. Children will learn how to use sensing in a game which builds on conditional events in programming. These were introduced when they learned programming in Year 3 when they used "events" and "actions" in a program		Spreadsheets are used to make calculations, graphs and charts and are commonly used across other subjects and the industry to analyse data. Formulas are a form of programming that are commonly used to calculate or compare data. When using formulae, precision is critical in order to have an accurate result, in the same way as mathematics. They use syntax e.g. all formulas start with an equals sign, brackets must be paired and cell references must be accurate. These skills build upon previous programming units where we learned about algorithms and the importance of being precise when using algorithms and instructions.	
Computing Digital literacy	We build on year 4 knowledge of being polite online, known as online etiquette. In year 5 we introduce the dangers of social media and we clarify that they are not old enough to use social media. We address specific dangers associated with online gaming and social media apps. We discuss how their actions online can have real world effects and we discuss case studies where decisions made online could break the law. This leads onto "Digital foot print" discussions where we reflect on the things we put online and how they can stay online forever.					
Art and DT	Typography and Maps: Sketchbook and Drawing (8 lessons)	Structures- Zaha Hadid Buildings (7 lessons)	Fashion Design: Surface and Colour (6 lessons)	Structures- Bridges (5 lessons)	Set Design: Working in three dimensions (6 lessons)	Food technology-Fruit Salad (7 lessons)
Art and DT detail	In this pathway children are introduced to typography design, and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories, building on their knowledge of how art tells stories in Year 4. Children then go on to create their own visual and often three-dimensional maps.	In this unit children will study, sketch and give personal responses to the buildings of Zaha Hadid. Children will experiment with and test a range of materials to build several free-standing structures (card, straws, clay), refining and evaluating their designs throughout the making process.	In this pathway children are introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the result. Where and how do the experiences and passions of both designer and viewer meet? How is one affected by the other and what can we learn from each other? Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful. Pupils are then given a design brief and invited to	Children will build on their knowledge of structures to further understand what makes a structure strong. In this unit children will research, draw and present a style/type of bridge structure. They will experiment with materials and make components that will result in a structurally sound bridge model. Upon completion and presentation, students will evaluate the success of their bridge model.	In this pathway pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils learn that designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation), that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). Sketchbooks are used throughout to brainstorm, record, test and reflect. □	This unit continues to build on prior knowledge about where a variety of fruit and vegetables are grown but extends this idea by investigating seasonal produce and carbon footprint. Children will consider seasonal produce when designing a fruit salad recipe and will continue to practice different cutting techniques and hygiene when preparing ingredients.
PE	Invasion Games - Netball (8 lessons)	Gymnastics (7 lessons)	Dance (6 lessons)	Net and Wall Games - Tennis (5 lessons)	Striking and Fielding - Cricket (6 lessons)	Athletics (7 lessons)
PE	Building on knowledge: Following on from year 4 this unit builds on the key passing, moving, shooting attacking and defending skills learnt but honing these skills to make better judgements in game situations and playing at greater speed.	Building on knowledge: Following on from Year 4 pupils create longer sequences individually, with a partner and a small group linking actions in both canon and synchronisation.	Building on knowledge: Leading on from Year 4 pupils continue to create and perform routines demonstrating quality and control. Pupils will continue to develop moving in time to music both with a partner and within group	Building on knowledge: Leading on from Year 4 pupils develop forehand and backhand strokes applying control and accuracy. Pupils continue to develop an understanding of using tactics to outwit an opponent.	Building on knowledge: Leading on from Year 4 pupils continue to develop batting, bowling and fielding techniques while playing a range of different positions during small sided games.	Building on knowledge: Following on from Year 4 pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
	New Learning: Pupils will develop an understanding of creating space when attacking and learn to be ball side when defending. Pupils will learn to pass and move at speed to attack effectively.	New Learning: Pupils are taught the backward roll. They learn a wider range of actions such as inverted movements to include cartwheels and shoulder stands. They explore partner relationships such as canon and synchronisation and matching and mirroring.	New Learning: Pupils will learn how changing dynamics changes the appearance of a performance. Pupils will work collaboratively as a group to create a dance to a rock and roll theme.	New Learning: Pupils develop shot selection in game situations. Pupils work cooperatively to perform rallies with control and consistency.	New Learning: To develop batting placement into space and think tactically when making shot selection.	New Learning: Children are introduced to the triple jump. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.
Spanish	Time and Morning Routine (8 lessons)	The Romans: Language and Influence (7 lessons)	The Weather (6 lessons)	Hobbies and Free time (5 lessons)	Wild Animals (6 lessons)	Travelling on Holiday (7 lessons)
Spanish Detail	Links with prior learning: Children learnt numbers 1-99 between Reception and Year 3. New Learning: Children learn to tell hour and half hour times relating to analogue times and all times from digital displays in sentence form. They then learn present tense, first person morning routine verbs and combine these with their times to create longer sentences about what they do in the morning before school. They read others' sentences and comment on them to exchange information.	Links with prior learning: Children learnt numbers 99 between Reception and Year 3 and learnt colour adjectives in Reception and Year 1. New Learning: Listening to extended speech, children use their understanding of cognates and colour adjectives to understand information about the Solar System. They learn the positional numbers and read data about the Solar System to produce a diagram. They learn that the planets are named after Roman gods and given that Modern Spanish grew out of Latin, they study links between the two languages. They practise their Spanish numbers by relating them to Roman Numerals and recalling the country nouns they learnt in Year 2, learn about Roman Provinces of the Roman Empire.	Links with prior learning: Children learnt the names of countries, environments and the main points of the compass in Year 2. They hear the weather expressions at the beginning of every Spanish lesson. New Learning: Children learn the more precise compass points to describe a point on a map in more detail. They recall environment nouns to describe topography. Using their understanding of sound/spelling links, they practise reading aloud and presenting to an audience by presenting a weather forecast from an autocue.	Links with prior learning: Children learnt foods and drink in Reception, Year 1 and Year 3. They learnt the opinion phrases (No) me gusta in Year 1. They used the first person present tense forms of 'beber' and 'comer' with foods in school, in Year 4. New Learning: Children learn first the infinitives and then the person person present forms of common free time verbs. They recall 'comer' and 'beber' to use with foods and drink too. They talk and write about what they like and don't like to do, and then what they do and don't do in their free time. They begin to use more complex opinion phrases and introduce some adverbial phrases into their writing to read and produce longer sentences.	Links with prior learning: Children learnt animal nouns in spoken form only in Reception and worked with written and spoken forms in Year 2. They learnt habitats in Reception and Year 2 and the adjectives nocturnal and diurnal in Year 2. They learnt foods in Reception and Year 3 and worked with first person present tense of the verb 'comer' to eat in Year 4. They learnt some new opinion phrases to expand on '(No) me gusta' earlier in Year 5. New Learning: Children learn more wild animal nouns, many of which are cognates. They categorize animals according to their native continents and the food they eat. They use a glossary to check their understanding of information written in short paragraphs and compose short paragraphs themselves about where different animals live and their diet.	Links with prior learning: Children learnt the names of countries in Year 2. Children learnt means of transport nouns in spoken form only in Reception and worked with written and spoken forms in Year 4. They learnt numbers 1-99 between Reception and Year 3, learnt transactional language to use when ordering refreshments and practised using Euros and cents in Years 3 and 4. New Learning: Children learn some new nouns vital for travelling by air and moving through the airport. They learn about identity cards and passports and make some of their own. Finally, they set up an airline cabin in the classroom and take a trip by aeroplane, presenting their documents on demand and ordering and paying for food and drink.
Music	Ukuele (6 lessons)		Ukuele/ (6 lessons)		Hip Hop/ Music production (6 lessons)	
Music detail	Children continue to learn the ukulele which requires an increase in fine motor skills and continue to develop pulse, pitch through singing and chanting. Children prepare songs for a Christmas concert and perform to their families and peers. Children learn two chord songs using minor and major, and learn to play F, their first two finger chord		Children continue to develop pulse, pitch and control through singing and chanting and increasing shared repertoire. Children learn to play and sing songs using three chords, and add other learned instruments to the ensemble to create new textures.		Children learn a brief history of hip hop and learn to rap the Fresh Prince of Bel-Aire. Using YUMU on charanga, children learn about digital music production and learn to compose a UK hip hop style beat with drums,bass and a melody line on the school laptops.	
RE Unit of Work	Unit 31 What does it mean if Christians believe God is Holy and loving? (God) (x6 lessons)	Unit 32 What does it mean to be a Muslim in Britain today? (Islam) (x6 lessons)	Unit 33 Why is the Torah so important to Jewish people? (Judaism) (x6 lessons + 1 trip)	Unit 34 Creation and science, conflicting or complimentary? (Creation/Fall) (x6 lessons)	Unit 35 How can following God bring freedom and justice? (People of God) (x6 lessons)	Unit 36 What matters most to Humanists and Christians? (Thematic) (x6 lessons)

Each lesson = 1 hour

Each lesson
= 45 mins,
debate 30
mins, social
skill 30 mins,
circle time
(alternate
library
sessions) 45
minutes a
fortnight

RE detail	* This unit <u>will not</u> be taught. Instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives. Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.	Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.	Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.	Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.	Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.	In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.
PSHE Unit of work	Physical Health and Wellbeing - In the Media (3 lessons, 1 debate, 1 social skill)	Identity, Society and Equality - Stereotypes, Discrimination and Prejudice (2 lessons, 1 debate, 1 social skill)	Keeping Safe and Managing Risk - Making Safer Choices (4 lessons, 1 social skill)	Mental Health and Emotional Wellbeing - Dealing with Feelings (3 lessons, 1 debate, 1 social skill)	Drug, Alcohol and Tobacco Education - Different Influences (3 lessons, 2 debates)	Careers, Financial Capability and Economic Wellbeing - Borrowing and Earning Money (3 lessons, 1 debate, 1 social skill)
PSHE/ RSHE detail	Prior learning – children have looked at the reasons why people may eat or avoid certain foods and the factors that contribute to people's food choices such as fair trade, ethical farming, and seasonality. This topic children learn that messages given on food adverts can be misleading and how the media can manipulate images that do not reflect reality. New learning: They learn about role models and how they influence decision making.	Prior learning – children have learnt to value and appreciate the diverse communities which exist and how they connect. This topic children learn about stereo typing, including gender stereotyping and about prejudice and discrimination and how this can make people feel. New learning: To feel able to challenge discrimination of any type and know what to do if they experience or witness it.	Prior learning – children have learnt how to be safe in their computer gaming habits as well as how to report cyberbullying. This topic children delve deeper into online safety – communication with others; how to report something that makes them feel uncomfortable and comparing different types of online communication including friendship. New learning: violence within relationships is not acceptable and about the problems that can occur when a child runs away from home.	Prior learning – children have learnt that everyone has setbacks at times and that these cannot always be controlled. They have learnt about celebrating achievements and setting personal goals. This topic children learn about a wide range of emotions and feelings and how these are experienced in the body. They learn about times of change and how this can make people feel. New learning: the feelings associated with loss, grief and bereavement.	Prior learning – children have learnt drugs can be harmful (including medicines). They have learnt about the effects and risks of alcohol and tobacco. This topic children learn about the risks associated with smoking drugs including cigarettes, e-cigarettes, shisha and cannabis. They learn about different influences on drug use – alcohol, tobacco and nicotine products. New learning: Strategies to resist pressure from other about whether to use drugs – smoking drugs and alcohol.	Prior learning – In Yr1 children were taught where money comes from (earn, win, find, presents, pocket money, borrow, benefits) and how to save money. In Yr3 they looked at how manufactures influence spending. This topic children learn that money can be borrowed but there are risks associated with this. They learn about enterprise and what influences peoples decisions about careers. New learning: can explain the differences between manageable and unmanageable debt and how this can make people feel.
Educational Visits/Special Events	Teacher-led walking tour of the Olympic Village	Science Museum - IMAX Space Show	Central Synagogue + Visit from London Fire Service	British Museum - Egyptian's Workshop	London Zoo	Teacher-led trip to Hampstead Heath