



Rotherhithe Primary School Half Termly Curriculum Plan 2026 -2027 Year 5 Autumn 1



Topic: Dangerous Endeavours							
Subject Read aloud text: Stormbreaker	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Shared Reading - To comment on poetic features - To retrieve information from a text - To draw inferences - To consider how poetic choices contribute to overall meaning CL: Writing	<u>The Highwayman (Poetry)</u> - To comment on poetic features - To retrieve information from a text - To draw inferences - To consider how poetic choices contribute to overall meaning CL: Writing	<u>Stormbreaker (Fiction)</u> - To summarise a text - To retrieve information from a text - To make inferences	<u>Stormbreaker (Fiction)</u> - To comment on specific vocabulary choices - To understand how author's choice of vocabulary can impact the reader - To draw inferences	<u>Nelson Mandela (Non-Fiction)</u> - To make inferences based on a text - To consider word meaning - To draw comparisons between texts CL: History	<u>Nelson Mandela (Non-Fiction)</u> - To summarise information in a text - To retrieve information - To sort information into fact and opinion CL: History	<u>Journey to Jo'Burg (Fiction)</u> - To make predictions - To make inferences - To summarise the main ideas from a text CL: History and Geography	<u>Journey to Jo'Burg (Fiction)</u> - To give the meaning of words in context - To show understanding through intonation, tone, volume and action - To make comparisons within a text CL: History and Geography
Writing -Character descriptions Grammar focus: -Use expanded noun phrases -Use of brackets -Use colons to introduce a list	<u>The Highwayman</u> -Character descriptions Grammar focus: -Use expanded noun phrases -Use of brackets -Use colons to introduce a list	<u>The Highwayman</u> - Character descriptions - Figurative language Grammar focus: -Use expanded noun phrases -Use of brackets -Use colons to introduce a list	<u>The Highwayman</u> - Figurative language - Diary Entries Grammar focus: - using expanded noun phrases - using modal verbs or adverbs to indicate degrees of possibility · Use of brackets · Use colons to introduce a list	<u>The Highwayman</u> - Figurative language - Diary Entries Grammar focus: - using expanded noun phrases - using modal verbs or adverbs to indicate degrees of possibility · Use of brackets · Use colons to introduce a list	<u>The Highwayman</u> -Internal Monologues Grammar focus: - using expanded noun phrases - using modal verbs or adverbs to indicate degrees of possibility · Use of brackets · Use colons to introduce a list	<u>The Highwayman</u> -Internal Monologues Grammar focus: - using expanded noun phrases - using modal verbs or adverbs to indicate degrees of possibility · Use of brackets · Use colons to introduce a list	<u>The Highwayman</u> -Poetry Grammar focus: -using expanded noun phrases -using modal verbs or adverbs to indicate degrees of possibility
Maths - Read, write, order and compare numbers up to one million - Round numbers within one million to the nearest multiple of powers of ten -	<u>Reasoning with Large Whole integers (2 weeks)</u> - Read, write, order and compare numbers up to one million - Round numbers within one million to	<u>Reasoning with Large Whole integers (2 weeks)</u> - Read, write, order and compare numbers up to one million - Round numbers within one million to	<u>Integer addition and subtraction (2 weeks)</u> - Use rounding to estimate - Use a range of mental calculation strategies to add and subtract integers	<u>Integer addition and subtraction (2 weeks)</u> - Use rounding to estimate - Use a range of mental calculation strategies to add and subtract integers	<u>Line graphs and timetables (2 weeks)</u> - Complete, read and interpret data presented in line graphs - Read and interpret timetables including calculating intervals	<u>Line graphs and timetables (2 weeks)</u> - Complete, read and interpret data presented in line graphs - Read and interpret timetables including calculating intervals	Revision



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	Read Roman numerals up to M.	the nearest multiple of powers of ten - Read Roman numerals up to M.	- Illustrate and explain the written method of column addition and subtraction - Select efficient calculation strategies	- Illustrate and explain the written method of column addition and subtraction - Select efficient calculation strategies			
Science	Living Things and their habitats 1. Understand the life processes of a plant -Understand what plants need to grow strong and healthy -Understand that plants can reproduce sexually and asexually -Understand that plants are living things	Living Things and their habitats 2.Understand the life cycles of mammals -Understand that not all mammals have the same life cycle -Know the 3 types of mammal -Understand what a life cycle is	Living Things and their habitats 3. Compare the life cycles of insects and amphibians -Understand the life cycle of an amphibian -Understand the life cycle of an insect -Compare the process of metamorphosis in amphibians and insects	Living Things and their habitats 4. Understand the life cycle of birds and reptiles -Recall key facts about the structure of an egg -Describe the differences between a mammal and a bird or reptile life cycle -Understand the life cycle of birds and reptiles	Living Things and their habitats 5. Know about the life and work of Jane Goodall and David Attenborough Understand the importance of documenting living things and highlighting their decline in the world Identify important facts about 2 key members of the scientific community Understand the importance of studying living organisms	Living Things and their habitats 6. Research and present the life cycle of a creature Suggest ideas for conservation of living or imaginary life Represent key information about a chosen living organism Represent knowledge learnt about life cycles	Living Things and their habitats Assessment week
History Black History focus	Key individuals: Harriet Tubman To know who Harriet Tubman was	Key individuals: Harriet Tubman To recall some of the key events in Harriet Tubman's life	Key individuals: Harriet Tubman To understand slavery and why it is abolished today	Key individuals: Harriet Tubman To understand slavery and why it is abolished today	Key individuals: Harriet Tubman To understand why Harriet Tubman is remembered as a brave and influential historical figure.	Key individuals: Harriet Tubman To understand why Harriet Tubman is still important today	Key individuals: Harriet Tubman To design an information poster.
Computing	Lesson 1 Systems Curriculum To explain that computers can be connected together to form systems -I can explain that	Lesson 2 Computer systems and us To recognise the role of computer systems in our lives -I can identify	Lesson 3 Searching the web To experiment with search engines -I can make use	Lesson 4 Selecting search results To describe how search engines select results -I can explain why we need tools to	Lesson 5 How search results are ranked To explain how search results are ranked -I can order a list	Lesson 6 How are searches influenced To recognise why the order of results is important, and to whom	Summative assessment



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	systems are built using a number of parts -I can describe that a computer system features inputs, processes, and outputs -I can explain that computer systems communicate with other devices	tasks that are managed by computer systems -I can identify the human elements of a computer system -I can explain the benefits of a given computer system	of a web search to find specific information -I can refine my web search -I can compare results from different search engines	find things online -I can recognise the role of web crawlers in creating an index -I can relate a search term to the search engine's index	by rank -I can explain that a search engine follows rules to rank results -I can give examples of criteria used by search engines to rank results	-I can describe some of the ways that search results can be influenced -I can recognise some of the limitations of search engines -I can explain how search engines make money	
RE	Why doesn't Christianity always look the same? Lesson 1: How did Christianity begin? -To investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church.	Why doesn't Christianity always look the same? Lesson 2: How have some significant people influenced Christian practices? -To explore the impact of historical figures on the development of Christian beliefs and practices.	Why doesn't Christianity always look the same? Lesson 3: Why are there different denominations? -To find out how Christianity has changed over time by learning about how different groups (denominations) have formed.	Why doesn't Christianity always look the same? Lesson 4: How is the Bible interpreted differently? -To explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit.	Why doesn't Christianity always look the same? Lesson 5: How do different denominations practise? -To compare how Christians show their beliefs by looking at how different denominations practise.	Why doesn't Christianity always look the same? Lesson 6: How is Christianity changing? -To investigate how religions can change by exploring how Christianity continues to develop in the world today.	Assessment week
Spanish	Describing Family and Friends in Spanish To ask and answer questions about family members.	Describing Family and Friends in Spanish To describe the relationship between family members.	Describing Family and Friends in Spanish To describe the relationship between family members.	Describing Family and Friends in Spanish To identify the third person singular form of some common verbs	Describing Family and Friends in Spanish To describe what someone likes to do.	Describing Family and Friends in Spanish To write a short descriptive text about a person	Describing Family and Friends in Spanish To identify key information in descriptive sentences.
Music	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse.	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently and	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently	Cyclic Music Unit Aim: To develop children's ability to perform rhythmic patterns confidently



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	*To understand what cyclic music is	and with a strong sense of pulse. * To make up and write down a 4X4 rhythmic phrase and play it accurately	and with a strong sense of pulse. *To play a class cyclic piece accurately and to understand how improvising can be played over a cyclic pattern	with a strong sense of pulse. *To play a class cyclic piece accurately and to understand how improvising can be played over a cyclic pattern	and with a strong sense of pulse. *To play a repeated pattern in 7 time	and with a strong sense of pulse. *To practice and complete this unit's work	and with a strong sense of pulse. *To practice and complete this unit's work
Art & Technology	Drawing: Depth, emotion and movement To apply an understanding of expressive and gestural lines to capture movement.	Drawing: Depth, emotion and movement To understand how lines and marks can communicate emotion.	Drawing: Depth, emotion and movement To understand how lines and marks can communicate emotion.	Drawing: Depth, emotion and movement To apply an understanding of composition to plan a print.	Drawing: Depth, emotion and movement To develop drawn ideas through printmaking.	Drawing: Depth, emotion and movement To explore how portraits can show expression and emotion and affect how we see the artwork.	
PSHE	Class Charter Set expectations and brain break reminder	Mind up *Getting Focused *How our Brain Works *Mindful Awareness	Zones of regulation *Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. *Create zones of regulation posters.	Kapow PSHE *Setting ground rules for PSHE lessons.	Empathy Lessons *To recognise and describe how others might feel in different situations.	Empathy Lessons *To identify ways to show empathy through actions.	
PE	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football	Specialist Teacher Outdoor Adventurous Activities Problem Solving Problem solving Tactics Rules Physical ability Class Teacher Invasion Games Football

Trip	Creekside Greenwich
Visitor	