Rotherhithe Primary School Half Termly Curriculum Plan 2026-27

Year 5
Autumn 2

Topic driver: Lights Action Camera!							
Subject Read Aloud:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	**Text:** Journey to Joburg **Genre:** Narrative **Objectives:** To make inferences from the text / explain and justify inferences with evidence from the text To summarise main ideas from more than one paragraph To give / explain the meaning of words in context To identify / explain how meaning is enhanced through choice of words and phrases	**Text:** Journey to Joburg **Genre:** Narrative **Objectives:** To identify / explain how information / narrative content is related and contributes to meaning as a whole To retrieve and record information / identify key details from fiction and non-fiction To retrieve and record information / identify key details from fiction and non-fiction	**Sneaky Peek: Local Litter Pickers** Revision of the reading domains. **2a:** Give/explain the meaning of words in context. **2b:** Retrieve and record information/identify key details from fiction and non-fiction. **2c:** Summarise main ideas from more than one paragraph. **2d:** Make inferences from the text/explain and justify inferences with evidence from the text **2e:** Predict what might happen from details stated and implied. **2f:** Identify/ explain how info/narrative content is related and contributes to meaning as a whole. **2g:** Identify explain how meaning is enhanced through choice of words and phrases.	**Assessment week** **2a:** Give/explain the meaning of words in context. **2b:** Retrieve and record information/identify key details from fiction and non-fiction. **2c:** Summarise main ideas from more than one paragraph. **2d:** Make inferences from the text/explain and justify inferences with evidence from the text **2e:** Predict what might happen from details stated and implied. **2f:** Identify/ explain how info/narrative content is related and contributes to meaning as a whole. **2g:** Identify explain how meaning is enhanced through choice of words and phrases.	**Text:** Christmas Carol **Genre:** Narrative **Objectives:** To summarise the main ideas from a text To give the meaning of words in context To retrieve and record information	**Text: Christmas Carol** **Genre:** Narrative **Objectives:** To compare two texts from the same genre To give opinions and justify with evidence	**Poetry by Heart** Sonnet 18, Shakespear
Writing	**The Piano** Explore and learn about film language and its impact on an audience using film literacy language	**The Piano** Plan and write a Short Film Review using film literacy language and opinion vocabulary	**The Piano** *Narrative: Flashbacks* Exploring character perspective and developing a growing vocabulary	**The Piano** *Informal Letter*	**A Christmas Carol** Character description Play scripts	**A Christmas Carol** Play scripts	**A Christmas Carol** Play scripts

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Maths Y5	**Multiplication and Division** • To identify factors and multiples • To find all factor pairs of a number • To identify prime numbers up to 100 • To identify factors and multiples • To multiply and divide by 10, 100 and 1,000	**Multiplication and Division** • To multiply and divide by 10, 100 and 1,000 • To multiply and divide mentally, using doubling and halving • To solve problems using a range of calculation strategies • To multiply numbers with up to 4-digits by a 1-digit number • To multiply two 2-digit numbers	**Multiplication and Division** • To multiply two 2-digit numbers using long multiplication • To multiply a 3- or 4-digit number by a 2-digit number • To use multiples to divide • To use a written method to divide • To solve problems involving division with remainders	**Perimeter and Area** • To calculate and measure perimeter • To calculate the area of rectangles **Assessment Week** Arithmetic Paper 1 Reasoning Paper 2	**Perimeter and Area** • To calculate the area of rectilinear shapes • To compare the area and perimeter of rectilinear shapes • To calculate the area of non-rectilinear shapes **Fractions and Decimals** • To draw, identify, name and write fractions	**Fractions and Decimals** • To represent, identify, name and write fractions • To identify, name and write equivalent fractions • To identify, name and write equivalent tenths and hundredths • To compare and order fractions	**Fractions and Decimals** • To read and write decimal numbers as fractions • To recognise and use thousandths • To recognise and use mixed numbers and improper fractions
Science	**<u>Properties of Materials</u>** **Explore properties of materials** Group materials according to their properties Carry out a fair and comparative test to	**<u>Properties of Materials</u>** **Explore thermal conductors and thermal insulators** Identify materials that are thermal conductors Carry out a fair and comparative test to test	**<u>Properties of Materials</u>** **Explore the hardness of materials** Investigate the hardness of materials	**<u>Properties of Materials</u>** **Discover materials that are soluble in water** Understand what the term 'dissolve' means Investigate and identify which materials are	**<u>Properties of Materials</u>** **Investigate the solubility of materials** Ask questions that explore the solubility of a solute	**<u>Properties of Materials</u>** **Explore how mixtures can be separated by filtering, sieving, evaporating or magnets** Identify the different separation methods	**<u>Properties of Materials</u>** **<u>Assessment</u>**

	group materials according to their properties Use results from a fair and comparative test to explain how the properties of materials enable them to be suitable for a specific task	the thermal conductive properties of materials Use results from a fair and comparative test to explain how the thermal conductive properties of materials enable them to be suitable for a specific task	Carry out a fair and comparative test to test the hardness of materials Use results from a fair and comparative test to explain how the hardness of materials enables them to be suitable for a specific task	soluble and insoluble in water Using the results of their investigation, consider which solutions could be reversed	Design an investigation that tests the solubility of a solute Present the findings from an investigation that tests the solubility of a solute	Describe the processes of different separation methods Explain the most effective separation method for various materials	
Geography	**The Alps** Where are the Alps? Students will locate the Alps on a map	**The Alps** What is it like on the Alps? Students will look at the animals and plants that can be found in the Alps.	**The Alps** Why do people visit the Alps? Students will explore the different activities that can be experienced when visiting the Alps.	**The Alps** Fieldwork: What is there to do in our local area? Students will explore their local area and determine activities community members do during their leisure time.	**The Alps** Fieldwork Summary Students will present their findings and compare and contrast leisure activities with those of the Alps and their local community.	**The Alps** What is life like in the Alps? Students will describe the key aspects of the Alps' human and physical geography before answering the enquiry question, 'What is life like in the Alps?'	**Assessment**
Computing	**Creating media - Video production** **Lesson 1** To explain what makes a video effective I can explain that video is a visual media format I can identify features of videos I can compare features in different videos	**Creating media - Video production** **Lesson 2** To identify digital devices that can record video I can identify and find features on a digital video recording device I can experiment with different camera angles	**Creating media - Video production** **Lesson 3** To capture video using a range of techniques I can suggest filming techniques for a given purpose I can capture video using a range of filming techniques	**Creating media - Video production** **Lesson 4** To create a storyboard I can outline the scenes of my video I can decide which filming techniques I will use I can create and save video content	**Creating media - Video production** **Lesson 5** To identify that video can be improved through reshooting and editing I can store, retrieve, and export my recording to a	**Creating media - Video production** **Lesson 6** To consider the impact of the choices made when making and sharing a video I can make edits to my video and improve the final outcome I can recognise that my choices	**Assessment**

		I can make use of a microphone	I can review how effective my video is		computer I can explain how to improve a video by reshooting and editing I can select the correct tools to make edits to my video	when making a video will impact on the quality of the outcome I can evaluate my video and share my opinions	
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.	**Why doesn't Christianity always look the same?** **Assessment**
Spanish	**Spanish Portraits** To use language detective skills to interpret meaning.	**Spanish Portraits** To describe a person's eyes and hair.	**Spanish Portraits** To translate portrait descriptions.	**Spanish Portraits** To describe plural nouns.	**Spanish Portraits** To describe portraits orally.	**Spanish Portraits** To compose a written description of a portrait	
Music	**Cyclic Patterns** Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. Christmas songs: Projection and performance						
Art & Design	.	**Mechanical systems: Pop-up book**	**Mechanical systems: Pop-up book**	**Mechanical systems: Pop-up book**	**Mechanical systems: Pop-up book**	**Mechanical systems: Pop-up book**	**Mechanical systems: Pop-up book** **Assessment**

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		Lesson 1: Gears To create a working gear system and explain its function	Lesson 2: Improving your gear design To improve a working gear system and suggest some applications.	Lesson 3: Pulleys To create a working pulley system and explain its function.	Lesson 4: Eco-bike project: Market research To conduct market research to discover useful tasks an eco-gadget bike could perform.	Lesson 5: Eco-gadget bike project: Design To design and evaluate an eco-gadget bike using design criteria.	
PSHE	**My healthy self: How can I support my mind and body as I grow?** Lesson 1: What do food labels really tell us? To explore how food labels can help in making healthier choices.	**My healthy self: How can I support my mind and body as I grow?** Lesson 2: How active am I and how can I move more? To reflect on how active I am.	**My healthy self: How can I support my mind and body as I grow?** Lesson 3: What are the different types of physical activity and how do they affect us? To compare the impact of different physical activities on the body.	**My healthy self: How can I support my mind and body as I grow?** Lesson 4: How can I recognise complex feelings? To recognise a range of complex feelings.	**My healthy self: How can I support my mind and body as I grow?** Lesson 5: How can I respond to strong and complex feelings? To recognise and respond to strong and complex feelings.	**My healthy self: How can I support my mind and body as I grow?** Lesson 6: How can we tell when someone might need support with their mental health? To recognise how to look after mental health.	**My healthy self: How can I support my mind and body as I grow?** **Assessment**
PE	**Tag Rugby – specialist coach** Communication Tactics Rules Teamwork Physical Ability Leadership						
	Teacher – Striking & Fielding- Softball						