Y5 Cycle B 2025-2026	Autumn		Spring		Summer	
Maths	• Number and Place Value • Addition and Subtraction • Multiplication and Division • Perimeter		• Multiplication and Division • Fractions • Decimals including Percentages		• Properties of Shapes • Position and Direction • Time • Statistics • Multiplication and Division of 10, 100, 1000 • Conversion of Units of Measure	
English	**Narrative: The Promise** **Non-Chronological Reports: Monsters** 	**Biographies: Women in Science** **Persuasive Letters: The Misadventures of Frederick** **Poetry:** 	**Mixed Genre Writing: Boy in the Tower** 	**Poetry: Rhythm and Poetry by Karl Nova** **Non-Chronological Reports: The Street Beneath my Feet** 	**Advertising Campaign** **Explanations: The Lost Book of Adventure** 	**Mixed Genre Writing: Birdsong** **Reviews** **Poetry: Cloud Busting**
Science	**Electricity** *National Curriculum:* • *identify common appliances that run on electricity* • *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers* • *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery* • *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit* • *recognise some common conductors and insulators, and associate metals with being good conductors*	**Animals including humans** *National Curriculum:* • *describe the simple functions of the basic parts of the digestive system in humans* • *identify the different types of teeth in humans and their simple functions* • *construct and interpret a variety of food chains, identifying producers, predators and prey*	**Sound** *National Curriculum:* • *identify how sounds are made, associating some of them with something vibrating* • *recognise that vibrations from sounds travel through a medium to the ear* • *find patterns between the pitch of a sound and features of the object that produced it* • *find patterns between the volume of a sound and the strength of the vibrations that produced it* • *recognise that sounds get fainter as the distance from the sound source increases*	**Light** *National Curriculum:* • *recognise that they need light in order to see things and that dark is the absence of light* • *notice that light is reflected from surfaces* • *recognise that light from the sun can be dangerous and that there are ways to protect their eyes* • *recognise that shadows are formed when the light from a light source is blocked by an opaque object* • *find patterns in the way that the size of shadows change*	**Forces and Magnets** *National Curriculum:* • *compare how things move on different surfaces* • *notice that some forces need contact between 2 objects, but magnetic forces can act at a distance* • *observe how magnets attract or repel each other and attract some materials and not others* • *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials* • *describe magnets as having 2 poles* • *predict whether 2 magnets will attract or repel each other, depending on which poles are facing*	**Living things and their habitats** *National Curriculum:* • *recognise that living things can be grouped in a variety of ways* • *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment* • *recognise that environments can change and that this can sometimes pose dangers to living things*
History	**The Roman Republic and the Roman Empire**		**Roman Britain**		**Local History: Oliver Cromwell**	

	National Curriculum: the Roman Empire and its impact on Britain *Disciplinary focus: Similarity and difference, evidential thinking* *How much power did the senate have in the Roman Republic?* *What can sources reveal about Roman ways of life?*		*National Curriculum: the Roman Empire and its impact on Britain* *Disciplinary focus: evidential thinking* *What kinds of knowledge about Roman Britain have historians been able to build from the sources*		*National Curriculum: a local history study; a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066* *Disciplinary focus: causation* *How did Oliver Cromwell change our local area and Britain as a whole?*	
Geography	**Climate and Biomes** *National Curriculum:* • *identify the position and significance of latitude, equator, northern and southern hemispheres, arctic and Antarctic circle* • *describe and understand key aspect of physical geography including climate zones and biomes* *Disciplinary focus: interaction* *How does the climate affect the way people live?* *Skills focus: world map and key lines of latitude*		**Volcanoes and Earthquakes** *National Curriculum:* • *describe and understand key aspects of physical and human geography including volcanoes, earthquakes and settlements* *Disciplinary focus: interaction* *How do volcanoes affect a place? How do earthquakes affect people and environments?* *Skills focus: using diagrams, describing distributions, thematic maps*		**Coastal Processes and Landforms** *National Curriculum:* • *name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topical features including coasts, and understand how these have changed over time* *Disciplinary focus: interaction* *How does the location affect different coastal areas?*	
PE	**Ball Skills** *National Curriculum:* • *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending*	**Invasion** *National Curriculum:* • *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	**Ball Skills** *National Curriculum:* • *play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending*	**OAA** *National Curriculum:* • *take part in outdoor and adventurous activity challenges both individually and within a team*	**Athletics** *National Curriculum:* • *use running, jumping, throwing and catching in isolation and in combination*	**Kwik Cricket/Rounders** *National Curriculum:* • *compare their performances with previous ones and demonstrate improvement to achieve their personal best*
	Dance – HSSP Roman Scheme *National Curriculum:* • *perform dances using a range of movement patterns*	**Gym - Principles of Balance** *National Curriculum:* • *develop flexibility, strength, technique, control and balance*	**Gym - Principles of Balance** *National Curriculum:* • *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	**Gym Rotation** *National Curriculum:* • *develop flexibility, strength, technique, control and balance*	**Gym Rotation** *National Curriculum:* • *compare their performances with previous ones and demonstrate improvement to achieve their personal best*	**Dance – The Haka** *National Curriculum:* • *perform dances using a range of movement patterns*
Art	**Making Monotypes (link to climate unit and centre on responsibility towards the planet)** *National Curriculum:* *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* *Pupils should be taught:* • *to create sketch books to record their observations and use them to review and revisit ideas* • *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* • *to know about great artists, architects and designers in history.*		**Sculptures: Clay Coins** *National Curriculum:* *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* *Pupils should be taught:* • *to create sketch books to record their observations and use them to review and revisit ideas* • *shape, form, model and construct with malleable and rigid materials with increasing dexterity.* • *select from a variety of joining techniques to suit the purpose, medium and aesthetics.* • *make initial sketches to develop ideas and inform making.* • *to know about great artists, architects and designers in history.*		**Mixed Media – Land and City Scapes** *National Curriculum:* *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.* *Pupils should be taught:* • *to create sketch books to record their observations and use them to review and revisit ideas* • *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]* • *to know about great artists, architects and designers in history.*	

DT	**Electrical Systems: Simple Circuits & Switches** *Key Knowledge, Skills and Understanding:* • *know how simple electrical circuits and components can be used to create functional products* • *understand and use electrical systems in their products, such as series circuits incorporating switches and bulbs* • *know that electrical systems have an input, process and output* • *know how to program a computer to control their products* • *know how to use learning from Science to help design and make products that work* • *know about the work of Thomas Edison, who was responsible for developing many devices, and understand the impact he has made*		**Food and Nutrition: Pizza Bases & Toppings** *Key Knowledge, Skills and Understanding:* • *know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Guide* • *begin to understand appropriate portion sizes for regular meals and healthy snacks* • *know how to prepare and cook a savoury dish safely and hygienically including the use of a heat source* • *know that food is grown, reared and caught in the UK, Europe and the wider world* • *know that food ingredients can be fresh, pre-cooked and processed* • *know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking* • *measure ingredients to the nearest gram accurately* • *understand how a key chef, Jamie Oliver, has contributed to healthy eating in schools*		**Mechanical Systems: Pneumatics** *Key Knowledge, Skills and Understanding:* • *investigate and analyse a range of products with pneumatic mechanisms* • *know how pneumatic systems create movement* • *select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons* • *select from and use finishing techniques suitable for the product they are creating*	
Music	**Whole-Class Instrument: Recorders** *Charanga Music Scheme Steps 1-10* *Extra Repertoire Steps* *National Curriculum:* • *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Use and understand staff and other musical notations*		**Roman Roads** *National Curriculum:* • *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *improvise and compose music for a range of purposes using the inter-related dimensions of music* • *listen with attention to detail and recall sounds with increasing aural memory* • *use and understand staff and other musical notations* • *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* • *develop an understanding of the history of music.*	**Music Technology Unit QuickBeats /Percussion Writer** *National Curriculum:* • *improvise and compose music for a range of purposes using the inter-related dimensions of music*	**Blues** *National Curriculum:* • *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *improvise and compose music for a range of purposes using the inter-related dimensions of music* • *listen with attention to detail and recall sounds with increasing aural memory* • *use and understand staff and other musical notations* • *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* *develop an understanding of the history of music.*	
PSHE	**Rights, Rules and Responsibilities** CIT 8 RR 3/4	**My Emotions** MMR 10 ME 3/4 **Anti-Bullying** MMR 12 AB 3/4	**Working Together** CIT 6 WT 3/4 **Financial Capability**	**SRE** HSL17 and HSL 20 SR 4 and SR 5	**Managing Risk and Safety Contexts** HSL 11 MSR 3/4	**Healthy Lifestyles** HSL 14 HL 3/4 **Drug Education** HSL15 DE 3/4

RW	**Christianity: The family of Jesus** *Why is the idea of Messiah so important to Christians?*	**Christianity: The birth of Jesus** *How do Christians express their belief about Jesus at Christmas time?*	**Christianity: Life and Teachings of Jesus** *How does the life and teaching of Jesus affect the way in which Christians live?*	**Christianity: The death and resurrection of Jesus** *What do the death and resurrection of Jesus mean in Christian traditions?.*	**Christianity: The message of Jesus spreads** *How did Christianity develop in the early church and how do we know?*	**Christianity: Living Christian Traditions** *How are Christian beliefs and practices around the world similar and different?*
Computing	**Online Safety** *National Curriculum:* • *use technology safely, respectfully and responsibly* • *recognise acceptable/unacceptable behaviour* • *identify a range of ways to report concerns about content and contact.*	**Creating Media: Photo Editing** *National Curriculum:* • *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	**Programming: Repetition in Shapes (Coding)** *National Curriculum:* • *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* • *use sequence, selection, and repetition in programs; work with variables and various forms of input and output* • *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	**Computing Systems and Networks: Systems and Searching** *National Curriculum:* • *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* • *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*	**Programming: Repetition in Games** *National Curriculum:* • *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* • *use sequence, selection, and repetition in programs; work with variables and various forms of input and output* • *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	**Data and Information: Data Logging** *National Curriculum:* • *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*
MFL	**Pets** **At Home**		**In the Classroom** **School Subjects**		**Sports and Hobbies** **The Weather**	