

Whole School Curriculum Map KS2 YEAR FIVE 2026-2027

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2-year Phase for every subject.

Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Five						
Theme	Mysterious Materials Harry Potter	Conflict WW1 and WW2	The Lost Thing	Out of this World	Our Green Planet Climate Change	Beowulf Vikings and Anglo Saxons
Subject Focus	Science Harry Potter Short narrative/descriptive Character description – Fantastical beast	History Private Peaceful - Letter writing (WW1 trenches) Rose Blanche - (WW2) Narrative Respect and Care – school values	DT and Science The Lost Thing Story set in a familiar place Explanation Text - How an invention works (linked to electrical circuits)	Science The War of The Worlds Science fiction/suspense story writing Planet report Create your own planet non-chronological report	Geography The Kapok Tree Narrative Climate change/plastic pollution Persuasion Links with Earth Day this term.	History/ Art Beowulf Historical story Vikings Non-chronological report
Enrichment	Harry Potter Studios			Planetarium visit in school		Viking Day – History off the Page
Science	To investigate materials  Compare and group together		Electrifying Electricity and Circuits Yr 6	Earth and space Out of this world	Circle of Life Animals incl. Humans Describe the changes as humans develop to	Let's Get Moving Yr5 Forces 

	everyday materials based on evidence from comparative and fair tests. Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes.		 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram	 Describe the movement of Earth and other planets, relative to the Sun in the solar system.  Describe the movement of the moon relative to the Earth.  Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	old age Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life processes of reproduction in some plants and animals	Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, leavers and springs.  Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object..  Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces, Investigation: Air resistance
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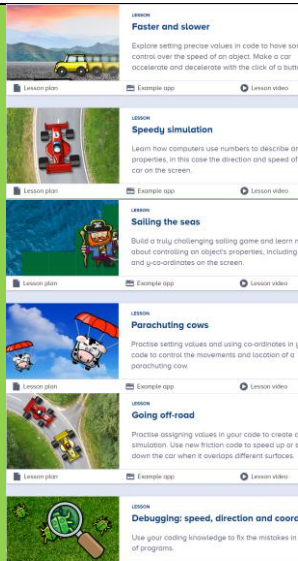
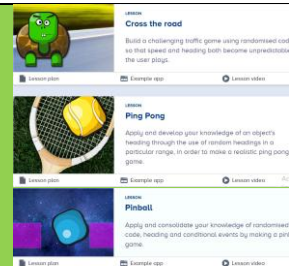
	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. Investigation: dissolving					
History		Conflict WW1/WW2 Chronology Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Main changes over time, dates and terms, historical vocabulary characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.		Out of this World Use appropriate historical vocabulary to communicate historically. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (scientists and their views of the Earth and solar system) Understand the concepts of continuity and change over time, representing them,		Anglo-Saxons and Vikings Use appropriate historical vocabulary to communicate historically. Give a broad overview of life in Britain from medieval times until the Tudor and Stuart times. Describe the social, ethnic, cultural or religious diversity of past society. Use sources of information to form

		Seek out and analyse a wide range of evidence in order to justify claims about the past (investigate and interpret) Use literacy, numeracy and computing skills to communicate info about the past. (communicate) Use original ways to present information and ideas. (communicate)		along with evidence, on a timeline. Use literacy, numeracy and computing skills to communicate info about the past. Use original ways to present		testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use literacy, numeracy and computing skills to communicate info about the past. Use original ways to present information and ideas.
Geog		Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).			Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of	

					natural resources including energy, food, minerals, and water supplies.	
Art		<u>Painting and mixed media</u> Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists	<u>Sculptures and 3D - interactive installation.</u> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.	<u>Drawing – I need Space.</u> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.		Craft and design. Architecture (lesson 3,4or 5)
Design Technology	<u>Textiles - Stuffed toys</u> • Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).		<u>Structures - bridges</u> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the		<u>Digital world</u> Monitoring devices Write code to control and monitor models or products. (Develop an animal monitoring device)	

	Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).		qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) Construction: Develop a range of practical skills to create products (such as cutting, drilling, and screwing, nailing, gluing, filing and sanding)			
Religious Education	Hinduism What is the best way for a Hindu to show commitment to God?	Christianity Is the Christmas story true?	Hinduism How can Brahman be everywhere and in everything?	Christianity Easter How significant is it for Christians to believe God intended Jesus to die?	Hinduism Enquiry Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity What is the best way for a Christian to show commitment to God?
Physical Education	Swimming Tag Rugby (PPA)	Netball Hockey (PPA)	Dance Dodgeball (PPA)	Football Gymnastics (PPA)	Fitness Rounders (PPA)	Tennis Athletics (PPA)
PSHE	MMR BB 5/6 Myself & My Relationships Beginning & Belonging (First week only) MMR ME 5/6 Myself & My Relationships My Emotions Online Safety	CRR 5/6 Citizenship Rights, Rules & Responsibilities	H & SL DL (TG) Healthy & Safer Lifestyles Digital Lifestyles Use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser.	H & SL DL (TG) Healthy & Safer Lifestyles Digital Lifestyles Use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser.	H & SL HL 5/6 Healthy & Safer Lifestyles Healthy Lifestyles	RSE Camb's scheme a) What are male and female sexual parts called and what are their functions? b) How can I talk about sexual body parts comfortably, confidently and appropriately? c) What happens to different bodies during puberty?

	2 x Project Evolve lesson Privacy and security and Health, well-being and lifestyle	Online Safety 2 x Project Evolve lesson Online bullying	Online Safety 2 x Project Evolve lesson Self-image and identity	Online Safety 2 x Project Evolve lesson Managing online information	Online Safety 2 x Project Evolve lesson Online reputation and Online relationships	d) What might influence my view of my body? e) How can I keep my growing and changing body clean? f) How can I reduce the spread of a wider range of viruses and bacteria? H & SL MSR 5/6 Healthy & Safer Lifestyles Managing Safety and Risk Online Safety 2 x Project Evolve lesson Copyright and ownership
Computing	CODING: Refresher – pick a selection. CONNECT: <u>Project Evolve</u> Privacy and security Health, well-being and lifestyle	CODING: Speed, direction and coordinates 6 Lessons this term. Lesson 1: Faster and slower Lesson 2: Speedy simulation Lesson 3: Sailing the seas Lesson 4: Parachuting cows Lesson 5: Going off road Lesson 6: Debugging: Speed, direction and coordinates.	COMMUNICATE: 6 Lessons this term. Vector Graphics Teachcomputing.org unit 	COMMUNICATE: 5 Lessons this term. Design a PP on Google Slides to show learning. CONNECT: <u>Project Evolve</u> Managing online information	COLLECT: 6 Lessons this term. Flat-file databases Teachcomputing.org unit 	CODING: Random numbers and simulations 5 Lessons this term. Lesson 1: Racing at random Lesson 2: Caterpillar catcher Lesson 3: Cross the road Lesson 4: Ping Pong Lesson 5: Pinball 

		 CONNECT: <u>Project Evolve</u> Online bullying	Lesson 1 The drawing tools Lesson 2 Creating images Lesson 3 Making effective drawings Lesson 4 Layers and objects Lesson 5 Manipulating objects Lesson 6 Becoming a graphic designer CONNECT: <u>Project Evolve</u> Self-image and identity		Lesson 1 Creating a paper-based database Lesson 2 Computer databases Lesson 3 Using a database Lesson 4 Using search tools Lesson 5 Comparing data visually Lesson 6 Databases in real life CONNECT: <u>Project Evolve</u> Online reputation Online relationships	 CONNECT: <u>Project Evolve</u> Copyright and ownership
Music	Finish This... English National Opera		Year 5 Music Express Unit 5: At the movies	Year 5 Music Express Unit 2: Solar System	Year 5 Music Express Unit 3: Life cycles	Year 5 Music Express Unit 4: Keeping healthy
Italian	Y5 Extended Family Reading: Read and understand the main points and some of the detail in short written texts Writing: Write short texts on familiar topics. Speaking/listening	Y5 Where focus: Where do you live? Landmarks Reading: Show confidence in reading aloud, and in using reference materials Writing: Use knowledge of grammar to enhance or change the meaning of phrases. (for Italian	Euro and shopping Reading: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Writing: Use dictionaries or glossaries to check words. Speaking/listening Take part in conversations to seek and give information.	Jobs Reading: Show confidence in reading aloud, and in using reference materials Writing: Refer to recent experiences or future plans, as well as to everyday activities. Speaking/listening Refer to recent experiences or future	Holiday: The town and asking directions Reading: Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Writing: Include imaginative and adventurous word choices.	Sports VIP The Interview Reading: Show confidence in reading aloud, and in using reference materials Writing: Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)

	Understand the main points and opinions in spoken passages. Culture: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken Italian geography: main towns and regions	this is singular and plural, present simple tense and genders) Speaking/listening Give a short prepared talk that includes opinions. Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. Greeks and Magna Grecia	Culture: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken Italian Art: Arcimboldo, Giotto, Leonardo Da Vinci,	plans, everyday activities and interests. Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. Italian Scientists: Galileo Galilei, Alessandro Volta	Speaking/listening Vary language and produce extended responses. Culture: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken Italian music: Vivaldi and the four seasons	Speaking and listening Be understood with little or no difficulty Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. Italian history: Columbus and the discovery of America. Amerigo Vespucci St. Nicholas
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