

Year 5
Summer Term 2025/2026 - Our Learning



Curriculum Overview - Year 5

English Reading

Shackleton's Journey by William Grill

Summary:

In August 1914, Ernest Shackleton and his brave crew set out to cross the frozen wastes of Antarctica, in what was to be the last expedition of the 'Heroic Age of Antarctic Exploration'. Ahead of them lay unimaginable danger - ferocious seas, uncharted mountains, ice and snow. Shackleton's Journey is a unique visual re-telling of Ernest Shackleton's landmark expedition crossing the Antarctic from one pole to the other.

Kensuke's Kingdom by Michael Morpurgo

Summary:

"I heard the wind above me in the sails. I remember thinking, this is silly, you haven't got your safety harness on, you haven't got your lifejacket on. You shouldn't be doing this . . . I was in the cold of the sea before I could even open my mouth to scream."

Kensuke's Kingdom is the gripping adventure of Michael, who has washed up on an island in the Pacific, struggling to survive on his own. With no food and no water, he curls up to die. When he wakes, there is a plate beside him of fish, of fruit, and a bowl of fresh water. He is not alone.

The Highwayman by Alfred Noyes

Summary:

The Highwayman is a romantic ballad and narrative poem written by Alfred Noyes, first published in August 1906. The poem tells a story of a highwayman who is in love with Bess, a landlord's daughter, betrayed to the authorities by Jim, a jealous local ostler. Will the Highwayman and Bess manage to escape?

English Writing

Narratives: Balanced arguments; Third person stories set in another culture; Dialogue in narrative; Formal letters of application.

We start the term looking at balanced arguments, linking them to our Science topic of 'Living Things and their Habitats'. Following this, children will develop their formal letter writing skills, culminating in the opportunity to apply to become a Community Councillor. After this, and extending our theme around our Geography unit: Japan (Volcanoes and Earthquakes) and our work on Kensuke's Kingdom, we write dialogue in narrative and third person stories set in another (Japanese) culture.

History	<p>Five monarchs – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>We focus on five of the monarchs that have ruled Britain since 1066. We research and discover key events that occurred during their reign and how these events have helped to shape Britain. As part of our study, we also discuss and compare how each monarch studied is remembered and the legacy they have left behind, making links with previous topics taught that occurred during the relevant time period (for example, the Industrial Revolution and the Great Fire of London).</p>
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All things Japanese: Art and Geography

Art	<p>Art Strand: World Art. Drawing & Sculpture - Japanese Art Curriculum Links Geography & English</p> <p>This world art strand aims to support our culture, social and geographical understanding. This includes studying aspects of a country’s (Japan’s) heritage and art’s history. In this unit we explore the Japanese artist Katsushika Hokusai’s famous painting ‘The Great Wave off Kanagawa.’ It was the first design for a series of originally 36 famous views of Mount Fuji, Japan’s sacred mountain. We use our sketchbooks, experimenting with Hokusai’s artistic style, depicting the uncertainty of the sea as symbolic imagery, using drawing media and watercolour paints. We look at cover art inspired by Hokusai, such as the UK edition of Kensuke’s Kingdom by Michael Morpurgo. We learn about the historical prominence of the dragon in Japanese culture, researching the depiction of the dragon inspired by the artist Keisuke Teshima. Using this knowledge we then design and make a more complex 3 dimensional dragon sculpture using clay, understanding how to finish our work to a good standard. We finally use our chromebooks to take photographs of our sculptures and reflect and evaluate our artwork and ourselves as artists.</p>
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Geography	<p>Earthquakes, Mountains and Volcanoes.</p> <p>Curriculum Subject Link: Japanese Art and English</p> <p>We learn about the layers of planet Earth, what tectonic plates are and their location. We study what the causes of earthquakes and the effects of them are. We then learn about the formation of mountains and locate some around the world. We finish the unit learning about volcanoes and how they work. We link our learning of this unit to the Ring of Fire, particularly in an around Japan.</p>
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STEM Subjects: Mathematics, Science, Design Technology and Computing

Maths	<p>We learn about the following topics:</p> <ul style="list-style-type: none"> ● Converting units of measure ● Calculating with whole numbers and decimals
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	<ul style="list-style-type: none"> ● 2D and 3D shapes ● Volume ● Problem Solving
Science	<p>Living Things and their Habitats</p> <p>We start by investigating the life cycles of mammals, insects, amphibians and birds before using this knowledge to compare and contrast these life cycles. We then move our focus to the science of life, exploring how living things (both plants and animals) reproduce.</p>
	<p>Animals (including humans)</p> <p>We look at the human life cycle, starting with the growth and development of babies before moving on to explore the changes that happen during puberty, youth, middle age and older age.</p>
Design Technology	<p>Textiles: Making clothes last longer. Curriculum Link: Materials - Science</p> <p>We ask the question: Which fabric is ideal for creating a functional and hard wearing lunch bag? We test and examine a wide range of fabrics to find out about their strength, elasticity and absorbency. We then make links between these properties and the uses of the fabrics. We examine a range of lunchboxes currently available and the materials that are used to make them before creating our own lunch bag using our sewing skills. After creating our lunch bag, we evaluate what went well and what changes we would make in the future.</p>
Computing	<p>Flat-file databases. Curriculum Link: Animals and Living Things - Science</p> <p>We look at how a flat-file database can be used to organise data in records. We use tools within a database to order and answer questions about data. We create graphs and charts from our data to help solve problems. We also use this knowledge to organise our knowledge about the growth of humans and babies in Science. We use a real-life database to answer a question and present our work to others, this categorises animals into their different species and characteristics.</p>
	<p>Creating media: Web design. Curriculum Link: Geography</p> <p>This unit introduces us to the creation of websites for a chosen purpose. We identify what makes a good web page and use this information to design and evaluate our own website using Google Sites. The website is created based on information learnt in our Geography lessons -</p>

Volcanoes and Earthquakes. Throughout the process we pay specific attention to copyright and the fair use of media, the aesthetics of the site, and navigation paths.

Personal Development

Personal Development

Relationships Online

Curriculum Link: Online safety - Computing

We explore what it means to be part of an online community, the risks and benefits and how to stay safe online including during online gaming. This links with online safety in our computing lessons. We discuss our relationship with technology including screen time and how we can ensure we limit screen time so that our health is not affected. We also learn how to stay safe when using technology to communicate with our friends.

Changing me

Building from previous units, we explore self and body image and the impact of social media. We learn how we change during puberty and why looking after ourselves physically and emotionally is important. We understand that changes to our own body might happen at different times to our peers.

Foreign Languages, Music, Physical Education and Religious Education

Foreign Languages (German)

Karla & Kai #1 / Stereotypes - Karla & Kai #2 / Sport

Curriculum Link: PD - Being me in my World (Autumn Term)

Through songs and raps, we learn about verbs in the present tense including some common irregular verbs before moving onto the past tense and writing more complex sentences. At the same time, we investigate the idea of stereotypes, through the story of Karla and Kai arriving in the UK and thinking about what being British means. This leads into work about ideas about what people eat, drink and do in different countries. Linking in with major summer sports events and sports day, gives us the opportunity to investigate more countries around the world. Karla and Kai #2 looks at different types of sport and gives the children the opportunity to design a cartoon strip based on Karla and Kai's adventures, building up their abilities to write more complex sentences.

Music

We work in partnership with [Sing Education](#) to deliver our music curriculum. This term we will be exploring:

Exploring Classical Music 2 (Ensemble Performance)

Becoming Musicians 3 (Chords and Triads)

	<p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p>Physical Education (PE)</p>	<p>Health and Fitness In this unit pupils will explain how long they need to exercise and how many times to stay fit and healthy. They will record and monitor how hard I am working and begin to understand components of fitness.</p>
	<p>Handball Pupils will be able to understand the basic rules of a handball game using 1 hand to pass and shoot. They will be able to use the 3 step rule effectively when playing in a game situation. Pupils will be able to develop their own attacking and defending tactics and use links to similar sports previously learnt. Pupils will be able to play in a game of handball.</p>
	<p>OAA/Target Games OAA (Outdoor Adventurous Activities)/Target games is the final unit in the Summer term. Pupils learn to be able to work as a team to overcome challenges; develop map skills using symbols and pictures and follow maps and directions to complete challenges. For their target games, pupils learn how to hold a golf club correctly and aim for a target when striking a golf ball.</p>
	<p>Rounders We develop our fielding techniques through a variety of catching games. We learn how to bowl accurately to a target and develop control and accuracy when batting. By the end of the unit we understand the rules of the game and are able to play a game of rounders using the skills we have learnt.</p>
<p>Religious Education (RE)</p>	<p>Islam We ask the question: What is the best way for a Muslim to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead good lives? We look at how belief in life after death has different interpretations for Muslims and explore the different ways that Muslims live their view of a good life.</p>