Cubitt Town Primary School

Curriculum Intent and Overview

Year 5

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:


Content related to families


Content related to war/conflict


Content related to Migration


Content related to discrimination



Content related to illness or death

Reading	**Guided Reading:** Daily Guided Reading sessions draw upon a range of high quality fiction and non-fiction texts, including some with direct links to the wider curriculum being studied (e.g. historical narratives, scientific texts etc). Children work on a range of comprehension and fluency skills as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure** Teachers also read to the class daily from the following suggested class reads: **A Long Walk to Water,**Linda Sue Park **Anglo-Saxon Boy,** Tony Bradman **How to Train Your Dragon,** Cressida Cowell **George's Secret Key** Stephen Hawking **The Silk Roads,** Peter Frankopan and Neil Packer **One Thousand and One Nights,** Geraldine McCaughrean					
Writing	**Core text:** The Lost Happy Endings (Carol Anne Duffy) **Writing outcome:** Description **Core text:** Lonely Planet Kids - The Travel Book **Writing outcome:** Travel brochure	**Core text:** Various biographies of inventors **Writing outcome:** Biography **Core text:** Zita (Ben Hatke) **Writing outcome:** Narrative	**Core text:** The Highwayman (Alfred Noyes) **Writing outcome:** Newspaper Report **Core text:** Variety of Poems (Langston Hughes) **Writing outcome:** Poetry	**Core text:** How to train your dragon (Cressida Cowell) **Writing outcome:** Narrative **Core text:** Vikings (various non-fiction texts) **Writing outcome:**	**Core text:** Journey to Jo'Burg **Writing outcome:** Informal Letter	**Core text:** Varmints (Helen Ward) **Writing outcome:** Persuasive letter **Core text:** Aladdin (Phillip Pullman) **Writing outcome:** Narrative (incl flashback)

				Non-chronological report		
Maths	Maths is taught in a cyclical fashion, with topics revisited through the year in different contexts. The following core areas of maths are introduced as follows:					
	Autumn 1 Multiples of 1000 to 1,000,000 (3 weeks) Hundredths and thousandths (2 weeks) Money (2 weeks)	**Autumn 2** Negative numbers (2 weeks) Short multiplication (3 weeks) Short division (3 weeks)	**Spring 1** Measures and scaling (2 weeks) Calculating with decimal fractions (3 weeks)	**Spring 2** Volume (2 weeks) Factors, multiples and primes (3 weeks)	**Summer 1** Multiplying whole numbers and fractions (2 weeks) Equivalent fractions and simplifying fractions (3 weeks) Common denominators (2 weeks)	**Summer 2** Converting units (2 weeks) Angles (3 weeks)
Science	**In Autumn Term 1, Y5 will study the topic:** Living Things and Life Cycles This will include: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life cycles of common plants describe the changes as humans develop to old age explore the work of well known naturalists and animal behaviourists? (David Attenborough	**In Autumn Term 2, Y5 will study the topic:** Properties of Materials This will include: explain how some materials dissolve in liquid to form a solution they describe how to recover a substance from a solution use their knowledge of solids, liquids and gases to decide how mixtures might be separated	**In SpringTerm 1, Y5 will study the topic:** Materials - Fair Testing This will include: compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity give reasons, based on evidence for comparative and fair tests for the particular uses of	**In SpringTerm 2, Y5 will study the topic:** Forces This will include: explain that unsupported objects fall towards the earth because of the force of gravity identify the effects of air resistance, water resistance and friction that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	**In SummerTerm 1, Y5 will study the topic:** Earth and Space This will include: identify and explain the movement of the Earth and other planets relative to the sun in the solar system explain how seasons and the associated weather is created they describe and explain 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	**In Summer Term 2, Y5 will study the topic:** Scientific Reasoning This will include: report and present findings from enquiries through written explanations and conclusions use a graph to answer scientific questions find a pattern from their data and explain what it shows link what they have found out to other science suggest how to improve their work and say why they think this

	and Jane Goodall)		everyday materials, including metals wood and plastic		rotation to explain day and night and the apparent movement of the sun across the sky	
	Thinking Scientifically **In Year 5, children will be encouraged to think like scientists in a number of ways including:** • take measurements using a range of scientific equipment with increasing accuracy and precision? • take repeat readings when appropriate? • record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? • decide which units of measurement they need to use • explain why a measurement needs to be repeated • explore different ways to test an idea, choose the best way and give reasons • vary one factor whilst keeping the others the same in an experiment • use information to help make a prediction • explain, in simple terms, a scientific idea and what evidence supports it					
History **History Progression in Skills**	**In Autumn Term, Y5 will study:** The Anglo-Saxons **Key enquiry question:** How did Anglo-Saxons change Britain? **This area of study will revolve around the following concepts:** • Invasion and settlement • Societal change 		**In Spring Term, Y5 will study:** The Vikings **Key enquiry question:** How did the vikings shape Britain? **This area of study will revolve around the following concepts:** • Invasion and settlement • Societal change  		**In Summer Term 1, Y5 will study:** Early Islamic Civilisation **Key enquiry question:** What impact did Islam have on Ancient Arabia? **This area of study will revolve around the following concepts:** • Power and Empire • Invasion and settlement • Exploration and invention	**In Summer Term 2, Y5 will:** Cordoba **Key enquiry question:** What does Cordoba's story reveal to historians? **This area of study will revolve around the following concepts:** • Invasion and settlement

				
Geography Geography progression in Skills	**In Autumn Term, Y5 will study:** Europe **Key enquiry question:** Why do people live where they do in Europe? **This area of study will revolve around the following concepts:** - Geographical location - Interconnectedness	**In SpringTerm, Y5 will study:** Global Trade **Key enquiry question:** How did trade get global? **This area of study will revolve around the following concepts:** - Interconnectedness - Environment and sustainability - Human Processes	**In Autumn Term, Y5 will study:** Renewable and non-renewable energy **Key enquiry question:** How do we generate energy in the UK and is it sustainable? **This area of study will revolve around the following concepts:** - Environment and sustainability - Human Processes	
Music	**Throughout Year 5, children will learn to play the ukulele with a professional ukulele teacher including performing in live concerts.** Within these sessions or in additional music lessons, children will learn the following:			

	Singing and listening: • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities	**Listening:** • Compare and discuss two songs in the same style, • Listen carefully and respectfully to other people's thoughts about the music • Use musical vocabulary, when describing and discussing songs/compositions. • Talk about the music and how it makes you feel referencing the key elements of music (eg. dynamics, pulse, timbre, tone, etc) . • Understand that music comes in different forms (from different cultures) and has changed over time.	**Composing:** • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology	**Improvising:** • Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
DT	**In Autumn Term, Y5 will study:** Textiles and Materials Year 5 will conduct a project such as making a saxon purse or a tapestry that tells a story. They will: • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and	**In Spring Term, Y5 will study:** Structural Construction Year 5 will utilise their learning from their topic on the Vikings, to create a viking longboat. They will: • select appropriate tools for their project • ensure that their measurements accurate and precise	**In Summer Term, Y5 will study:** Cooking and nutrition Through a project involving cooking and food preparation using fresh organic ingredients, Year 5 will: • demonstrate a range of food preparation and cooking techniques • begin to create and refine recipes, including ingredients, methods, cooking times and temperatures	

	components accurately in temporary and permanent ways • Sew using a range of different stitches, weave and knit • Measure, tape or pin, cut and join fabric with some accuracy	• test that that their product is strong and fit for purpose • evaluate and refine their product after testing it	
Art	**Across our school we utilise the Access Art scheme, and children will take part in three distinct art projects each year** **Art Overview 23-24 KEY STAGE 1 & 2**		
	In Autumn Term, Y5 will study: Typography and Maps • select appropriate media and techniques to achieve a specific outcome • plan and complete extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece • build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials • use charcoal/pastels in response to light and dark, shadows and well lit areas • use a visual journal/ sketchbook to support the development of a design over several stages • draw expressively in broad and fine coloured media to represent ideas and objects with accuracy and meaning • select , use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation • select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose Artist focus: Louise Fili, Grayson Perry, Paula	In Spring Term, Y5 will study: Mixed media Landscapes and Cityscapes • create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers • plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting • Show the effect of light and colour, texture and tone on natural and man-made objects • colour mix with care and some accuracy using, painting tools and effects to represent things seen, imagined or remembered • encourage close observation of a small area of painting and focus attention on technique, texture and colour • experiment with colour to express mood, emotion and atmosphere Artist Focus: Vanessa Gardiner, Kittie Jones	In Summer Term, Y5 will study: Architecture • produce simple design drawing ideas for 3D work in basic perspective, drawn as if seen or imagined from 1 or 2 different viewpoints • explore how a stimuli be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • design and make a functional and decorative form in • select appropriate materials to model and create a maquetté as a design for a larger sculptural form or idea Artist Focus: Shoreditch Sketcher, Various Architects

	Scher, Chris Kenny		
RE	**Over the course of Year 5, children will study Christianity, Hinduism, Islam and Judaism. In weekly lessons, their learning will follow the Tower Hamlets Agreed Syllabus, and address the following enquiry questions:** What does it mean to be Muslim in the UK today? Why do some people frame life as a journey? Can people live by the values of Jesus in the 21st Century? If God is everywhere, why go to a place of worship? **TH Agreed syllabus: https://www.the-partnership.org.uk/religion-resources#2342**		
PE	**In Autumn Term, Y5 will study:** Rounders (striking and fielding) ● Can pupils throw accurately underarm when bowling and fielding? ● Can pupils back up their team when fielding? ● Do pupils understand the concept of fielding and batting? ● Can the fielders return the ball quickly with increased accuracy? ● Can pupils throw overarm with accuracy, over a long distance? ● Can pupils consistently get the batters out if they hit or miss? ● Can pupils adapt their own tactics in order to improve their performance? ● Can pupils play in a variety of positions? ● Can batters make good decisions about when to stop on the bases and when to run? ● Can pupils take the lead ensuring everyone is happy, motivated and understands? Gymnastics (Matching & Mirroring) ● Can pupils make their movements excellent? ● Can pupils move with a silent body demonstrating control? ● Can pupils apply extension and make balances excellent?	**In Spring Term, Y5 will study:** Badminton (Net/Wall) ● Can pupils always return to the correct court position and be ready after every shot? ● Do pupils demonstrate physically and cognitively that they understand how to beat an opponent? ● Do pupils understand how to win a game of badminton? ● Do pupils understand where to throw / hit the shuttlecock? ● Can pupils serve the shuttlecock to the correct part of the court? ● Do pupils return (recover) to the correct court position once they have served? ● Do pupils adopt the correct technique when serving? ● Are pupils able to consider where to serve to make it harder for their opponent? Dodgeball – Invasion game ● Can pupils consistently throw accurately to hit a target? ● Can pupils consistently throw with	**In Summer Term, Y5 will study:** Health related exercise (communication and tactics) ● Are pupils able to warm themselves up? ● Are pupils able to cool down themselves down? ● Do pupils understand the impact of exercise on their bodies? ● Can pupils complete the circuit selecting a suitable level of diculty? ● Do pupils understand the impact of exercise on the cardiovascular system? ● Do pupils understand the impact of exercise on their bodies? ● Do pupils understand the impact of exercise on the aerobic system? ● **OAA - Communication and tactics** ● Can pupils create a range of attacking and defending tactics, applying these to their games? ● Can pupils explain the tactics they have created demonstrating a clear understanding of the role each member of the team will perform? ● Are pupils able to continually strive for a quicker and more effective way of complete the challenge? Athletics – Running, Throwing & Jumping ● Do pupils understand why it is important to pump their arms and

	● Is there evidence of fluidity in pupils' performances? ● Is there evidence of interesting gymnastics? (By this we mean different levels and connection points.) ● Can pupils create a pair counter balance? ● Can pupils create a pair counter tension balance? ● Do pupils understand what counter balance and counter tension is		power? ● Can pupils vary the way they throw depending on where their opponent is standing? ● Do pupils understand why it is better to aim low to hit their opponents? ● Do pupils demonstrate physically and cognitively that they understand why we need to have our hands ready to catch? ● Can pupils collaborate and apply the rules of the game? ● Can pupils vary the way they throw/dodge/block or catch depending on which zone they are standing in on the court? ● Can pupils identify strengths and weaknesses in their team and help their team to improve? ● Can pupils apply their attacking and defensive tactics together in their teams?		focus forwards when running? ● Can pupils run with driving leg actions? ● Do pupils run on the balls of their feet so they are light and springy? ● Can pupils throw an object for distance applying the correct stance? ● Are pupils able to transfer their body weight, throwing the object further? ● Can pupils use the correct technique to throw the discus, javelin and shot put? ● Can pupils jump, swinging their arms? ● Can pupils bend their legs when they take o and land? ● Are pupils able to land on two feet and remain balanced? ● Are pupils able to apply the correct arm and leg technique to make themselves jump further? ● Can pupils perform hop, skip, and jump in sequence, linking them smoothly together? ● Do pupils select the correct foot to start with?	
PHSE	**In Autumn Term 1, Y5 will study the topic:** Being Me **This will include:** ● class charters ● Being a citizen rights and responsibilities 	**In Autumn Term 2, Y5 will study the topic:** Healthy Me **This will include:** ● Smoking ● Emergency Aid- medical ● fire, water safety ● Body image ● Peer pressure	**In Spring Term 1 Y5 will study the topic:** Celebrating Difference **This will include:** ● Families ● Different cultures ● Racism ● Rumours & Name calling	**In Spring Term 2 Y5 will study the topic:** Dreams and Goals **This will include:** ● Jobs and careers ● When I grow up ● My dream job ● Supporting each other	**In Summer Term 1 Y5 will study the topic:** Relationships **This will include:** ● Being a good friend ● Online Safety charter ● Online bullying 	**In Summer Term 2 Y5 will study the topic:** Changing Me **This will include:** ● personal hygiene ● puberty for girls and puberty for boys **Vector Drawing** **Creating Media** **Sharing Information** **Computing systems and networks**

			• Types of Bullying • Stereotypes and prejudices  			**Programming: Selection in physical computing** **Programming** **Web page creation** **Programming: Selection in quizzes** **Flat file databases**
Computing	**In Autumn Term 1, Y6 will study the topic:** Vector Drawing/ Creating Media	**In Autumn Term 2, Y6 will study the topic:** Sharing Information: Computing systems and networks	**In Spring Term 1 Y6 will study the topic:** Programming: Selection in physical computing	**In Spring Term 2 Y6 will study the topic:** Programming: Web Page Creation	**In Summer Term 1 Y6 will study the topic:** Programming: Selection in quizzes	**In Summer Term 2 Y6 will study the topic:** Flat file databases
French	**In Autumn Term 1, Y5 will study the topic:** Les vetements	**In Autumn Term 2, Y5 will study the topic:** Bon appétit	**In Spring Term 1 Y5 will study the topic:** L'alphabet	**In Spring Term 2 Y5 will study the topic:** Le transport	**In Summer Term 1 Y5 will study the topic:** Mon temps libre	**In Summer Term 2 Y5 will study the topic:** Les sports
	French Skills to be developed in Year 5					
	Listening and Responding • listen attentively and understand the main points of a short spoken passage made up of a few familiar words and phrases • listen to and understand	Speaking • use phrases and sentences independently with good pronunciation • ask and answer simple questions on	Reading • find the meaning of new words by using a bilingual dictionary • apply phonic knowledge to support reading.	Writing • write short sentences using language already learnt and a dictionary • spell words that	Intercultural understanding • research counties where selected language is spoken	

	instructions	a few familiar topics • greet others with confidence and reply to the questions. • rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation • join in with parts of familiar short songs, rhymes or poems • use the definite article with verbs of like/dislike • use the 3rd person singular and plural of several regular verbs in the present tense	• start using accents correctly • spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning	are readily understandable • write more interesting sentences by adding one or two simple conjunctions • change a range of single elements in sentences to create new sentences, e.g. change the noun or adjective or verb or qualifier	• compare and contrast countries where language is spoken with this country • investigate and compare aspects of lifestyle •
Oracy **Oracy Framework**	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.				