# Cleveland Road Primary School Curriculum Map – Year 5, Autumn 2026

| | Autumn 1 | Autumn 2 |
|---|---|---|
| **TOPIC** | **Who am I?** | |
| **KEY TEXTS** | *I Am Henry Finch by Alexis Deacon*<br>*Aesop's Fables*<br>*Perseus and the Kraken*<br>*Prometheus and the Sacred Fire*<br>*The parable of the Tower of Babel*<br>*Hamlet (Shakespeare for kids – To be or not to be speech)*<br>*Principles of Philosophy – Descartes* | |
| **ENGLISH**<br>*Convention on the Rights of the Child (CRC)Articles*<br>3,13, 17, 20, 28, 29, 31 & 42 | The children will experience various writing opportunities throughout reading ***I Am Henry Finch.*** The key pieces of writing will include: narrative writing, the next chapter of a story; a motivational speech in role as Henry; an information text about finches and another narrative about the adventure of another finch. Through these writing experiences, the children will develop a better means of expressing themselves, descriptive language and manipulating grammar for meaning.<br><br>Furthermore, throughout the term, the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as: What does 'identity' mean? What is a thought? Where do our thoughts come from? Is awareness a gift or a burden? and how can we remain authentic? These are just a few of the key themes that the children will be discussing, sharing their ideas as we work through this text. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools charter. | |
| **MATHS**<br>*CRC Articles*<br>28, 29 | **<u>Number and Place Value</u>**<br>The children will develop their ability to read, write, order and compare numbers to 1 000 000 and determine the value of each digit. They will further their rounding ability of any number up to 1 000 000 to the nearest 10, 100 and 1000 and apply this knowledge to solve number and practical problems.<br><br>**<u>Addition and Subtraction</u>**<br>The children will apply previous knowledge learnt in Year 4 to add and subtract numbers with more than 4-digits, using the column method, as well as mental strategies. They will use rounding and the inverse to determine the accuracy of their answers and apply this to problem solving. | **<u>Multiplication and Division</u>**<br>The children will continue to apply and practise the multiplication tables and division facts to help them identify multiples and all factor pairs of a number, including common factors of two numbers.<br><br>They will develop their vocabulary of prime and composite numbers. The children will multiply and divide whole numbers using written and mental strategies and apply this to solve problems. |
| **SCIENCE**<br>*CRC Articles*<br>28, 29 | **<u>Living Things and their Habitats</u>**<br>Throughout this unit, the children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. They will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap | |

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| | their work from Year 3, by playing a game to name the parts of a flower. The children will have the opportunity to dissect flowers in order to understand the different parts involved in the reproduction of flowers. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, and compare their life cycles. | |
| **COMPUTING**<br>*CRC Articles*<br>17, 28, 29 | **Computer Science**<br><br>This term, the children will develop their programming skills by using Scratch, iPad apps or Espresso Coding to design and create an interactive maths quiz. They will learn how to use algorithms, sequences, variables and selection to build functional programs, while developing their computational thinking, problem-solving and debugging skills. | **Computer Science 2**<br><br>The children will develop their digital design skills by using shapes, lines, rotation and resizing tools in Publisher to create accurate and creative digital drawings. They will learn how to manipulate and arrange objects effectively to produce clear, well-presented designs. |
| **HISTORY**<br>*CRC Articles*<br>13, 28, 29 | **The Tudors**<br><br>In this topic, children will explore the fascinating Tudor period, discovering how the reigns of Tudor monarchs shaped Britain. They will learn about key figures such as Henry VIII and Elizabeth I, investigate important events including the English Reformation, and explore what life was like for people from different backgrounds during Tudor times.<br><br>Throughout the unit, children will develop important historical skills by asking and answering historical questions, using a range of primary and secondary sources, identifying similarities and differences between the past and present, placing events in chronological order, and considering how and why historical interpretations can differ. They will also learn to evaluate evidence and communicate their understanding using historical vocabulary. | |
| **GEOGRAPHY**<br>*CRC Articles*<br>24, 28, 29 | | **Rivers**<br><br>In this topic, the children will explore the journey of a river from its source to its mouth, learning about the key features and processes that |

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| | | shape rivers and the landscapes around them. They will investigate the importance of rivers to people, wildlife and the environment, and consider how rivers can both benefit communities and pose challenges, such as flooding.<br><br>Throughout the unit, the children will develop a range of geographical skills, including using maps, atlases and digital mapping tools, interpreting aerial photographs, identifying physical features, collecting and analysing geographical data, and using geographical vocabulary to explain processes and compare different river environments. |
| **DT**<br>*CRC Articles*<br>28, 29, 31 | . | **<u>Food Technology</u>**<br>In this unit, the children will develop their food technology skills by designing and making a healthy vegetarian snack for the 'Beast' from their class English text. They will explore the principles of healthy eating, nutrition, sustainability and the benefits of using seasonal produce when preparing food. The children will investigate and evaluate existing products before designing a snack to meet a specific purpose. They will develop practical food preparation skills, including measuring, cutting, grating, mixing and safely using kitchen equipment, before making, evaluating and refining their final product. |
| **ART**<br>*CRC Articles*<br>28, 29, 31 | **<u>Self-Portraits</u>**<br><br>This term, the children will explore the Tudor portraits of Holbein, developing an understanding of his role as an artist and how he used composition, expression, and detail to create mood in his paintings. They will then apply this knowledge by learning how to draw a face, focusing on proportion and facial dimensions, before sketching the key features of their own faces. | |

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| **MUSIC**<br>*CRC Articles*<br>17, 28, 29 | **Composition**<br><br>In this unit, children will develop their musical understanding through listening, performing, improvising and composing. They will explore how musical elements such as rhythm, melody, tempo and dynamics can be used to express ideas and tell stories. Building on the skills and knowledge developed through the Charanga Music programme, pupils will create, refine and perform their own original songs inspired by the books and topics studied throughout the term, developing confidence, creativity and musicianship. | |
| **PE**<br>*CRC Articles*<br>28, 29 | Throughout the Autumn one, the children will develop their physical skills and confidence through a range of engaging activities.<br><br>**Outdoor PE – Netball**<br><br>• Develop coordination and agility.<br>• Improve passing, catching and movement into space.<br>• Build accuracy and confidence when shooting.<br>• Apply teamwork, communication and tactical awareness during game play.<br><br>**Indoor PE – Dance**<br><br>• Develop flexibility, strength, balance and coordination.<br>• Refine technique and control through a range of movements.<br>• Create and perform dance sequences with increasing confidence and expression.<br>• Work collaboratively to choreograph and evaluate performances. | Throughout the Autumn two, the children will develop their physical skills, confidence and teamwork through a range of athletic and gymnastic activities.<br><br>**Outdoor PE – Athletics**<br><br>• Develop sprinting technique, speed and acceleration.<br>• Practise effective baton changes in relay events.<br>• Improve long jump and triple jump techniques.<br>• Develop agility, coordination and stamina through speed bounce activities.<br>• Refine throwing technique and accuracy in the javelin.<br><br>**Indoor PE – Gymnastics**<br><br>• Develop strength, flexibility, balance and control through a range of gymnastic movements.<br>• Combine jumps, shapes and flight with increasing precision and confidence.<br>• Create and perform sequences incorporating both patch and point balances.<br>• Evaluate and refine performances, demonstrating control, fluency and creativity. |
| **RE** | **What does it mean to be a Muslim?** | |

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| *CRC Articles* 28, 29 | In this unit, the children will develop their understanding of the core beliefs and practices of Islam. They will explore the significance of the Five Pillars of Islam, explaining how these provide guidance for Muslims and influence the choices they make in their daily lives. Pupils will investigate key Muslim beliefs, including belief in one God (Allah), and consider how faith shapes individual behaviour, values and responsibilities. Children will learn about the importance of Salah (prayer), describing how and why Muslims pray and the role prayer plays in strengthening faith and community. They will explore the purpose and impact of Zakah, understanding how giving to those in need reflects compassion, justice and social responsibility. Pupils will also examine the practice of Sawm (fasting) during the month of Ramadan, learning about its spiritual significance and the values of self-discipline, gratitude and empathy. Finally, they will investigate the role of the mosque as a place of worship, learning, community and belonging, recognising its importance in the lives of Muslims both locally and around the world. | |
| **PSHE** *Article 8* | **<u>Being Me in My World</u>**<br>• I can face new challenges positively and know how to set personal goals<br>• I know what I value most about my school and can identify my hopes for this school year<br>• I understand my rights and responsibilities as a citizen of my country<br>• I can empathise with people in this country whose lives are different to my own<br>• I understand my rights and responsibilities as a citizen of my country and as a member of my school<br>• I can empathise with people in this country whose lives are different to my own<br>• I can make choices about my own behaviour because I understand how rewards and consequences feel<br>• I understand that my actions affect me and others<br>• I understand how an individual's behaviour can impact on a group<br>• I can contribute to the group and understand how we can function best as a whole<br>• I understand how democracy and having a voice benefits the school community and know how to participate in this<br>• I understand why our school community benefits from a Learning Charter and can help others to follow it | **<u>Celebrating Differences</u>**<br>• I understand that cultural differences sometimes cause conflict<br>• I am aware of my own culture<br>• I understand what racism is<br>• I am aware of my attitude towards people from different races<br>• I understand how rumour-spreading and name-calling can be bullying behaviours<br>• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one<br>• I can explain the difference between direct and indirect types of bullying<br>• I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied<br>• I can compare my life with people in the developing world<br>• I can appreciate the value of happiness regardless of material wealth<br>• I can understand a different culture from my own<br>• I respect my own and other people's cultures |
| **SPANISH** *CRC Articles* | **<u>At school - EN EL COLEGIO</u>**<br>In this unit, the children will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They | **<u>My home - MI CASA</u>**<br>By the end of this unit, the children will have the knowledge and skills to present both orally and in written form about where they live and |

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| *2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42* | will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit, the children will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable the children to create more detailed and personalised responses by the end of the unit. | which rooms they have and do not have in their homes, in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. |
| **Safeguarding**<br>*CRC Articles*<br>*15, 19, 24, 31* | Throughout this term, the children will explore their place within their school, local community and the wider world, celebrating diversity and recognising the value of respecting and including others. They will develop their understanding of how to stay safe both online and offline, learning how to make responsible choices, recognise potential risks and know where to seek help and support when needed. | |