



**St. Thomas More Catholic Primary School**  
**Curriculum framework overview – Year 5 St. Oscar Romero Class: 2025/2026**



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	7 weeks	6 weeks	6 weeks	5 weeks	6 weeks	7 weeks
RE	<b>Branch 1 Creation and covenant</b>	<b>Branch 2 Prophecy and promise</b>	<b>Branch 3 Galilee to Jerusalem</b>	<b>Branch 4 Desert to Garden</b>	<b>Branch 5 To the Ends of the Earth</b>	<b>Branch 6 Dialogue and Encounter</b>
School theme	‘Lights, camera, action!’		‘Step back in time’		‘Colourful Cultures’	
Topic focus	William Shakespeare		Anglo-Saxons		Greece	
English	-Fiction: Narrative – Fantasy story Playscripts Creative writing  -Non-fiction: Explanation texts Newspaper  -Poetry: Senryu		-Fiction: Narrative – Diary entry Oracy to writing Creative writing  -Non-fiction: Biography Balanced argument  -Poetry: Renga		-Fiction: Mystery story Oracy to writing  -Non-fiction: Instructions Persuasive writing  -Poetry: Free verse	
Key texts	<b>A Midsummer Night’s Dream</b> <b>Letters from the Lighthouse</b>		<b>Beowulf</b> <b>The Boy at the Back of the Class</b>		<b>Who let the Gods out?</b>	
GPS	-Sentence structure -Relative clauses -Modal verbs -Adverbs		-Parenthesis -Expanded noun phrases -Tenses		-Commas -Colons -Prefixes -Suffixes	
Mathematics	-Place Value -Multiplication and division A	- Addition and subtraction -Fractions A	-Multiplication and division B -Perimeter and area	-Fractions B -Decimals -Percentages -Statistics	-Shape -Position and Direction -Decimals	-Converting units -Volume -Negative numbers
Science	-Working scientifically skills <b>Properties of materials:</b>	<b>Properties of Materials:</b> -demonstrate that dissolving, mixing and	<b>Forces</b> -Identify the effects of air resistance, water	<b>Animals, including humans:</b>	<b>Living things and their habitats:</b>	<b>Earth and Space:</b> -Describe the movement of the Earth, and other

	<p>-Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).</p> <p>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>changes of state are reversible changes</p> <p>-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 and the action of acid on bicarbonate of soda.</p> <p><b>Forces:</b></p> <p>-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>resistance and friction, that act between moving surfaces.</p> <p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>-Describe the changes as humans develop to old age:</p> <p><b>British Science Week</b></p>	<p>-Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>-Describe the life process of reproduction in some plants and animals.</p>	<p>planets, relative to the Sun in the solar system.</p> <p>-Describe the movement of the Moon relative to the Earth.</p> <p>-Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>-Premier League Primary Stars</p>
<p><b>Computing</b></p>	<p><b>Computing systems and their networks:</b> Systems; searching the web; selecting search results; how search results are ranked; how searches are influenced</p> <p><b>E-Safety Day – (Healthy Me Week)</b></p>	<p><b>Creating media- video production:</b> What is video?; filming techniques; using a storyboard; planning a video; importing and editing video; video evaluation.</p>	<p><b>Flat-file databases:</b> Creating a paper-based database; computer databases; using a database; using search tools; comparing data visually; databases in real life</p> <p><b>Introduction to vector graphics:</b> Drawing tools; creating images; making effective drawings; layers and</p>			

<p style="text-align: center;"><b>Geography</b></p>	<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>-cities: pollution; congestion; types of transport</li> <li>-national: map symbols; network links; reasons for travel</li> <li>-international: shipping routes; Suez Canal</li> </ul> <p><b>Trade</b></p> <ul style="list-style-type: none"> <li>-International trade – food: Food miles; food security; import and export of goods</li> <li>-International trade - natural resources: locating where natural resources are produced on a map</li> <li>-International trade – tourism: linking to international travel</li> </ul> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>- <b>Describe and understand key aspects of:</b> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>- <b>Understand</b> some of the reasons for geographical similarities and differences between countries.</li> <li>- <b>Describe</b> how locations around the world are changing and explain some of the reasons for change.</li> <li>- <b>Describe</b> geographical diversity across the world.</li> <li>- <b>Describe</b> how countries and geographical regions are interconnected and interdependent.</li> <li>- <b>communicate</b> geographical information in a variety of ways, including through maps,</li> </ul>	<p><b>Fieldwork</b></p> <p>Fieldwork focused on Kettering.</p> <ul style="list-style-type: none"> <li>-what is local area fieldwork</li> <li>- raising questions</li> <li>-planning fieldwork,</li> <li>-investigating processes behind carrying out fieldwork</li> <li>- gathering qualitative and quantitative data and</li> <li>-presenting findings using digital technologies.</li> </ul> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>- <b>Describe</b> how countries and geographical regions are interconnected and interdependent.</li> <li>- <b>collect, analyse</b> and <b>communicate</b> with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- <b>interpret</b> a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- <b>communicate</b> geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>	<p><b>Ocean currents</b></p> <ul style="list-style-type: none"> <li>-Great Pacific Garbage Patch</li> <li>-gyres</li> <li>-plastic pollution</li> </ul> <p><b>Europe</b></p> <ul style="list-style-type: none"> <li>-labelling and locating countries and regions of Europe</li> <li>-population</li> <li>-languages</li> <li>-marking routes of Europe’s five primary rivers on a map</li> <li>-keywords: ‘source’, ‘delta’, ‘traverse’</li> <li>-locating and labelling mountains on a map</li> </ul> <p><b>Disciplines:</b></p> <p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>- Use the eight points of a compass, four figure grid references, symbols and a key(that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>

	numerical and quantitative skills and writing at length			
<b>History</b>	<p>Who was William Shakespeare?</p> <p>Religion research – key religious figures: Kolbe, Mother Teresa</p> <p>WAL about our Class Saint</p>	<p>-Remembrance reflection</p>	<p>Anglo-Saxons:</p> <ul style="list-style-type: none"> <li>- Why did Anglo-Saxons come to Britain?</li> <li>- How was Anglo-Saxon Britain ruled?</li> <li>- Viking Raids</li> <li>- Alfred the Great</li> <li>- Anglo-Saxon houses</li> <li>- Anglo-Saxon culture and art</li> <li>- Norman Invasion</li> <li>- Empty Anglo-Saxon grave</li> </ul> <p><b>Local history week:</b></p> <ul style="list-style-type: none"> <li>- Loake Bros.</li> <li>-History of shoemaking industry in Kettering</li> </ul> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>- <u>Chronological knowledge</u>: I know where a period of history fits on a timeline.</li> <li>- <u>Interpretations in history</u>: I know that the past is represented and interpreted in different ways and give reasons for this; know how to compare 2 historical representations/interpretations, giving similarities and differences between the two.</li> <li>- <u>Change and continuity</u>: I know how to identify and describe change and continuity across different periods and societies, using evidence to support my answer.</li> </ul>	<p>-What can we work out about everyday life in Ancient Athens?</p> <ul style="list-style-type: none"> <li>- Ancient Greek Gods</li> <li>-Olympic Games History</li> <li>-Eras of Ancient Greece</li> <li>-Ancient Greek houses</li> <li>-What was life like for women in Ancient Greece?</li> <li>-Making Greek democracy come to life: debate.</li> <li>- Parthenon Marbles debate</li> </ul> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <ul style="list-style-type: none"> <li>-Order significant events, movements and dates on a timeline.</li> <li>-Describe the main changes in a period in history.</li> </ul> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"> <li>- <u>Chronological knowledge</u>: I know where a period of history fits on a timeline; -Order significant events, movements and dates on a timeline.</li> <li>- <u>Continuity and change</u>: -Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</li> <li>- <u>Historical enquiry</u>: -I know how to devise, ask and answer more complex questions about the past, considering key concepts in history</li> </ul>
<b>Art</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Develop a painting from drawing</li> <li>• Carry out preliminary studies, trying out different media, materials and mixing appropriate colours</li> </ul>		<p>-Anglo-Saxon brooches using layers and overlays to create 3D objects</p> <p><b>Drawing – linked to the Boy, the Mole, the Fox and the Horse</b></p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>-Ancient Greek theatre masks and vases: clay work including slabs, coils and slips</li> <li>-Ancient Greek architecture</li> </ul>	

	<ul style="list-style-type: none"> <li>Mix and match colours to objects in the natural or manmade forms</li> <li>Experiment with different colours that represent moods – Martin Luther King artwork for Healthy Me week</li> <li>Paint from imagination and observation</li> <li>Discuss personal influences in the world around them and use these as inspiration to paint freely</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate drawing materials (graded pencils)</li> <li>Draw from first-hand observation and from source material.</li> <li>Make small studies from observation using viewfinders to focus on selected parts.</li> <li>Create pen studies to exploit the linear quality of the designs.</li> </ul> <p>Study famous architects and designers and experiment with some of these styles,</p>	<ul style="list-style-type: none"> <li>Explore wire as a medium for sculptures.</li> <li>Use aluminium wire to create sculptures</li> <li>Shape, form, model and construct using wire</li> <li>Use tools safely</li> </ul> <p>Explore and experiment with other forms of sculpture</p>			
<b>Design Technology</b>	<p>A Midsummer Night’s Dream – dream jars</p> <p><b>Making a Pop-up card</b>          Designing a pop-up card which uses a mixture of layers and features.          Naming each mechanism, input and output accurately.          Storyboarding ideas for a book.          Following a design brief to make a pop-up card, neatly and with focus on accuracy.          Making mechanisms and/or structures using sliders, pivots and folds to produce movement.          Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.          Evaluating the work of others and receiving feedback on own work.          Suggesting points for improvement</p>	<p>-</p> <p><b>Making a stuffed toy</b></p> <ul style="list-style-type: none"> <li>Designing a stuffed toy considering the main component shapes required and creating an appropriate template</li> <li>Considering the proportions of individual components</li> <li>Creating a 3D stuffed toy from a 2D design</li> <li>Measuring, marking and cutting fabric accurately and independently</li> <li>Creating strong and secure blanket stitches when joining fabric</li> <li>Threading needles independently</li> <li>Using applique to attach pieces of fabric decoration</li> <li>Sewing blanket stitch to join fabric</li> <li>Applying blanket stitch so the space between the stitches are even and regular</li> </ul>	<p><b>Cooking and Nutrition</b></p> <p>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.          Writing an amended method for a recipe to incorporate the relevant changes to ingredients.          Designing appealing packaging to reflect a recipe.          Cutting and preparing recipes safely.          Using equipment safely, including knives, hot pans and hobs.          Knowing how to avoid cross-contamination.          Following a step-by-step method carefully to make a recipe.          Identifying the nutritional differences between different products and recipes.          Identifying and describing healthy benefits of food groups</p>			
<b>Music</b>	<p><b>Charanga: Livin’ on a prayer, 80s Rock Music</b>          - Pulse, rhythm, pitch, tempo, dynamics, structure, hook, improvise, compose, texture, timbre.          - Listen to and appraise classic 80s rock music          - Music history and context of 80s</p>	<p><b>Role of a Conductor Un-tuned Percussion Instruments</b>          - Conductor, ostinato.          - Listen to and appraise different music, identifying individual instruments.          - Recognise and perform simple ostinatos on un-</p>	<p><b>First Access Music Project (NMPAT)</b>  <b>Charanga: Fresh Prince of Bel Air, Hip Hop</b>          - Vocal riffs and scat singing          - Listen and appraise Hip Hop          - Explore different ways of creating music using</p>	<p><b>First Access Music Project (NMPAT)</b>  <b>Anglo-Saxon Songs Performance Skills</b>          - Pitch, melodic patterns, tone, bars, 4 beat time signature, major and minor keys.          - Understand the need to warm up the voice as an instrument.</p>	<p><b>Glockenspiel Project 2 Tuned Percussion Instruments</b>          - Stave, bar, time signature, note duration, rest, structure, echo, hook.          - Develop listening skills.          - Improvise and copy short melodies using up</p>	<p><b>Orchestral instruments and Musical Styles</b>          -Listen to and appraise different musical styles: Classical, Mowtown, Pop, Funk.          - Listen Out Challenges, identifying individual instruments when listening to music.</p>

	<ul style="list-style-type: none"> <li>- Write and perform a rap in small groups.</li> <li>- Improve and copy rhythms using body percussion.</li> <li>- Develop an understanding of compose using formal notation: semibreves, minims, crochets</li> <li>- Perform and evaluate small group compositions.</li> </ul>	<p>tuned percussion instruments.</p> <ul style="list-style-type: none"> <li>- Understand the role of a conductor, follow a conductor when playing instruments and take on the role of a conductor in small groups.</li> </ul> <p><b>Christmas Performance</b> Rehearse and perform songs from memory as a class and as part of a larger ensemble, with increasing confidence to a variety of audiences.</p>	<p>vocal riffs, scat singing and body percussion.</p> <ul style="list-style-type: none"> <li>- Copy and improvise increasingly complex vocal riffs and body percussion.</li> <li>- Choreograph and perform dance movements in Hip Hop style dance routines as a class and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore annunciation and using tone to portray characteristics and feelings when singing.</li> <li>- Sing a song in two parts.</li> </ul> <p><b>Easter Musical Production</b> Perform songs from memory as part of an ensemble with confidence and precision, to portray the Easter Story.</p>	<p>to 5 notes with increasing difficulty.</p> <ul style="list-style-type: none"> <li>- Develop skills in using formal written notation including semibreves, minims, crochets and rests, including learning music independently.</li> <li>- Play tuned percussion instruments in two-parts using non-adjacent notes.</li> <li>- Compose, perform and evaluate group compositions on tuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different orchestral instruments, the family they belong to and recognise the sound they make.</li> <li>- Explore how music can tell a story.</li> </ul> <p><b>Song writing</b> Writing and performing a song or rap about their time in year 5.</p>
<b>PE</b>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>-symmetrical and asymmetrical balances</li> <li>-straight, forward, straddle and backward roll</li> <li>-different methods of travelling, linking actions in canon and synchronisation</li> <li>-progressions of inverted movements</li> <li>-matching and mirroring using actions</li> <li>-creating a partner sequence</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>-applying different speeds over varying distances</li> <li>-developing fluency and co-ordination when running for speed</li> <li>-to develop technique in relay changeovers</li> <li>- developing technique and co-ordination in the triple jump</li> <li>-to develop throwing with force for longer distances</li> <li>-to develop throwing with greater control and technique</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>-create a dance using a random structure and perform actions using quality and control</li> <li>-change dynamics to change appearance of performance</li> <li>-relationships and space</li> <li>-Rock n Roll – copy and repeat rock n roll movements</li> <li>-partner work</li> <li>-creating a dance in the Rock n Roll style</li> </ul>	<p><b>Badminton:</b></p> <ul style="list-style-type: none"> <li>-developing footwork and the forehand/backhand grip</li> <li>-developing the backhand serve</li> <li>-developing rallying</li> <li>-developing forehand serve over a net</li> </ul> <p><b>Dodgeball:</b></p> <ul style="list-style-type: none"> <li>-develop throwing at a moving target</li> <li>-use jumps, dodges, ducks</li> </ul>	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>-recap backhand and forehand groundstrokes</li> <li>-continuous rally work</li> <li>-underarm serve</li> <li>-developing the volley</li> <li>-using a variety of strokes</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>-develop bowling action</li> <li>-develop batting technique</li> <li>- making tactical decisions where and when to stump a batter out</li> <li>-develop fielding techniques</li> <li>-playing tournament</li> </ul>
<b>Ten:Ten</b>	<ul style="list-style-type: none"> <li>-God Is Calling You</li> <li>-Under Pressure</li> <li>-Do You Want A Piece of Cake?</li> <li>-Self-Talk</li> </ul>		<ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>-The Holy Trinity - Catholic Social Teaching</li> </ul> <p><b>Anti-Bullying Week</b></p>		<ul style="list-style-type: none"> <li>-Calming the storm</li> <li>-Gifts and talents</li> <li>-Girls bodies</li> <li>-Boys bodies</li> <li>-Spots and sleep</li> </ul>	

	-Build Others Up		<b>Mental health awareness</b>			
<b>MFL</b>	<b>La Fonetica (phonics)</b> Me presento (Presenting myself) 1-6		<b>La fecha (the date) 1-6</b>		<b>Mi familia (My family) 1-6</b>	
<b>Enrichment</b>	School faith and values week	Christmas production	Local History Week Young Voices	Bikeability Easter production		