

## Canon Popham Curriculum Planning Year 5 (2025/2026)

The number in blue indicates the year group from which the learning is being built upon.

Autumn 1 HISTORY 8 weeks	Autumn 2 GEOGRAPHY 7 weeks	Spring 1 HISTORY 6 weeks	Spring 2 GEOGRAPHY 7 weeks	Summer 1 HISTORY 6 weeks	Summer 2 GEOGRAPHY 7 weeks
Curriculum Intent					
Learning about myself Learning for my future	Learning for my future	Learning about myself Learning how to learn	Learning to be my best Learning for my future	Learning about myself Learning about my future	Learning to be my best Learning for my future
Christian Values					
Friendship Peace Creation	Hope Endurance Justice	Hope Peace Justice Thankfulness	Compassion Endurance	Compassion Justice Peace	Humility Justice Endurance Compassion
SMSC					
Spiritual and cultural	Spiritual	Spiritual and Cultural	Moral	Spiritual and Moral	Spiritual and Cultural
British Values					
Democracy	Mutual Respect	Mutual Respect	Rule of Law	Democracy	Tolerance of those with different faiths and beliefs  Individual Liberty
PSHCE					
School council elections.	Anti-Bullying Week	Children's mental			

<p><b>Relationships - Family</b></p> <p><b>Health and well-being – Understanding my feelings</b></p>	<p><b>Children in Need</b></p> <p><b>Communities - Prejudice</b></p>	<p><b>health week</b></p> <p><b>NSPCC Number day</b></p> <p><b>Communities – Online Safety</b></p>	<p><b>Economic education</b></p>	<p><b>Fiver challenge enterprise</b></p>	<p><b>Fiver challenge enterprise</b></p>
<b>ENGLISH</b>					
<p>Spelling – cious, tious, ious, y, near homophones and homophones.</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> Goodnight Stories for Rebel Girls</p> <p><b>Writing focus</b> Queen of the falls – recount/ diary</p> <p>- Identify the</p>	<p>Spelling – silent letters, modal verbs, words ending in ‘ment’, adverbs of possibility, Statutory spelling review</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> Faery tales</p> <p><b>Writing Focus</b> The lost happy endings – fiction/ traditional tale</p>	<p>Spelling – ity suffix, ness suffix, ship suffix, homophones and near homophones</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> Viking boy</p> <p><b>Writing Focus</b> Arthur and the golden rope – myth</p> <p>- Use expanded noun phrases to convey</p>	<p>Spelling – or, au, ate suffix, ise suffix, ify suffix, en suffix</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> Exploring space</p> <p><b>Writing Focus</b> The darkest dark – biography</p> <p>- Variety of verb</p>	<p>Spelling – ough, adverbials of time, adverbials of place, ere, statutory spellings and challenge words</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> Pollution: a look behind the scenes</p> <p><b>Writing Focus</b> The Paperbag Prince – Persuasion and information hybrid</p>	<p>Spelling – unstressed vowels. Prefixes de and re, prefix over, suffix ful, suffix ive, suffix al</p> <p><b>Reading focus</b> VIPERS focus <b>V</b> – Vocabulary <b>I</b> - Inference <b>P</b> – Predict <b>E</b> – Explain <b>R</b> – Retrieve <b>S</b> - Summarise/ sequence</p> <p><b>Book focus</b> African Tales: a barefoot collection</p> <p><b>Writing Focus</b> Radiant Child – information text</p>

<p>audience for and purpose of writing</p> <ul style="list-style-type: none"> <li>- Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>- Use commas after fronted adverbials</li> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Describe settings, characters and atmosphere</li> <li>- Integrate dialogue to convey character and advance the action</li> <li>- Use of inverted commas and other punctuation to punctuate direct speech</li> </ul>	<p>complicated information concisely</p> <ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>- Link ideas across paragraphs using adverbials</li> <li>- Use commas to clarify meaning and avoid ambiguity in writing</li> </ul>	<p>forms used correctly and consistently</p> <ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> <li>- Link ideas across paragraphs using adverbials and tense choices</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<ul style="list-style-type: none"> <li>- Use modal verbs to indicate degrees of possibility</li> <li>- Use devices to build cohesion within a paragraph</li> <li>- Choose the appropriate register</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> <li>- Enhance meaning through selecting appropriate grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>- Use adverbs to indicate degrees of possibility</li> <li>- Use a wider range of devices to build cohesion across paragraphs</li> <li>- Link ideas using tense choice</li> </ul>
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## Maths

<p>Reasoning with large integers</p> <p>Integer addition and subtraction</p> <p>Line graphs and tables</p>	<p>Multiplication and division</p> <p>Area and perimeter</p>	<p>Fractions</p> <p>Decimals</p> <p>Angles</p>	<p>Fractions</p> <p>Percentages</p> <p>Transformation</p>	<p>Converting units of measures</p> <p>Calculating with whole numbers and decimals</p>	<p>2D and 3D shapes</p> <p>Volume</p>
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## Science

<p>Forces and mechanisms</p>	<p>Properties and uses of materials</p>	<p>Earth and Space</p>	<p>Plant and Animal</p> <p>Life cycles</p>	<p>Separating mixtures and changing materials</p>	<p>Human Growth</p>
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History					
<u>Victorians</u> Did the Victorians have an effect on our life today?		<u>Local study – Mining</u> What was the importance of mining in Doncaster?		<u>Ancient Greeks</u> What influence have the Ancient Greeks has on our life today?	
Geography					
	<u>Local Geography - map skills focus</u>  Our local area		<u>What are time zones?</u> <u>Economic activity</u>  Our connected world		<u>Place Knowledge</u>  Greece
Art					
<b>Drawing</b> This unit on perspective builds on previous units on tone, shade, hatching, cross hatching, a knowledge of light and shade and contour drawing to produce a “true” image.		<b>Painting</b> This unit builds on the knowledge and skills in using watercolour and powder paint effectively. This unit is an introduction to acrylic paint and the techniques associated with it.		<b>Textiles</b> This unit builds on the children’s skills and knowledge of textiles, use of applique, running and overstitch and simple use of dye, to use of batik, more complex stiches and use of embellishments	
Design and Technology					
Textiles		Mechanical Systems		Electrical systems	
RE					
Hinduism - What is the best way for a Hindu to show commitment to God?	Understanding Christianity - Concept: Incarnation  Was Jesus the	Hinduism - How can Brahman be everywhere and in everything?	Understanding Christianity - Concept: Salvation  What do Christians	Hinduism - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity Link to UC Concept: God What is the best way for a Christian to show commitment to God?

Concept: Prayer and worship	Messiah? Core Knowledge	Concept: Beliefs	believe Jesus did to save Human beings? Core Knowledge	Concept: Beliefs and moral values	Concept: Beliefs and practises - Gospel
Computing					
Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling Concept Maps
Music					
Recorders / Glockenspiel  Melody and harmony in music	Recorders / Glockenspiel  Sing and play in different styles	Recorders / Glockenspiel  Composing and chords	Recorders / Glockenspiel  Enjoying musical styles	Recorders / Glockenspiel  The freedom to improvise	Recorders / Glockenspiel  Battle of the bands!
Physical Education					
Gymnastics Rugby	Dance Fitness	Swimming	Swimming	Athletics Netball	Rounders Tennis
MFL- FRENCH					
As- tu un animal? (Do you have a pet?)	La date (The date)	Quel temps fait-il? (What is the weather like?)	Les Romains (The Romans)	Les Jeux Olympiques (The Olympics)	Les vêtements (clothes)