

Year Group Overview: Year Five 2026-2027

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 1/2 weeks
Theme/ Key Question (Lead focus- Geog/ Hist)	Lead Focus: History How did Huddersfield and Britain change during the Industrial Revolution?	Lead Focus: Geography What is life like in the Alps?	Lead Focus: History Who were the Anglo-Saxons and how did they change Britain?	Lead Focus: Geography Why do oceans matter? Perimeter	Lead Focus: History Who were the Vikings and what were the consequences of the Viking invasion in Britain?	Lead Focus: Geography Would you like to live in a desert?
Enhancements/ planned trips/ visitors (2 per year)			Canon Hall Farm		Viking School Day Visit (REAL HISTORY ALIVE)	
Texts/ Stimuli	Fiction: Who Let the Gods Out? Non-Fiction: Hidden Figures	Fiction: The Boy in the Back of the Class Non Fiction: Holes	Fiction: Harry Potter and the Prisoner of Azkaban Non-Fiction: The Boy in the Tower	Fiction: The Explorer Fiction: The Last Bear	Fiction: Anglo Saxon Boy Non-Fiction: Curiosity	Fiction: Beowulf Fiction: The Strange Case of Origami Yoga
Writing output (audience and purpose)	Fiction: Who Let the Gods Out? - Narrative Non-Fiction: Hidden Figures - Biography & Magazine Article Number of polished pieces: 3	Fiction: The Boy in the Back of the Class - Retell (postcard) Non Fiction: Holes - Retell – Diary, Non Chronological Report Number of polished pieces: 3	Fiction: Harry Potter and the Prisoner of Azkaban – Explanation Non-Fiction: The Boy in the Tower - Instructions Number of polished pieces: 2	Fiction: The Explorer – Narrative (character point of view) Fiction: The Last Bear (Character profile/description) Number of polished pieces: 2	Fiction: Anglo Saxon Boy Recount Non-Fiction: Curiosity Online News article Number of polished pieces: 2	Fiction: Beowulf: Biography Fiction: The Strange Case of Origami Yoda Motivational/Persuasive speech Number of polished pieces: 3
Writing progression of skills	Using and applying punctuation taught so far: (., ! ? ‘ ‘’) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted Adverbials Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Using pronouns for cohesion and avoid repetition Verb tenses recap Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using and applying punctuation taught so far: (., ! ? ‘ ‘’) Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly+ 63 Linking ideas across paragraphs using adverbials of time, place and number or tense choices Building on expanded noun phrases (using show not tell). Fronted Adverbials Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using and applying punctuation taught so far: (., ! ? ‘ ‘’) Layout devices Modal verbs e.g. might, should, will, must Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Inverted commas to integrate dialogue and move the action on Fronted Adverbials Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Using pronouns for cohesion and avoid repetition Brackets, dashes or commas to indicate parenthesis. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using and applying punctuation taught so far: (., ! ? ‘ ‘’ – ()) Brackets, dashes or commas to indicate parenthesis. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Building on expanded noun phrases (using show not tell). Fronted Adverbials Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Modal verbs e.g. might, should, will, must Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using and applying punctuation taught so far: (., ! ? ‘ ‘’ – ()) Layout devices Modal verbs e.g. might, should, will, must Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Inverted commas to integrate dialogue and move the action on Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Use of commas to clarify meaning to avoid ambiguity. Using pronouns for cohesion and avoid repetition Brackets, dashes or commas to indicate parenthesis. Cohesion within and across paragraphs. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using and applying punctuation taught so far: (., ! ? ‘ ‘’ – ()) Brackets, dashes or commas to indicate parenthesis. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Building on expanded noun phrases (using show not tell). Cohesion within and across paragraphs Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using the perfect form of verbs to mark relationships of time and cause

Oracy	Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.	Consider the words and phrases used to express their ideas and how this supports the purpose of talk. Project their voice to a large audience. Gestures become increasingly natural.	Draw upon knowledge of the world to support their own point of view and explore different perspectives. Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.	Adapt the content of their speech for a specific audience e.g. use of humour. Speak with flair and passion.	Consciously adapt tone, pace and volume of voice within a single context Listen for extended periods of time including notetaking, drawing visual.	Consciously adapt tone, pace and volume of voice within a single context Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about
Spelling	- Words with the letter string ‘ough’ Set 1 rough, tough, enough, cough, though, although, dough, thorough - Set 2 through, thought, brought, bought, fought, plough, drought, borough - Words with ‘silent’ letters e.g. knight, foreign, yacht 1 Silent letters 1 knight, write, wrong, wrist, wreck, kneel, knowledge, knock 2 Silent letters 2 foreign, yacht, solemn, debt, doubt, thumb, lamb, answer - Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) <i>Homophones 1 isle, aisle, aloud, allowed, affect, effect, herd, heard Homophones 2 past, passed, scene, seen, peace, piece, great, grate </i> Spell some words from 5/6 statutory word list correctly accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent	- From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’) cats, buses, flies, ladies, babies, foxes, churches, potatoes - From previous years: apostrophe for contraction can’t, won’t, didn’t, I’m, they’ve, we’ll, she’s, it’s and possession girls’, boys’, teachers’, parents’, dogs’, cats’, children’s, men’s Spell some words from 5/6 statutory word list correctly appreciate, attached, available, average, awkward, bargain, bruise, category	- From Years 3 and 4: apostrophe for possession Revision on words misspelt in Autumn - Homophones (led/lead, steel/steal, alter/altar) led, lead, steel, steal, alter, altar, whose, who’s - cereal, serial, father, farther, guessed, guest, morning, Spell some words from 5/6 statutory word list correctly cemetery, committee, communicate, community, competition, conscience, conscious, controversy	- Homophones advise, advice, practise, practice, licence, license, principal, principle ‘ei’ and ‘ie’ words – receive, achieve etc receive, deceive, ceiling, perceive, achieve, believe, thief, relieve ‘ough’ words e.g. rough, ought, thorough - rough, enough, thought, through, drought, thorough, bought, though Spell some words from 5/6 statutory word list correctly correspond, curiosity, definite, desperate, determined, develop, dictionary, disastrous	–ance/–ancy, importance, distance, tolerance, assistance, appearance, performance, guidance, reluctance –ent, –ant observant, hesitant, obedient, decent, frequent, excellent, patient, relevant /–ency ence words e.g. confidence, independence, residence, innocence, transparency, emergency, frequency, sufficiency - Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) guessed, guest, Spell many words from 5/6 statutory word list correctly embarrass, environment, equipped, especially, exaggerate, excellent, existence, explanation	- Homophones draft/draught, stationary/stationery, farther/father, compliment/complement, affect/effect, passed/past, advice/advise, practise/practice - Address any gaps within the class. Spell many words from 5/6 statutory word list correctly familiar, foreign, forty, frequently, government, guarantee, harass, hindrance identity, immediate, individual, interfere, interrupt, language, leisure, lightning neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend
Guided Reading Texts	Fiction: Who Let the Gods Out? Non-Fiction: Can you get Rainbows in Space?	Fiction: Wolf Brother Non-Fiction: Stones and Bones	Fiction: Beetle Boy Non-Fiction: Aviation, A visual History of Aircraft.	Fiction: Dial a Ghost Non-Fiction: I ate a Sunshine for Breakfast	Fiction: Malamander Poetry: My Heart is a Poem	Fiction: Skandar and the Unicorn Thief Non-Fiction: Against the Odds
Poetry	to Listen to: The Puffin Boo of Utterly Brilliant Poetry by Brian Patten.	to perform: Leisure	to write: Reverse	to write: Haiku in Kensuke’s Kingdom	to perform: Walking with my Iguana	to listen to: This Rock That Rock
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Number: Fractions	Number: Multiplication and Division Number: Fractions	Number: Decimals & Percentages Measurement: Perimeter & Area Statistics: Statistics	Geometry: Shape Geometry: Position and Direction Number: Decimals	Number: Negative numbers Measurement: Converting units Measurement: Volume
Science (White Rose)	Physics: Forces (week 1-5) Physics: Space (week 6-10) Sustainability: Global warming (week 11)		Chemistry: Properties of materials (week 1-4) Biology: Animals including humans (week 5-9) Biology: Life cycles (week 10-12)		Biology: Reproduction A (week 1-3) Chemistry: Reversible and irreversible changes (week 4-7) Sustainability: Plastic pollution (week 11) Biology: Reproduction B (week 9-10)	

RE (Trust)	UC: God What does it mean if God is holy and loving?	UC: Incarnation Was Jesus the Massiah?	World Faith What does it mean for a Jewish person to follow God?	UC: Salvation What did Jesus do to save human beings?	UC: Gospel What would Jesus Do?	Thematic How does religion help people live through good and bad times?
Christian Values (Friendship, Forgiveness, Courage, Hope, Trust)	Courage	Forgiveness	Friendship	Trust	Hope	Courage
Fundamental British Values (Democracy, rule of law, individual liberty, mutual respect & tolerance)	Democracy	Mutual respect and tolerance	Rule of Law	Individual Liberty		
Geography (Kapow)		What is life like in the Alps?		Why do oceans matter?		Would you like to live in a desert?
New knowledge Revisit (for curriculum area)						
History (CCA bespoke)	The Industrial Revolution- How did Huddersfield and Britain change during the Industrial Revolution?		Anglo-Saxons		Vikings	
Art (Kapow)	Craft and Designs: Architecture Painting and Mixed Media: Portraits		Sculpture and 3D: Interactive installation		Drawing: I need space	
DT (Kapow)	Food: What could be healthier? 4 Lessons Electrical Systems: Doodles 1-3 lessons		Mechanical Systems: Make a pop-up book Digital world: Monitoring devices		DT: Structures: Bridges	
Computing (Kapow)	Programming 1: Music	Computing Systems and Networks: Search engines	Data Handling: Mars Rover 1	Creating Media: Stop motion animation	Programming 2: Microbit	Skills Showcase: Mars Rover 2
	Online Safety Lesson (1)	Online Safety Lesson (2)	Online Safety Lesson (3)	Online Safety Lesson (4)	Online Safety Lesson (5)	Online Safety Lesson (6)
Music (Kapow)	Composing notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi Fesitval)	Looping and remixing	Musical Theatre
PE (Get set for PE)	Fitness and Wellbeing	Coach - Gymnastic- Pilates, Yoga	Invasion Games	Coach - Dance/Movement to Music	Outdoor and adventurous	Coach - Athletics
MFL	Vocabulary for different shops & buildings- The High Street Practise a simple dialogue	Describe the High Street at different times/ days of the week Listen to & respond to an extended story Create own writing	Revisit days of the week, times of the day and family members	Comment on food they like & dislike Consider food group & healthy eating	Transactional language Learn names of items served for breakfast in France Revise the date Weather conditions	Weather conditions & forecast Different seasons Points of compass to state where they live
RSHE (SCARF)	Me and My Relationships Feelings Friendships Skills,	Valuing Difference Recognising and Celebrating Difference	Keeping Safe Managing risk, online, legal drugs, decision making	Rights and Respect Duties relating to health	Being My Best Growing Independence	Growing and Changing Managing difficult feelings