

Year 5 Curriculum Information Leaflet



Inspired by Christ- Reaching out to all- Being the best we can be

Love, Honesty, Equity, Forgiveness, Kindness, Friendship

Welcome to Year 5.

We are looking forward to a successful year of learning.



Behaviour for Learning

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

All of our children know what our 'Golden Rules' are and understand the sanctions in place should these rules be broken.

We are extremely excited to be part of a 'Restorative Justice' project this year led by a London University.

You can read more about our school Behaviour Policy on our website.

<https://www.allsaintsn20.barnet.sch.uk/policies/>

Above all, we expect our children to be ready to learn, to respect others and to be kind.

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Curriculum Overview

Here is an overview of what your child will be learning this year

Autumn 1: Yr5

core text/s	Wk1 1/9/25	Wk2 8/9/25	Wk3 15/9/25	Wk4 bg 22/9/25	Wk5bg 29/9/25	Wk6 bg 6/10/25	Wk7bg 13/10/25	Wk8 bg 20/10/25
	Project week	SCIENCE		Whole school write	Geography			Black history
	Project Dino	Living things & their habitats			Earthquakes and Volcano			

Autumn 2: Yr5

core text/s	Wk1bg 3/11/25	Wk2 10/11/25	Wk3 17/11/25	Wk4bg 24/11/25	Wk5 1/12/25	Wk6 8/12/25	Wk7bg 15/12/25
	Project week	COMPUTING	SCIENCE		GEOGRAPHY		
		Systems and Searching	Forces		Mountains		

Spring 1: Yr5

core text/s	Wk1 5/1/26	Wk2 bg12/1/26	Wk3 19/1/6	Wk4 26/1/26	Wk5 bg 2/2/26	wk6 bg 9/2/26
	SCIENCE		COMPUTING	Whole School Write	History	
	Earth & Space		Vector Drawing		Ancient Greece	

Spring 2: Yr5

core text/s	Wk1 23/2/26	Wk2 bg 02/03/26	Wk3 9/3/26	Wk4 16/3/26	Wk5 23/3/26
	History		HISTORY		
	Ancient Greece		(Extend beyond 1066) Tudors		

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Summer 1: Yr5

core text/s	Wk1 13/4/26	Wk2 20/4/26	Wk3 27/4/26	Wk4 4/5/26	Wk5 11/5/26	Wk 6/18/5/26
	SCIENCE		Whole School Write	GEOGRAPHY		Catch up time
	Properties & change of materials			Europe & study of country/region		

Summer 2: Yr5

core text/s	Wk1 1/6/26	Wk2 8/6/26	Wk3 15/6/26	Wk4 22/6/26	Wk5 29/6/26	Wk6 6/7/26	Wk7 13/7/26
	Project Week	HISTORY			SCIENCE	COMPUTING	catch up
		Crime & Punishment			Animals/humans	Selection in Quizzes	catch up

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Maths

At All Saints', we use the Oak National Acedemy resource to support our Maths learning.

Here is an overview of the topics your child will be learning:

Autumn 1	Decimals	Money	Negative Numbers
Autumn 2	Negative Numbers		Multiplication and division
Spring 1	Perimeter and Area		Converting Units
Spring 2	Fractions	Volume	Multiplication
Summer 1	Multiplication	Fractions	
Summer 2	Fractions	Converting Units	Angles

We recognise that in order to be successful Mathematicians, our children should practise their 'Maths fluency' as often as possible. You can help with this by practising times tables often and carrying out calculations in your everyday lives. Children's maths fluency is incentivised through Mr Usher's 'Maths Missions'.

Children from Year 3 upwards use **Times Tables Rockstars**' as a tool to make learning their times tables fun. Please encourage your child to do this as often as possible.

<https://trockstars.com/>

1. Number bonds up to 5
2. Some number bonds to 10
3. Simple double facts
4. All Number bonds to 10
5. All Numbers bonds to 20
6. Count in 10s
7. Count in 2s
8. Count in 5s
9. X10
10. X2
11. X5
12. +10
13. +2
14. +5

15. X3
16. X4
17. X6
18. X8
19. +3
20. +4
21. +6
22. +8
23. X7
24. X9
25. X11
26. X12
27. +9
28. +7
29. +11
30. +12

31. Multiply decimals mentally
32. Multiply fractions mentally

Purple - Rec
Rose - Y1
Orange - Y2
Blue - Y3
Green - Y4
Gold - Y5+

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English

Reading KS2







You will see from our Curriculum Map that one of our 'Core Texts' in English this year are: Alice's Adventures in Wonderland. It is important that the children don't read ahead in this book before school.

We use 'Destination Reader' as a tool to develop our readers in Years 3-6. The program covers seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. These are:

- Predicting
- Making connections
- Asking questions
- Evaluating
- Inferring
- Summarising
- Clarifying

While children read their book with their partner they are encouraged to stop and have discussions in a respectful way, and also through addressing a variety of these skills, some of which will be being specifically teacher taught using sentence stems in the same way. You could prompt your child to refer to these sentence stems when reading at home or answering questions about a book you have read to them.

We cannot emphasise enough how important it is to read with your child at home.

<p>Evaluating <i>Language</i></p> <p>The <i>phrase/word</i> works well...</p> <p>I like the way the author uses ... it makes me think of ...</p> <p>This sentence has high impact...</p>	<p>Evaluating <i>Organization</i></p> <p>The way ... is presented helps the reader...</p> <p>The text is organised well because...</p> <p>The structure could be improved by...</p>	<p>Summarising</p> <p>The most important ideas are ...</p> <p>The book was about ...</p> <p>This chapter was about ...</p> <p>This part was about ...</p>	<p>Predicting</p> <p>I predict that ...</p> <p>I wonder if ...</p> <p>I bet ...</p> <p>I think ... will happen ...</p>
<p>Clarifying</p> <p>I didn't understand ... so I ...</p> <p>... is a tricky word so I ...</p> <p>I need to reread ... because ...</p> <p>I think that means ... because...</p>	<p>Inferring</p> <p>I think this character is ...</p> <p>The word ... tells me ...</p> <p>That part tells me ...</p> <p>This makes me think that ...</p>	<p>Questioning</p> <p>Who ...? What ...? When ...?</p> <p>Where ...? Why ...?</p> <p>I wonder if ...</p> <p>Why do you think that ...</p>	<p>Making connections</p> <p> I know about this because I ...</p> <p> I've been to / seen ...</p> <p> I saw a programme about ...</p> <p> This reminds me of ...</p> <p> This is similar to ...</p> <p> I think this is a ... book ...</p> <p> This links to ...</p> <p> This makes me think of ...</p>

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Progression in Writing
Promoting Curiosity and Oracy



Writing

Year 5

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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Year 5 Vocabulary, grammar & punctuation

Develop their understanding of the concepts set out in English Appendix 2

by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

English - Appendix 2: Vocabulary, grammar and punctuation

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> , <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

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Handwriting

At All Saints', we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboard and messaging! We use Nelson Handwriting style, It classifies the letters into 5 sets.

Set 1 Lower case letters which have hooks at the bottom of the a height.

a c d e h i k l m n t u

Set 2 Lower case letters which commence at the top of the a height.

a c d e g i j m n o p q r s u v w x y

Set 3 Lower case letters which commence at the top of the ascender.

b f h k l t

Set 4 Lower case letters which conclude at the top of the a height

f o r v w

Set 5 Lower case letters after which no join is ever made.

b g j p q s x y z

Nelson defines the joins between letters using these sets. Only four types of join are needed.

Basic Join Set 1 to Set 2

in ma ki

Second Join Set 2 to Set 3

ab if co

Third Join Set 4 to Set 2

oa fo we

Fourth Join Set 4 to Set 3

ob fl wh

Examples of words with break letters

bigger quiz pass table

We expect our children to care for their school books and always endeavour to keep them as neat as possible. This instils a level of respect towards their learning.

change-makers



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Project Weeks

At the beginning of every half term, All Saints' children are immersed in a project week, which aligns with the United Nations Sustainable Development Goals. This gives all the children opportunities to understand and apply their knowledge and thinking skills; to be Change-Makers. Links are made between what they know, their values and the actions that they can take within their school, local community and the wider world.

We would love you to become involved in these Project Weeks in any way you can. Please keep up to date with our Newsletter for any upcoming projects.

Religious Education

As a Church of England primary school, Christianity takes precedence in our RE Curriculum.

This is the Year 5 overview for RE this year;

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity	Christianity	World Faith	Christianity	World Faith	World Faith

5	What do the miracles tell us about Jesus? (6 sessions)	How do art and music convey Christmas? (5 sessions)	How did the first five Sikh Gurus shape Sikhi? (6 sessions)	What happened in churches during Lent, Holy week and Easter Sunday? (6 sessions)	How did the final five human Sikh Gurus shape Sikhi? (6 sessions)	How do Muslims live and embrace their faith in a diverse world?
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Worship

At All Saints', children take part in an act of worship daily. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

We visit All Saints' church half termly, and we hope that you can join us there.

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Physical Education

Year 5 will be doing PE on Monday and Wednesday. Please ensure that your child brings in the (correct) PE kit for those days.

Here is an overview of Year 5 PE curriculum this year;

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion: Basketball	Invasion: Netball	Gymnastics: Symmetry and Asymmetry	Invasion: Hockey	Net/Wall: Tennis	Athletics

Parents Evening

Our Parents' Evenings this term are on the 21st and 22nd of October. Please keep an eye out for the opening of the Booking System.

We have an open door policy here at All Saints' and are always happy to talk to you about your child's learning.