Kestrels– Autumn Term 2026
Autumn 1 – World War II
Autumn 2 – Where does our energy come from?

Programme of Study
Year 5

Our School Values – Community, hope, dignity, wisdom, perseverance, forgiveness

Golden Threads
Courageous Advocacy
Sustainability
Global citizenship



Cultural Capital
Resilience
Vocabulary
Making Connections

British Values
Democracy, Rule of Law, Individual liberty, Tolerance, Mutual respect



English

Reading

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- making comparisons within and across books
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Writing composition

- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 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
- proofread for spelling and punctuation errors

Handwriting

- 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

Vocabulary and Grammar

- The grammatical difference between plural and possessive
- Verb inflections
- Expanded noun phrases by modifying+ adjectives, nouns and prepositional phrases
- Fronted adverbials
- Paragraphs to organise ideas
- Appropriate use of noun/pronoun across sentences to aid cohesion
- Pronouns and possessive pronouns
- Determiners

Punctuation

- Inverted commas and other punctuation to indicate direct speech +
- Apostrophes to mark singular and plural possession
- Use of commas after fronted adverbials

Mathematics

Place Value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number

RE

- To explore the key beliefs and practices of Sikhism through an investigation of the five 'Ks' of the Khalsa and how these affect the way that Sikhs live their lives.
- To explain the importance of the Khalsa in Sikhi.
- To explain the religious symbolism and beliefs behind the khanda and each of the Five Ks.
- To explain how the commitment of the Khalsa is seen as contributing to Karna and the journey towards Mukti.
- Pupils should develop a deeper understanding of the Sikh faith.

PHSE

My healthy self: How can I support my mind and body as I grow?

- Identify nutrients on traffic light food labels.
- Compare traffic light food labels to make a healthier choice.
- Describe how active they are now and why adults stay active.
- Identify light, moderate and vigorous activity.
- Explain how physical activity supports the body and mind.
- Name a range of more complex feelings.
- Describe signs of more complex feelings in the body.
- Suggest helpful ways to respond to strong and complex feelings.
- Describe ways to look after mental health.
- Recognise signs that someone might need support with their mental health.
- Name trusted adults and professionals who can help with mental health and explain what they do

The online world: How am I influenced by what I see online?

- Understand that much online content is designed to influence people.
- Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact).
- Explain that influence can affect what people buy, watch or believe and is not always obvious.
- Recognise the difference between fact and opinion.
- Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions.
- Evaluate online content and assess whether it is reliable and true.
- Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).

Art

2D drawing to 3D Making

- To explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.

Activism

- To explore how artists use their skills to speak on behalf of communities. Make art about things you care about.

Music

Ukulele Lessons

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- To use and understand the music staff and other musical notations.

Design and Technology

To design, make and evaluate a pencil case with a zip fastener.

History

In history this term, we will be studying WWII

- **To look at the cause, effect and consequence of WWII.**
- **Why did Britain go to war?**
- **What was it like for people on the Home front? What did mean to be an Evacuee?**
- **How was Britain able to stand firm against the German threat?**
- **Analyse propaganda – how does that compare to 'fake news' today online?**
- **What was VE day really like?**
- **Why did Germany lose the battle of Britain?**
- **To learn about WWII from perspectives of different people.**
- **What can we learn about WWII to ensure peace in the world?**

Science

Living things: Life cycles and reproduction

Comparing the life cycles of plants, mammals, birds, amphibians and insects, the children investigate asexual reproduction in plants and compare sexual and asexual reproduction.

Forces and space: Unbalanced forces

Building on their knowledge of contact and non-contact forces, the children explore gravity, friction, air resistance and water resistance, consider the effects of unbalanced forces, plan investigations and test ideas using models to create the most effective pulley system.

MFL

The Weather

- To learn the 9 key weather phrases. - Learn compass points to understand a French weather forecast and read a French weather map more easily. - Use all this knowledge to create our own French weather forecast.

Habitats

- Will name 5 types of habitats, 5 types of plants and 5 types of animals that live in these habitats. - Specific adaptations of plants and animals. - Listening and reading tasks.

Geography

In geography this term, we will be completing a unit called 'Where does our energy come from?'

- **Describe the significance of energy.**
- **Give examples of sources of energy and their trading routes.**
- **Define renewable and non-renewable energy.**
- **Discuss the benefits and drawbacks of different energy sources.**
- **Describe the significance of the Prime Meridian.**
- **Identify human features on a digital map.**
- **Discuss how transport links have changed over time.**
- **Locate UK cities on a map.**
- **Use six-figure grid references to identify features on an OS map.**
- **Consider and justify the location of energy sources.**
- **Design and use interview questions**

Computing

Computer Systems and Networks - Communication and collaboration

Explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

Programming A - Variables in games

- To establish and decide variables in games
- To explore the concept of variables in programming through games in Scratch.
- To use variables to create a simulation of a scoreboard and follow the Use-Modify-Create model.
- Will apply their knowledge of variables and design to improve their games in Scratch.

PE

Fitness and Cross Country

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Orienteering

Take part in outdoor and adventurous activity challenges both individually and within a team

Swimming & Water Safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.