

Gordon Primary School Curriculum Map – Year 5, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>Across the Rooftops of Paris</i>	
KEY TEXTS	<i>Rooftoppers</i> by Katherine Rundell Poetry Study: <i>The Highwayman</i> by Alfred	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Philosophical thinking</u> • How does our past shape our identity? • What makes a family? • Where is home? What does it feel like? • Is it ever okay to lie / steal? • What skills do you need to be independent in the world? • How are girls and boys treated differently? How has this changed over time? • How is this different across the world? (Rights Respecting Schools) • What does it feel like to be on top of the world? • Nature vs Nurture debate/discussion • What is a good parent? • What role should the state play in children's lives? • What do children need to thrive? • How adults that we look up to influence us? Throughout this term, the children will have experience of writing in many different styles. At the beginning of the term, they will draw a storyboard of the key events that lead Sophie into being in Charles's care. Following this, they will develop their understanding of the main characters and spend time focusing on Charles and his ability to be a good father. Furthermore, the important theme of what makes a family will be unpicked as a class. Later on, in the text, they will experience writing the Agency's rule book/guide for parents on how best to raise your child. Drama and role-play will support the children in writing as Sophie throughout the term, in the form of diaries, about her experiences on the rooftops of Paris. To conclude the topic, the children will generate ideas for what they believe happens to Sophie and the interaction with her mother, by writing their own ending to the story in the style of the author.	
MATHS <i>CRC Articles</i>	<u>Number & Place Value</u>	

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12, 13, 14, 16, 17, 23, 28, 29, 30, 31	In Year 5, the children will be learning to read, write, order and compare numbers to 1,000,000, determining the place value of each digit. The children will also count forwards and backwards in steps of powers of 10 from any given number up to 1,000,000. To further this learning, they will round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. <u>Addition & Subtraction</u> The children will add and subtract whole numbers with more than 4 digits and use rounding to check answers to calculations. The children will then progress to add and subtract mentally, with increasingly large numbers, using an efficient mental method and solve multi-step addition and subtraction questions. <u>Multiplication & Division</u> The children will learn to explain the difference between multiples, factors, prime and composite numbers and use it to solve problems. They will then multiply 2-digit numbers by 4-digit numbers, divide 4-digit numbers by a one-digit number and multiply and divide numbers, including decimals, by 10, 100 and 1000. To further this learning, they will learn to recognise and use square and cube numbers using the correct notation. <u>Fractions</u> The children will compare and order fractions whose denominators are all multiples of the same number. <u>Measurement</u> The children will learn to convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). They will then measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. The children will learn to use all four operations to solve problems involving measure (<i>e.g. length, mass, volume, money</i>) using decimal notation, including scaling. To further this learning, they will estimate volume <i>e.g. using 1cm³ blocks to build cubes and cuboids</i> and capacity <i>e.g. using water</i>.	
SCIENCE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Earth and Space</u> Throughout this topic, the children will learn who the physicist Professor Cox is, and all about his BBC Earth and Space programmes. From this, the children will learn that the sun is a star at the centre of our solar system and that our solar system has eight planets. They will	<u>Living Things and their Habitats</u> Throughout this unit, the children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. They will explore reproduction in different plants, including different methods of pollination and asexual reproduction.

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	also be able to show where they are located in relation to the sun. The children will research how ideas about the solar system have developed, by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. As well as this, they will learn how the moon orbits a planet and be able to understand and describe the Sun, Earth and Moon as approximate spherical bodies. They will incorporate their learning in their art and design technology lessons through projects that will help them visualise the Solar System. The children will learn about day, night, and the apparent movement of the Sun across the sky using the idea of the Earth's rotation. They will also describe the movement of the Moon relative to the Earth.	They will recap their work from Year 3, by playing a game to name the parts of a flower. The children will have the opportunity to dissect flowers in order to understand the different parts involved in the reproduction of flowers. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, and compare their life cycles.
COMPUTING <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Databases</u> The children will look at how a flat-file database can be used to organise data in records. They will continue their learning by conducting an in-depth study of either Mercury, Venus, Mars, Jupiter, Saturn, Uranus or Neptune and compare the planet's scale, features and movement to that of the Earth. They will then use this research to create a database for the Solar System and from this, create graphs and charts displaying their data. <u>Online safety (Continued over the course of the year)</u> The children will take part in discussions and activities concerning how to use technology safely, respectfully and responsibly. They will recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.	<u>Game creator</u> During Spring 2, the year 5 pupils will design, code, debug, and publish a playable 3D computer game using Purple Mash. (2 DIY3D and 2Code). They will apply programming skills alongside creativity, solve problems logically and improve their game through peer feedback, while demonstrating their understanding of online safety.
HISTORY <i>CRC Articles</i>	<u>History Through Time: Social Justice</u>	

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GEOGRAPHY <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31		<u>Biomes and Vegetation Belts: Brazil</u> The children will be identifying the countries and capitals of South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Additionally, the children will write a fact file about Brazil which will aid their understanding of geographical similarities and differences through the study of human and physical Geography. They will identify the human and physical features of Brazil by describing and understanding key aspects of physical geography, including: climate zones, biomes and vegetation belts and rivers. As well as this, the children will study the human Geography of the area, developing their understanding of the types of settlement and land use, as well as trade links, and the distribution of natural resources including energy, food, minerals and water.
ART <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31		<u>Graffiti</u> Artists: Banksy This term in Art, Year 5 will be exploring the exciting world of graffiti, with a particular focus on the influential street artist Banksy. The children will learn about the history, techniques and purpose of graffiti as an art form, discussing how artists use imagery and text to communicate powerful messages. Inspired by Banksy's style and

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		themes, the children will experiment with stencils, bold colour choices, and dynamic compositions. Their final piece will express movement linked to meaningful ideas such as hope, freedom, joy, and justice. Through this project, the students will develop confidence in creative expression, learn to interpret artwork critically, and understand how art can be used to share ideas and inspire others.
DT <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Food Celebrating France</u> (Incl. the Cooking/Nutrition requirements for KS2) The children will explore a range of pastries and then prepare and create their own. They will also explore their cultural differences and carry out an investigation to find the needs and wants of a selected individual or group of individuals.	
MUSIC <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Learning to Play the Recorder</u> In Spring 1, the Year 5 children will learn how to play the recorders. They will be learning songs such as Shakes and Breaks, ABBA and Abie's Blues. These songs will teach them the first couple of notes on the recorder, and how to play rests as well. They will keep building their music theory knowledge and terminology such as C-tave, Treble Clef, Time Signature. They will continue to learn and practise rhythmic patterns.	<u>Composition</u> In Spring 2, the children will focus on composition. They will create their own class piece inspired by their topic <i>The Rooftoppers</i> and classical music.
PE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Outdoor PE- Football</u> • Co-ordination • Passing and Moving into space • Shooting <u>Indoor PE - Gymnastics</u>	<u>Outdoor PE – Handball</u> • Shooting and introducing defending • Blocking and developing the small sided game • Develop principles of attack and defence and introduce a full-size game • Develop the full-size game

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	- Combining jumps and shapes with flights - Creating a sequence including patch balance and point balance	- Introduce goal keeping - Practise a full-size competitive game <u>Indoor PE- Fitness</u> - Develop flexibility - Strength technique - Control and balance
RE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Why is prayer important to religious believers?</u> The children will understand how and why different people pray, what prayer is and what prayer means to them. They will look at words of prayers from three religions to compare what they show.	<u>What does it mean to be a Christian?</u> The children will be sharing what they already know about Jesus and exploring some of the terms that Christians have used in order to express the importance of Jesus for their faith. They will analyse some of the images used in creative expression.
PSHE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Dreams and Goals</u> - I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these - I can identify problems in the world that concern me and talk to other people about them - I can work with other people to help make the world a better place - I can describe some ways in which I can work with other people to help make the world a better place - I know what some people in my class like or admire about me and can accept their praise	<u>Healthy Me</u> - I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. - know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart - know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations - understand how the media, social media and celebrity culture promotes certain body types - I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
SPANISH <i>CRC Articles</i>	<u>My family and me</u>	

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2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<i>In this module, the children will learn to write and talk about their family using more complex opinions and grammatical constructions. This will include:</i> • Revising members of the family and asking for their names (<i>Tío, tía, primo, prima, abuelo, abuela...</i>): <i>¿Cómo se llama tu abuelo?</i> • Making contrasts with pets using “pero” and “sin embargo”: <i>“Mi gato es pequeño. Sin embargo, mi perro es grande”</i> • Asking and giving opinions about members of their family using “creo que”: <i>“¿Cómo es tu padre? Creo que es estricto pero cariñoso”</i> • Comparing pets using “más..que”, “menos... que”: <i>Mi gato es más grande que mi perro</i> • Comparing their personality with their friend’s personality: <i>Soy más honesta que Sara.</i> • Writing an essay using comparatives, connectives and a variety of vocabulary.	
Safeguarding <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	Throughout this term, the children will be exploring how they fit in with the world and will be celebrating the differences between us all. They will gain an understanding of what it means to be safe online and understand how to be safe in the real world.	