

Gordon Primary School Curriculum Map – Year 5, Autumn 2025-2026

	Autumn 1	Autumn 2
TOPIC	<i>Equality Around the World</i>	
KEY TEXTS	<i>Spilled Water</i> by Sally Grindley <i>Illegal</i> – Eion Colfeer and Andrew Donkin <i>Boy Overboard</i> by Morris Gleitzman <i>The Breadwinner</i> by Deborah Ellis	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	This term, the children will be studying <i>Spilled Water</i> by Sally Grindley. It tells the story of a Chinese girl, Lu Si-yan, who is sold into domestic service when she is just eleven years old. The story also tells of Lu Si-Yan working as an under-aged worker in a factory sweat shop and explores the family story that led her to being in this situation. Throughout the learning journey, will be exploring key themes such as resilience, poverty, empathy, hope, defeat and will develop an understanding the different conventions of The Rights of the Child, linking their experiences about the world with the lives and values about life. In order to immerse the children in the book, they will be given various writing opportunities to understand the thoughts and feelings of the characters at a deeper level in written forms such as monologues, speeches, a persuasive letter, poems and through creating a narrative. To develop their critical thinking, the children will engage in discussion and debate the roles of men and women in different societies, thinking about the change in society, power and gender roles tying in with the themes of the text. In addition to this, they will also complete a project based on refugees and asylum seeking and will be using a variety of texts to support with this; <i>Illegal</i> by Eion Colfer and Andrew Donkin, <i>Boy Overboard</i> by Morris Gleitzman and <i>The Breadwinner</i> by Deborah Ellis	
MATHS <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Number and Place Value</u> The children will extend and develop their skills from Year 4 to help them to recognise and identify the place value of whole and decimal numbers up to ten million. Continuing on, the children will read, write, order and compare numbers, including negative integers and decimal numbers deepening their understanding of place value and number. The children will apply their skills to solve practical and number problems. <u>Number- Addition, Subtraction, Multiplication and Division</u> The children will continue to develop their skills from Year 4 of using all four formal written methods to solve a calculation. The children will continue to use their knowledge to solve mental calculations involving all four number operations. They will apply their Times Tables knowledge to carry out different calculations which will help them to find common multiples for denominators in fractions. Further to this, the children will	

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	identify links between decimals, percentages and fractions, helping them to solve for arithmetic and practical calculations. Whilst developing this knowledge, the children will become more familiar with the mathematical language helping them to solve word problems deciding which operations and methods to use. <u>Geometry, units of measure, position and direction, statistics</u> The children will continue to develop their skills from Year 4 to convert between different units of measure such as capacity, volume, time, money, length and weight. As well as this, the children will apply their skills to solve multi-step problems including units of measure applying known rules and strategies to help them to solve for problems. Using their prior knowledge of 3D shapes, the children will identify 3D cuboids and nets. Further to this, the children will revisit coordinates from Year 4 describing the plot on all four quadrants on a grid. Developing on from Year 4, the children will read, interpret information in tables and graphs applying this to real world.	
SCIENCE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Properties and Changes of Materials</u> In this unit, the children will compare and group together everyday materials by their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will know that some materials will dissolve in liquids to form a solution, and describe how to recover a substance from a solution. They will use and apply their knowledge to help them with their invention topic for DT.	<u>Forces</u> Throughout this topic the children will explore falling objects and raise questions about the effects of air resistance. They will do this through observing how different objects such as parachutes and sycamore seeds fall. They will experience forces that make things begin to move, get faster or slow down and explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. The children will work scientifically, making predictions on the time that they will take to fall to the ground, and record this scientifically in a well-written investigation.
COMPUTING <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Computer Science-Coding</u> This term, the children will be using <i>Scratch</i> to design, write and debug programs work with variables and various forms of input and output. Using their prior coding skills, they will revisit how variables and loops work to create a sequence of events. <u>Online safety</u> The children will develop their understanding of how they can use technology safely, respectfully and responsibly. In addition, they will	<u>Computer Science 2</u> The children will be creating a Maths Quiz using <i>Scratch</i> by following commands that can be used to change the value of the variables that they have created. <u>Online safety</u> The children will develop their understanding of how they can use technology safely, respectfully and responsibly. In addition, they will

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	recognise sources that are trustworthy. The children will also be taught to recognise acceptable/unacceptable behaviour and how to report concerns to a trusted adult.	recognise sources that are trustworthy. The children will also be taught to recognise acceptable/unacceptable behaviour and how to report concerns to a trusted adult.
HISTORY <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31		<u>British and Local History: Queen Victoria's Reign</u> Throughout this topic, the children will be introduced to the lives and work of key Victorian social reformers and find out about the social reforms that they influenced. The children will assess the extent to which the four individual social reformers changed the lives of Victorian Londoners and the impact of their achievements on the lives of Londoners today.
GEOGRAPHY <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Local Area Study London & The Royal Parks</u> In this this topic the children will be carrying an investigation in their local area focusing on its main human and physical geographical features and how they might be changing. They will be the using a range of geographical skills including the use of maps, observation and field sketches. The children will also have fieldwork opportunities within their school's local area.	
ART <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Pointillism- Henri Matisse</u> The children will explore how Henri Matisse has used the painting technique <i>Pointillism</i>- inspiring many artists to use a similar style. To build upon their knowledge, the children will explore the origins of impressionist artists such as Henri Matisse, focusing on how size, shape and colour impacts the mood and atmosphere of a painting. Inspired by the text '<i>Spilled Water</i>', the children will be using pointillism to paint a portrait of the <i>Silk Swallow and The Handsome Tiger</i> symbolising the characters Lu-Siyan and Li-Hu.	
DT <i>CRC Articles</i> <i>CRC Articles</i>		<u>Electrical Systems</u>

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12, 13, 14, 16, 17, 23, 28, 29, 30, 31 12, 13, 14, 16, 17, 23, 28, 29, 30, 31		The children will be looking at more complex circuits and switches. They will be exploring how to programme and control them.
MUSIC <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Recorders</u> This term, the Year 5 children will start learning how to play the recorder. They will be learning how to control their breathing and read musical notes to a variety of musical genres, including Jazz, Pop, Rock and Classical. They will be composing and continue to learn how use musical notation to write their own songs. They will play as an ensemble and will have the opportunity to play solo, as well.	
PE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Outdoor PE- Netball</u> -Co-ordination -Passing and Moving into space -Shooting <u>Indoor PE - Gymnastics</u> -Combining jumps and shapes with flights -Creating a sequence including patch balance and point balance	<u>Outdoor PE - Athletics</u> -Sprinting -Baton Change -Long & Triple Jump -Speed Bounce -Javelin <u>Indoor PE- Dance</u> -Develop flexibility, strength technique, control and balance
RE <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>What does it mean to be a Muslim?</u> The children will be able to explain the significance of the five pillars of Islam and explain the key beliefs of Muslims and how these affect the way they choose to behave individually. They will be able to describe how and why Muslim people pray and learn about the practice and impact of Zakah. Further to this, they will understand the practice of fasting and the month of Ramadan and know what the role of the Mosque is.	
PSHE 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	<u>Being Me in My World</u> • I can face new challenges positively and know how to set personal goals • I know what I value most about my school and can identify my hopes for this school year • I understand my rights and responsibilities as a citizen of my country	<u>Celebrating differences</u> • I understand that cultural differences sometimes cause conflict • I am aware of my own culture • I understand what racism is • I am aware of my attitude towards people from different races • I understand how rumour-spreading and name-calling can be bullying behaviours

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	• I can empathise with people in this country whose lives are different to my own • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can empathise with people in this country whose lives are different to my own • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand that my actions affect me and others • I understand how an individual's behaviour can impact on a group • I can contribute to the group and understand how we can function best as a whole • I understand how democracy and having a voice benefits the school community and know how to participate in this • I understand why our school community benefits from a Learning Charter and can help others to follow it	• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I can explain the difference between direct and indirect types of bullying • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can compare my life with people in the developing world • I can appreciate the value of happiness regardless of material wealth • I can understand a different culture from my own • I respect my own and other people's cultures
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Autumn 1- At school</u> In this unit the pupils will learn the nouns and determiners/definite articles for ten school subjects, in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit, the pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable the pupils to create more detailed and personalised responses by the end of the unit.	<u>Autumn 2- My home</u> By the end of this unit, the pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes, in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.
Safeguarding <i>CRC Articles</i> 12, 13, 14, 16, 17, 23, 28, 29, 30, 31	Through the text <i>Spilled Water</i>, the children will develop their understanding of their universal and fundamental rights as children- they will explore, across history and time, how these rights have changed, making comparisons with their own lives. Linking with the character of the text, they will explore what it would be like to have work forced upon you as a child, and why culturally, this is considered the norm in some parts of the world. With care and sensitivity, they will explore the theme of loss and talk about the importance of grief- understanding the emotions behind grief and how this varies between people.	

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	Throughout parts of the curriculum, the children will revisit and continue to develop their understanding and awareness of internet and online safety, ensuring that they know what behaviour is acceptable and who and when to report a worry that is concerning to a trusted adult.
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