

## Gordon Primary School Curriculum Map – Year 5, Autumn 2026

|                                                                                                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2 |
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| TOPIC                                                                                                                | <i>I AM HENRY FINCH</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
| KEY TEXTS                                                                                                            | <p style="text-align: center;"> I AM HENRY FINCH – by Alexis Deacon<br/> Aesop’s Fables<br/> Perseus and the Kraken<br/> Prometheus and the Sacred Fire<br/> The parable of the Tower of Babel<br/> Hamlet<br/> Principles of Philosophy – Descartes </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
| <b>ENGLISH</b><br><i>Convention on the Rights of the Child (CRC) Articles</i><br>1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 14 | <p>This term, the children will be reading <i>I Am Henry Finch</i> by Alexis Deacon, a book based on identity, courage and self-awareness. Exploring the text will open the children to see themselves differently, building self-awareness and developing on their identity. Throughout the term, they will go on adventures through narrative writing, inspire others through motivational speeches, and build empathy and understanding of the characters through monologues.</p> <p><b>Philosophical thinking:</b></p> <ul style="list-style-type: none"> <li>• As part of our learning, we will be discussing key questions around larger ideas within the text, such as:</li> <li>• What does ‘identity’ mean?</li> <li>• What is a thought?</li> <li>• What is greatness?</li> <li>• What makes thoughts powerful?</li> <li>• How do our thoughts help us?</li> </ul> <p>As a result of these discussions, we will see that the children build a deepened understanding of the text through inference and to look beyond the words on the page.</p> |          |
| <b>MATHS</b><br><i>CRC Articles</i><br>3, 17, 28, 29, 31                                                             | <p style="text-align: center;"><b>Number and Place Value</b></p> <p>The children will extend and develop their skills from Year 4 to help them to recognise and identify the place value of whole numbers and decimals numbers up to a million. They will do this by reading, writing, ordering, rounding and comparing numbers including decimals, and then apply their skills to solve for practical and number problems.</p> <p style="text-align: center;"><b>Number- Addition, Subtraction, Multiplication and Division</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |

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|                                                                                                                                                   | <p>In Year 5, the children will use all four formal written methods to solve calculations of whole numbers and decimals, whilst also continuing to use their knowledge to solve mental calculations around all four number operations. Times tables knowledge will support them to carry out different calculations and finding common multiples for denominators in fractions. Whilst developing this knowledge, the children will become more adept in reasoning using mathematical language and deciding which operations and methods to use.</p> <p style="text-align: center;"><b>Fractions, decimals and percentages</b></p> <p>In the Autumn term, the children will be deepening their understanding of fractions, decimals and percentages by comparing and ordering fractions whose denominators are multiples of the same number. They will also be looking to find equivalents of fractions and be able to convert these into decimals and percentages and vice versa. With this knowledge, year 5 will be able to reason and solve problems whilst explaining their understanding and thinking.</p> <p style="text-align: center;"><b>Geometry, units of measure, position and direction, statistics</b></p> <p>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.</p> <p>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.</p> |                                                              |
| <p style="text-align: center;"><b>SCIENCE</b><br/> <i>CRC Articles</i><br/>           12, 13, 14, 16, 17,<br/>           23, 28, 29, 30, 31</p>   | <p style="text-align: center;"><b>Living Things and their Habitats</b></p> <p>The children will learn about the characteristics of living things as well as plants and how they grow. They will develop their understanding of life cycles and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. The children will then take a closer look at what habitats are and explore what makes a good habitat.</p> <p>Throughout this topic, the children will be using their artistic skills to create scientific botanical illustrations that will demonstrate the different parts of a flower, and will use this to reproduce their own plant, documenting the journey as it grows. They will also document and display the different life cycles they have compared and analysed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
| <p style="text-align: center;"><b>COMPUTING</b><br/> <i>CRC Articles</i><br/>           12, 13, 14, 16, 17,<br/>           23, 28, 29, 30, 31</p> | <p style="text-align: center;"><b>Computer Science-Coding</b></p> <p>This term, the children will be using Scratch to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p style="text-align: center;"><b>Computer Science 2</b></p> |

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|                                                                                                                  | <p>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.</p> <p style="text-align: center;"><b>Online safety</b></p> <p>The children will develop their understanding of how they can use technology safely, respectfully and responsibly. In addition, they will 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.</p> | <p>The children will be creating a Maths Quiz using Scratch by following commands that can be used to change the value of the variables that they have created.</p> <p style="text-align: center;"><b><u>Online safety</u></b></p> <p>The children will develop their understanding of how they can use technology safely, respectfully and responsibly. In addition, they will 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.</p> |
| <p><b>HISTORY</b><br/> <i>CRC Articles</i><br/>           2, 3, 4, 8, 12, 13, 14, 16, 17, 23, 28, 29, 30, 31</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>History Through Time: Social Justice</b></p> <p>In History, the children will explore how rights have changed over the years and the many influences towards these changes. Over the course of the topic, they will be analysing historical sources for their credibility and using critical thinking to discuss their own opinions.</p>                                                                                                                                                                                 |
| <p><b>GEOGRAPHY</b><br/> <i>CRC Articles</i><br/>           12, 13, 14, 16, 17, 23, 28, 29, 30, 31</p>           | <p style="text-align: center;"><b>Local Area Study London &amp; The Royal Parks</b></p> <p>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.</p>                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>ART</b><br/> <i>CRC Articles</i><br/>           12, 13, 14, 16, 17, 23, 28, 29, 30, 31</p>                 | <p style="text-align: center;"><b>Pointillism- Henri Matisse</b></p> <p>The children will explore how Henri Matisse has used the painting technique <i>Pointillism</i>.</p> <p>To build upon their knowledge, the children will explore the origins of impressionist artists such as Henri Matisse, focusing on how size,</p>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                  | shape and colour impacts the mood and atmosphere of a painting. Inspired by the text ' <i>I Am Henry Finch</i> ', the children will be using pointillism to create illustrations of different birds, such as finches.                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>DT</b><br><i>CRC Articles</i><br>12, 13, 14, 16, 17,<br>23, 28, 29, 30, 31    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Nutrition</b><br><br>Inspired by the text, the children will look into vegetarian and vegan alternatives to various foods. The children will explore tastes and textures as well as the benefits of eating more vegetables in this unit. Furthermore, the children will consider their own cultural foods and explore the needs of and wants of a selected individual or group of individuals. |
| <b>MUSIC</b><br><i>CRC Articles</i><br>12, 13, 14, 16, 17,<br>23, 28, 29, 30, 31 | <b>Recorders</b><br><br>This term, the Year 5 children will start learning how to play the recorders. They will be learning how to control their breathing and how to 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. |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PE</b><br><i>CRC Articles</i><br>12, 13, 14, 16, 17,<br>23, 28, 29, 30, 31    | <b>Outdoor PE- Netball</b><br><br>-Co-ordination<br>-Passing and Moving into space<br>-Shooting<br><br><b>Indoor PE – Gymnastics</b><br><br>-Combining jumps and shapes with flights<br>-Creating a sequence including patch balance and point balance                                                                                                                                                                                               | <b>Outdoor PE – Athletics</b><br><br>-Sprinting<br>-Baton Change<br>-Long & Triple Jump<br>-Speed Bounce<br>-Javelin<br><br><b>Indoor PE- Dance</b><br><br>-Develop flexibility, strength technique, control and balance                                                                                                                                                                          |
| <b>RE</b><br><i>CRC Articles</i>                                                 | <b>What does it mean to be a Muslim?</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>1, 2, 3, 12, 13, 14, 15, 16, 17, 23, 28, 29, 30, 31</p>           | <p>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 Zakat. Further to this, they will understand the practice of fasting and the month of Ramadan and know what the role of the Mosque is to an individual and the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>PSHE</b><br/>12, 13, 14, 16, 17, 23, 28, 29, 30, 31</p>        | <p style="text-align: center;"><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• I can face new challenges positively and know how to set personal goals</li> <li>• I know what I value most about my school and can identify my hopes for this school year</li> <li>• I understand my rights and responsibilities as a citizen of my country</li> <li>• I can empathise with people in this country whose lives are different to my own</li> <li>• I understand my rights and responsibilities as a citizen of my country and as a member of my school</li> <li>• I can empathise with people in this country whose lives are different to my own</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>• I understand that my actions affect me and others</li> <li>• I understand how an individual's behaviour can impact on a group</li> <li>• I can contribute to the group and understand how we can function best as a whole</li> <li>• I understand how democracy and having a voice benefits the school community and know how to participate in this</li> <li>• I understand why our school community benefits from a Learning Charter and can help others to follow it</li> </ul> | <p style="text-align: center;"><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>• I understand that cultural differences sometimes cause conflict</li> <li>• I am aware of my own culture</li> <li>• I understand what racism is</li> <li>• I am aware of my attitude towards people from different races</li> <li>• I understand how rumour-spreading and name-calling can be bullying behaviours</li> <li>• 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</li> <li>• I can explain the difference between direct and indirect types of bullying</li> <li>• 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</li> <li>• I can compare my life with people in the developing world</li> <li>• I can appreciate the value of happiness regardless of material wealth</li> <li>• I can understand a different culture from my own</li> <li>• I respect my own and other people's cultures</li> </ul> |
| <p><b>FINANCE</b><br/><i>CRC Articles</i><br/>28, 29, 17, 12, 27</p> | <p><u>Foreign currency</u><br/><u>Simple financial records</u></p> <ul style="list-style-type: none"> <li>• I know that different forms of money are used in other countries</li> <li>• I can carry out simple calculations based on exchange rates</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><u>Influences on saving and spending</u></p> <ul style="list-style-type: none"> <li>• I know that advertising is used to persuade me to spend my money</li> <li>• I can recognise when my choices around money are being influenced by advertising</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                 | <ul style="list-style-type: none"> <li>• I understand why it is important to understand other currencies, particularly when I am visiting other country</li> <li>• I know I need to check and keep basic financial information</li> <li>• I can use simple financial information to plan and manage basic budget and keep track on my spending</li> <li>• I understand that planning my spending helps me to stay in control of my journey</li> </ul>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• I understand why we should all be critical consumers, thinking carefully about how we use our money</li> <li>• I know that some things are better value for money than others</li> <li>• I can make comparisons between prices when deciding what is best value for money, including for services such as electricity phones and the internet</li> <li>• I understand why making informed decisions will help me make the most of the money I have</li> </ul> |
| <b>SPANISH</b><br><i>CRC Articles</i><br>2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42                 | <p style="text-align: center;"><b>Autumn 1- At school</b></p> <p>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.</p>                                                                                                    | <p style="text-align: center;"><b>Autumn 2- My home</b></p> <p>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.</p>                          |
| <b>Safeguarding</b><br><i>CRC Articles</i><br>1, 2, 3, 4, , 6, 7, 8, 11, 12, 13, 14, 16, 17, 23, 28, 29, 30, 31 | <p>Through the text <i>I Am Henry Finch</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, we will explore how our voices make a difference to the world around us, and understand what it takes to make a stand.</p> <p>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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |