

Year [5] Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant Big Question How do God's covenants and commandments help people live good and happy lives? -Explore God's covenants through Abraham and Moses, including Moses' call at the Burning Bush and the Sinai covenant. - Develop understanding of the Ten Commandments and make links with Jesus' summary of the Law: love God and love your neighbour. -Consider Catholic Social Teaching, the common good, choices, sin and virtues. Key Progression Skills - Retell key events in the story of Moses, including his call and the Sinai covenant. - Use specialist					

	vocabulary to explain covenant, commandments, sin and virtue. - Explain how the Ten Commandments can help people live good and happy lives. - Make links between the Ten Commandments and Jesus' Greatest Commandment. - Discuss what loving our neighbour and working for the common good mean for Christians today. - Reflect on choices and positive habits that help people grow in virtue.					
Texts English Driver and Cross Curricular Links	I'm not a label by Carrie Burnell The Adventures of Odysseus (Hugh Lupton) History: Ancient Greece	Boy in the tower by Polly Ho-Yen	The Explorer by Katherine Rundell	The Explorer Katherine Rundell Science - Forces	Cosmic by Frank Cottrell Boyce Science: Earth and Space	Holes by Louis Sachar Geography: Deserts (Would you like to live in one?)

Oracy Focus	Narrative Oracy	Narrative Oracy	Narrative Oracy	Narrative Oracy	Narrative Oracy	Narrative Oracy
	-Retell key events from Odysseus's journey with detail and sequencing.	-Justify inferences and predictions using textual evidence.	-Make predictions using evidence from the text.	-Infer character thoughts and motives using evidence.	-Infer character thoughts and motives using evidence.	-Retell events with detail and sequencing.
	-Discuss and justify Odysseus's actions using evidence from the text.	-Explore characters and themes through discussion and role-play.	-Discuss characters, motives and survival decisions.	-Participate in hot-seating and role-play.	-Participate in hot-seating and role-play.	-Justify character actions using evidence.
	-Explore characters and viewpoints through role-play and discussion.	-Retell events from different perspectives.	-Justify opinions and inferences.	-Debate viewpoints and justify opinions.	-Debate viewpoints and justify opinions.	-Describe settings and characters effectively.
	-Present persuasive arguments and respond to others' ideas.	-Present and explain ideas using appropriate tone and expression.	-Present viewpoints and respond to others respectfully.	-Present narratives from different perspectives.	-Present narratives from different perspectives.	-Present information using formal language.
	Perform extracts using expression, intonation and characterisation.		-Explore ideas through discussion and role-play.	-Use drama to explore character development.	-Use drama to explore character development.	-Explore viewpoints through role-play.
	Inclusion	Inclusion	Inclusion	Inclusion	Inclusion	-Explain inferences and predictions.
	-Check-in prompts.	Check-in prompts.	-Check-in prompts.	Check-in prompts.	Check-in prompts.	
	-Partner talk before whole-class responses.	-Partner talk before whole-class responses.	-Partner talk before whole-class responses.	-Partner talk before whole-class responses.	-Partner talk before whole-class responses.	Inclusion
	-Vocabulary pre-teaching.	-Vocabulary pre-teaching.	-Vocabulary pre-teaching.	-Vocabulary pre-teaching.	-Vocabulary pre-teaching.	-Check-in prompts.
	-Oral rehearsal and sentence stems.	-Oral rehearsal and sentence stems.	-Oral rehearsal and sentence stems.	-Oral rehearsal and sentence stems.	-Oral rehearsal and sentence stems.	-Partner talk before whole-class responses.
	-Chunked tasks and targeted support.	-Chunked tasks and visual supports.	-Chunked tasks and targeted support.	-Chunked tasks and targeted support.	-Chunked tasks and targeted support.	-Vocabulary pre-teaching.
						-Oral rehearsal and sentence stems.

	-Modelled examples and visual supports. -Chunked tasks and targeted support.					-Visual supports and modelling. -Chunked tasks and targeted support.
English	Character Description -Describe Odysseus as a hero using evidence from the text. Setting Description -Describe mythical settings such as the Cyclops' cave or the Land of the Dead using figurative language. Persuasive Speech - Convince the crew to follow Odysseus's plan in a dangerous situation. First Person Narrative – Myths & Legends Retell part of Odysseus's journey from his perspective, focusing on dialogue, thoughts,	Descriptive Writing - Describe the mysterious Bluchers using evidence and inference from the text, creating atmosphere through precise vocabulary and figurative language. Informal Letter -Write a letter from Gaia to Ade expressing thoughts and feelings about events in the novel. Diary Writing Write diary entries in role as Obi, reflecting on key events and character development.	Descriptive Writing - Write a powerful description of the Amazon rainforest using figurative language and varied sentence structures. Discussion Text -Write a balanced response explaining whether Fred's raft plan is a good idea. Non-chronological Report -Write a report about an Amazonian animal using research, note-taking and organisational features	Character Narrative -Write a first-person narrative from the Explorer's perspective. Biography -Write a fictional biography of Fred or another character. Narrative -Sequel Plan and write a sequel to <i>The Explorer</i> in which Fred returns to find the Explorer. Descriptive Writing -Describe a flight over the Amazon using figurative language and varied sentence structures	Dialogue Writing -Write a dialogue between Liam and Dad, conveying character, emotion and viewpoint through speech. Information Text -Write an itinerary designed to convince Liam's parents that his trip is a genuine school visit. Persuasive Letter -Write a persuasive letter to Dinah Drax arguing that Liam should be allowed to accompany the children on the rocket.	Setting Description -Describe Camp Green Lake using figurative language, expanded noun phrases and prepositional phrases. Non-chronological Report -Write a formal report about the yellow-spotted lizard, using subject-specific vocabulary and cohesive devices. Informal Letter -Write a letter from Stanley to his mother, expressing thoughts, feelings and experiences at Camp Green Lake.

	feelings and descriptive detail.					
Grammar & Vocabulary Focus	Character Description	Descriptive Writing	Descriptive Writing	Narrative Adventure	Dialogue	Setting Description
	-Expanded noun phrases	-Expanded noun phrases	-Expanded noun phrases	- Show not tell (feelings and emotions)	Speech punctuation	Expanded noun phrases
	-Relative clauses	-Prepositional phrases	-Figurative language	- Expanded noun phrases	Reporting clauses	Prepositional phrases
	-Figurative language	-Figurative language (similes, metaphors and personification)	-Personification	- Direct and indirect speech	Adverbs to convey manner and emotion	Figurative language
	-Precise vocabulary choices	-Relative clauses	-Varied sentence structures	Narrative Poem	Expanded noun phrases	Varied sentence openers
	Setting Description	Informal Letter	Discussion Text	-Expanded noun phrases		Narrative Writing
	-Prepositional phrases	-First and second person	-Cohesive devices	-Precise verb choices to create mood and movement	Information Text (Itinerary)	First-person narration
	-Personification	-Parenthesis (brackets, dashes, commas)	-Formal language	-Adverbials of time, place and manner to guide the journey	Organisational and presentational devices	Expanded noun phrases
	-Similes and metaphors	-Cohesive devices	-Conjunctions for justification	-Figurative language: simile, metaphor and personification	Headings and subheadings	Precise vocabulary
	-Varied sentence structures	-Relative clauses	-Evidence and quotations	-Commas to clarify meaning in longer poetic sentences	Sequencing adverbials	Sentence structure for effect
	Persuasive Speech	Diary Writing	Non-chronological Report		Formal language	Non-chronological Report
	Modal verbs	Past tense and past perfect tense	Headings and subheadings		Persuasive Letter	Cohesive devices
	Rhetorical questions	Adverbials of time	Present tense		Modal verbs	Passive voice
	Emotive language	First-person narration	Technical vocabulary		Rhetorical questions	Formal language
	Cohesive devices	Relative clauses and parenthesis	Relative clauses		Emotive language	Complex sentences
	First Person Narrative – Myths & Legends					Fronted adverbials

	First-person narration Dialogue and speech punctuation Parenthesis (brackets, commas and dashes) Fronted adverbials Relative clauses Cohesion within and across paragraphs				Parenthesis (brackets, commas and dashes) Cohesive devices and persuasive conjunctions	Subject-specific vocabulary Informal Letter First person Contractions appropriate to audience Parenthesis (brackets, dashes, commas) Relative clauses Adverbials of time
Maths	Number: Place Value Read, write, order, round numbers to 1,000,000; interpret negative numbers in context. Number: Addition & Subtraction Add/subtract whole numbers with 4+ digits using formal written methods; solve multi-step problems.	Number: Multiplication and Division A Multiply/divide by 10, 100, 1,000; identify multiples, factors, prime numbers. Number: Fractions A Compare, order, add and subtract fractions with denominators that are multiples of the same number.	Number: Multiplication and Division B Multiply 4-digit numbers by 2-digit numbers; divide numbers up to 4-digits using short division. Fractions B Number: Multiply unit and non-unit fractions by whole numbers; solve problems involving fractions.	Decimals and Percentages Recognise and write decimal equivalents; convert between fractions, decimals and percentages. Measure: Perimeter and Area Measure/calculate perimeter & area of rectangles and composite rectilinear shapes. Statistics Complete, read and interpret information in tables and line graphs.	Number: Decimals Round decimals; add/subtract decimals with the same number of decimal places. Statistics: Shape Identify 3D shapes; estimate and compare angles; draw given angles; measure in degrees. Position and Direction Describe positions on a 2D grid; reflect and translate shapes.	Number: Negative Numbers Count forwards and backwards with positive and negative whole numbers, including across zero. Measure: Converting Units Convert between different units of metric measure. Geometry: Volume

						Estimate, compare and calculate volume of cubes and cuboids.
Science	Living Things and Their Habitats - Describe differences in life cycles of mammals, amphibians, insects & birds. - Describe reproduction in some plants & animals.	Animals including Humans - Describe changes as humans develop to old age. - Focus on puberty and life cycles.	Properties and Changes of Materials - Compare and group materials based on properties. - Dissolving, filtering, sieving, reversible and irreversible changes.	Forces - Explain effects of gravity, air resistance, water resistance & friction. - Recognise levers, pulleys & gears.	Earth and Space - Describe Sun, Earth & Moon relative movements. - Explain day and night; Earth's rotation.	Gardening - Observe and describe plant life cycles. - Seasonal changes; care for living things; sustainability.
	Skills Progression -Classify animals by life cycle type. -Identify differences and similarities in life cycles. -Describe how plants reproduce (e.g. pollination, fertilisation).	Skills Progression -Create and label a timeline of human development. -Explain physical and emotional changes during puberty. -Use scientific vocabulary confidently (e.g. adolescence, maturity).	Skills Progression -Group and classify materials by hardness, transparency, etc. -Explain dissolving and demonstrate filtering/sieving. -Identify reversible and irreversible reactions.	Skills Progression -Explain how forces act on objects. - Compare the impact of different surfaces on friction. -Build and test simple pulley or lever systems.	Skills Progression -Model orbits and rotation using diagrams or 3D objects. - Explain why we have seasons and time zones. -Use correct terminology (orbit, axis, rotation).	Skills Progression - Record changes in plants throughout the year. -Understand composting, planting cycles and habitats. -Suggest ways to support sustainability.
	Scientific Oracy - Describe and compare life cycles using scientific vocabulary. - Explain plant and animal reproduction clearly.	Scientific Oracy - Explain stages of human development in sequence. - Discuss physical and emotional changes using accurate vocabulary.	Scientific Oracy - Explain how materials can be grouped by their properties. - Describe methods such as dissolving, filtering and sieving. - Justify whether changes are reversible or	Scientific Oracy - Explain the effects of gravity, friction and resistance. - Predict outcomes and justify ideas before investigations. - Present findings using evidence and scientific vocabulary.	Scientific Oracy - Explain the movement of the Sun, Earth and Moon using models. - Use reasoning to explain day, night and seasons. - Challenge misconceptions respectfully using scientific evidence.	Scientific Oracy - Describe and explain changes observed in plants over time. - Discuss sustainability, habitats and planting choices. - Present recommendations and justify them using

	- Ask and answer questions using evidence from observations.	- Listen respectfully and build on others' explanations.	irreversible using evidence.			observations and evidence.
History/Geography	What is the legacy of the ancient Greek civilisation? - Ancient Greece – a study of Greek life, achievements and their influence on the western world. Skills Progression - Identify continuity and change over time. - Understand and explain the concept of a historical legacy. Historical Oracy -Discuss the achievements and influence of Ancient Greece. -Explain how Greek ideas continue to shape the modern world.	What is life like in the Alps? - Locate the Alps on a map and understand their physical features. - Explore climate, tourism, farming, and settlements. Skills Progression - Map Skills: Locate the Alps using atlases, maps and GIS. - Human Geography: Compare how people adapt to mountainous environments. Geographical Oracy -Describe the location and physical features of the Alps. -Compare life in the Alps with life in the UK.	What was life like in Tudor England? - Study of an aspect/theme in British history extending chronological knowledge beyond 1066. Skills Progression - Develop interpretation of primary and secondary sources (portraits, letters). - Compare experiences of different social groups. Historical Oracy -Describe what life was like in Tudor England. -Compare Tudor life with life today. -Discuss how Tudor society differed for rich and poor people.	Why do oceans matter? - Explore oceans' role in weather, climate, trade, and ecosystems. - Understand pollution and conservation issues. Skills Progression - Physical Geography: Describe water cycles and ocean currents. - Geographical Enquiry: Analyse human impact on oceans using evidence. Geographical Oracy -Explain why oceans are important to people and the planet. -Discuss how oceans influence weather, climate and trade. -Describe the relationship between oceans and ecosystems.	Were the Vikings raiders, traders or something else? - Britain's settlement by Anglo-Saxons and Scots. - Viking raids and invasion. - Resistance by Alfred the Great. Skills Progression - Develop the skill of challenging historical stereotypes using evidence. - Place Vikings on a timeline with key events. Historical Oracy -Discuss whether the Vikings were raiders, traders or settlers. -Explain the impact of Viking raids and invasions on Britain.	Would you like to live in the desert? - Locate major world deserts. - Explore adaptations of people, animals and plants to desert conditions. Skills Progression - Comparative Geography: Compare deserts to other biomes. - Fieldwork: Study climate data; describe patterns in temperature/rainfall. Geographical Oracy -Discuss the opportunities and challenges of living in a desert. -Describe the location and features of major world deserts.

	-Compare aspects of life in Ancient Greece with life today. Present viewpoints using historical evidence. -Debate the lasting legacy of Ancient Greek civilisation. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Visual sources and artefacts. Sentence stems for historical discussion. Chunked tasks and targeted support.	-Explain how climate influences tourism, farming and settlements. -Discuss the opportunities and challenges of living in a mountainous region. -Present geographical information using appropriate vocabulary. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Maps, photographs and visual supports. Sentence stems for geographical explanations. Chunked tasks and targeted support.	-Explain changes and continuity over time using historical evidence. -Present findings and viewpoints about significant Tudor events and people. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Historical sources, images and artefacts. Sentence stems for historical discussion. Chunked tasks and targeted support.	-Debate the impact of pollution on marine environments. -Present ideas about conservation and protecting the world's oceans. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Maps, photographs and video clips. Sentence stems for geographical explanations. Chunked tasks and targeted support.	-Compare Viking and Anglo-Saxon ways of life. -Use historical evidence to justify viewpoints. -Debate the significance of Alfred the Great's resistance to the Vikings. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Historical sources, artefacts and images. Sentence stems for historical discussion. Chunked tasks and targeted support.	-Explain how people, animals and plants adapt to desert conditions. -Compare desert environments with other regions of the world. Present and justify opinions using geographical evidence. Inclusion Check-in prompts. Partner talk before whole-class responses. Vocabulary pre-teaching. Maps, photographs and visual supports. Sentence stems for geographical explanations. Chunked tasks and targeted support.
Computing	Search engines (<i>from Systems and Searching</i>)	Making Music (<i>Scratch</i>)	Mission: Mars Data	Online Safety	Mars Rover Showcase Skills Progression	Micro:bit – Mars Missions

	Skills Progression - Understand how search engines index/rank - Use effective search strategies National Curriculum Links - Understand computer networks including the internet - Use search technologies effectively	Skills Progression - Use Scratch to create sound and sequence - Work with loops, tempo, and input - Use events to control music playback National Curriculum Links - Design, write and debug programs - Use sequence, selection, and repetition - Work with various forms of input/output	Skills Progression - Entering and formatting data - Using formulas - Creating charts - Interpreting Mars-related data sets National Curriculum Links - Use technology to collect, analyse, evaluate and present data - Select and use software for a range of purposes	Skills Progression - Online identity & privacy - Evaluating information - Reporting concerns National Curriculum Links - Use technology safely and respectfully - Understand acceptable behaviour online	- Decompose larger tasks - Use complex conditions - Debug effectively - Showcase solutions National Curriculum Links - Design, write and debug more complex programs - Use logic and reasoning to explain how algorithms work	Skills Progression - Program real-world inputs/outputs - Use loops, conditions & sensors - Control devices like rovers or data loggers National Curriculum Links - Work with physical systems - Use selection and repetition in programs - Understand sensors and feedback mechanisms
Art/ DT	Craft and design: Architecture - Investigate architectural features through drawing and observation. - Explore printmaking techniques to create patterns and textures. - Research the work of Zaha Hadid and Friedensreich Hundertwasser.	Textiles: Stuffed Toys Focus: Developing sewing techniques and designing for purpose. Skills Progression -Move from guided sewing techniques to independent application.	Painting & mixed media: Portraits - Investigate portraiture from different eras (e.g. Picasso, Kahlo). -Study of Tudor portraits (Holbein) Compare self-portraits to Tudor monarchs - Develop painting techniques.	Mechanical gears and pulleys Focus: Mechanical systems, market research and product design. Skills Progression -Move from understanding how gears/pulleys work to applying them in design.	Drawing: I need space - Explore space, depth and perspective in drawing. - Study artists like M.C. Escher and Zaha Hadid. Skills Progression -Refine observational drawing and learn one-point perspective. -Apply shading to create form and depth.	Cooking and Nutrition: Developing a Recipe Focus: Developing a recipe Food production, nutrition and adapting recipes. Skills Progression -Move from following recipes to adapting them with nutritional awareness.

	- Understand how Ancient Greek architecture was influenced by geography, culture and purpose. Skills Progression - Use sketching to record and develop architectural ideas. - Create prints inspired by architectural designs and patterns. - Compare and evaluate different architectural styles. - Design and annotate an architectural structure or monument. - Apply knowledge of Ancient Greek and modern architecture to create and evaluate original designs	-Develop design thinking: templates, component shapes, decoration. -Build resilience through repairing and improving work. -Combine functional stitches with creative decoration.	Skills Progression -Experiment with colour mixing, brushwork and textures. -Combine drawing and painting with mixed media techniques. -Refine blending and colour mixing for realistic effects; use texture and layering - Combine painting with collage and media to enhance portraits (e.g Tudor clothing, jewels) -Analyse how portraits communicate mood, power, identity (e.g Tudor portraits)	-Develop technical drawing and annotation skills. -Apply research and evaluation to refine designs. -Work with increasing independence from design brief through to evaluation.		-Develop understanding of food sources, production, and sustainability. -Build independence in safe preparation and cooking techniques.
PE	Basketball - Passing (chest, bounce, overhead) - Dribbling under pressure - Basic shooting (lay-up, set shot) - Defensive positioning Skills Progression	Dance - Explore a range of dynamic movements - Choreograph sequences with a theme - Perform in unison/canon Skills Progression	Gymnastics - Counter-balances and counter-tension - Flight (jumping & landing) - Linking movements smoothly Skills Progression	Badminton - Forehand/backhand grip - Serving (short and long) - Rallying skills - Net play awareness Skills Progression -Sustain a rally using forehand and backhand	Athletics - Sprinting with good technique - Relay baton exchanges - Throwing for distance (javelin/shot put) - Jumping (long/high) Skills Progression	Rounders - Throwing and catching (long and short) - Batting technique - Fielding positions and tactics - Game rules Skills Progression

	-Develop control and accuracy in passing/dribbling -Understand simple team tactics	-Create and perform a group dance sequence -Refine movements with expression	-Develop a sequence including balance, travel & flight -Perform with control and fluency	-Demonstrate accurate serving techniques	-Improve personal bests in track & field events -Apply effective techniques in all disciplines	-Play small-sided games with understanding of rules -Demonstrate fielding and batting skills effectively
Music	Blues - Explore 12-bar blues structure and chords - Improvise using the blues scale - Develop call and response singing	Composition notation (Ancient Egypt) - Read and perform basic staff notation (treble clef) - Compose melodies using Egyptian-inspired scales - Develop rhythmic accuracy with crotchets, quavers and minims	South and West Africa - Sing traditional African songs with accurate pitch - Perform layered polyrhythms on percussion instruments - Compose group rhythmic performances	Compositions for a Festival of Colour - Explore Indian classical music elements (rag, tala) - Compose original music inspired by Holi festival - Experiment with structure, timbre and dynamics	Looping and Remixing (Using Technology) - Use music software (DAW) to create loops and remix existing tracks - Explore layering, tempo and effects - Understand digital music production basics	Musical Theatre - Sing with expression and dynamics for storytelling - Perform a scene with music, movement and spoken word - Compose short musical themes for characters
PSHE/RSE	Understanding – Loving Others - God calls us to love others. - Ways we can participate in God’s call to love others. Skills Progression - Recognise how they can show love in different relationships. - Appreciate that everyone has something to offer in terms of loving others.	Personal Relationships Pressure comes in different forms. - Strategies to resist pressure. - Meaning of consent and bodily autonomy. - Equality Act 2010 protected characteristics. - Bullying, prejudice, and discrimination. Skills Progression - Identify pressures and say “no” appropriately.	Life Online - Independence brings responsibility for safe choices online. - How to use technology safely. - What cyberbullying is and how to get help. - Impact of online messages, banter vs bullying. Skills Progression Make sensible decisions about online safety.	Keeping Safe - Acceptable and unacceptable physical contact. - Abuse violates rights. - Risks of substances (drugs, alcohol, tobacco). Skills Progression - Identify trusted adults and seek help. - Make informed choices about substances. - Confidently say “no” to unsafe situations.	Religious Understanding The Trinity & Catholic Social Teaching - God the Father, Son, and Holy Spirit are the Trinity. - The Holy Spirit helps us to share God’s love and goodness. - Principles of Catholic Social Teaching. - God formed us out of love. Skills Progression	Catholic Social Teaching in Action - Ways to practise CST in the world. - God’s love shared through service. Skills Progression - Identify injustices and suggest how change can happen. - Demonstrate empathy and motivation to act with fairness and love.

	- Demonstrate responsibility for building loving relationships.	- Apply positive self-talk to manage feelings and actions. - Recognise and challenge bullying and discrimination. - Show respect for all as made in the image of God. - Begin to uphold dignity of themselves and others.	- Recognise and respond to cyberbullying. - Take responsibility for modelling respectful online behaviour. - Understand the impact of words and actions online.	- Respect and protect their own bodies.	- Recognise the Holy Spirit's role in guiding actions - Give examples of Catholic Social Teaching in daily life. - Show understanding of justice, dignity, and respect for others. - Apply CST principles in class, school, and wider community.	- Link CST to local and global challenges.
French	Les habitats (Habitats) Pupils explore plants and animals across five habitats, describing features and adaptations both orally and in writing. Skills Progression - Name plants and animals in French. - Use language to explain animal adaptations. - Present orally and in writing about habitats. - Compare and contrast habitats using simple sentences.	En ville (Around Town) Pupils learn town-place vocabulary, articles, direction and prepositions, building to a role-play of a tourist and tour guide. Skills Progression - Name 10+ places in a town. - Use prepositions to describe positions of places. - Give and follow directions in French. - Perform a role-play asking/answering where places are.	Moi dans le monde (Me in the World) Pupils learn about French -speaking countries, currencies, flags, cultural traditions and celebrations. Skills Progression - Identify French-speaking countries. - Name currencies, flags, and traditions. - Compare cultural celebrations. - Make simple presentations combining	Les Vikings (The Vikings) Pupils take on the role of a Viking character, learning vocabulary, adjective and grammar to describe themselves and others. Skills Progression - Use adjectives accurately for physical descriptions. - Apply grammar rules for adjectival agreement. - Describe themselves in role and describe another person. - Begin to create longer descriptive sentences.	Les planètes (Planets) Pupils study planets and the Solar System, applying adjectival agreement and extending sentences with conjunctions and intensifiers. Skills Progression - Name and describe planets in French. - Apply adjectival agreement accurately. - Use conjunctions and intensifiers in extended sentences.	Manger et Bouger (Healthy Lifestyles) Pupils learn food vocabulary (healthy and less healthy) and physical activities. They conjugate manger and boire in 1st person singular and talk about healthy living. Skills Progression - Say what they eat/do not eat, drink/do not drink. - Talk about healthy and less healthy foods. - Use verbs manger and boire in simple sentences.

		- Navigate a simple map using French.	prior vocabulary and grammar.		- Perform a role-play: astrophysicist interviewing astronaut. - Write longer descriptive sentences.	- Describe a healthy lifestyle, including food and activities. - Follow a simple healthy recipe in French.
Whole-Curriculum Progression	BUILD FOUNDATIONS -Secure core Year 5 knowledge and routines. -Retrieve prior learning, introduce subject vocabulary and model key methods. -Focus on accurate recall, description and supported explanation.	DEEPEN & APPLY -Apply Autumn 1 knowledge with greater independence. - Make links, compare ideas, justify choices and use subject-specific vocabulary more precisely across increasingly complex tasks.	ANALYSE & INTERPRET -Move from explanation to analysis. Interpret evidence, texts, data and sources; select appropriate strategies; compare viewpoints and communicate increasingly reasoned conclusions.	CONNECT & REASON -Combine knowledge and skills across contexts. -Explain relationships and cause/effect, evaluate choices, solve less familiar problems and sustain independent responses.	REFINE & EVALUATE -Work with increasing precision and independence. -Evaluate evidence, methods and outcomes; refine work using feedback; justify conclusions and transfer learning to new contexts.	MASTER & SYNTHESISE -Draw together learning from across Year 5. -Select and apply skills independently, make connections across subjects, present well-supported outcomes and reflect on progress ready for Year 6.