

Y5 Foundation Subject Curriculum Coverage Autumn 2026

History – Ancient Greeks

Ancient Greece is recognised from the 8th century BC.
Link the chronology of the Ancient Greeks to other civilisations e.g. Romans, Egyptians within the time period.
Know and understand key dates e.g. first Olympic Games, start of democracy.
Greece was divided into city-states (polis) that each had their own laws and way of life, but all spoke the same language. Two of the most well-known are Athens and Sparta.
In Athens, Greek styles of art, architecture, philosophy and theatre were developed – these helped shape modern society along with science and maths.
Athens had a democratic government – like modern day Britain.
Religion was very important in Ancient Greece, they were polytheists – they believed in different gods and goddesses that were in charge of different parts of their lives. Temples were built in their honour and featured heavily in stories of Greek mythology.
The first Olympic games were held in 776 in the city-state Olympia.
Research using primary written sources and Greek pottery to answer questions about the ancient Greek period.
Pythagoras made major breakthroughs in Science and maths.
Homer wrote the Iliad and the Odyssey.
Aesop wrote the famous fables we still use today.
Socrates, Plato and Aristotle are well-known philosophers whose wisdom we still use today.

PHSE

- *Understanding me in my World
- *Celebrating Difference

Geography – Mountains

Know the names and locations of some of the world's highest mountains and ranges.
Know where the main mountain regions are in the UK
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.
The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.
Understand how mountains are formed through four processes: unwarped, volcanic, fault-block and folded (complex).
Locate and identify the five types of mountains: fold, fault-block, dome, volcanic and plateau.
Understand that air thins and the temperature drops as the altitude climbs.
Understand the impact of climate change on the different climate zones worldwide.
Understand how mountain regions are used by humans for a variety of purposes (tourism, mining, hunting).
Describe and understand key aspects of human geography, including types of settlement and land use.
Know how to use graphs and charts to compare features such as temperature or rainfall across the world.

Religion and World Views – Expression of Belief

- How do people express their faith?
- *Judaism
 - *Christianity
 - *Islam

Art – Sculpture – Pottery

Pots are a type of container that are hollow inside.
Pots have been used throughout history, by different civilisations. (including Ancient Greece/ Ming Dynasty), and different pots were decorated according to their purpose and era.
Throughout civilisations, pottery has been used as both a practical invention to carry food and drink, and as art.
Clay can be used in a variety of ways to create different shapes pottery for different purposes (pinch, coil, slab)
Printing and pattern:
Printing and pattern has been used on pottery throughout history.
Civilisations have used pattern on pottery to tell stories.
Pattern can be added to clay pottery by embossing (relief) or debossing (indented).

Music – Samba

I can listen with attention to detail and recall sounds with increasing aural memory.
I can appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.
I can develop an understanding of the history of music.
I can choose from a wide range of musical vocabulary to accurately describe and appraise music.

Spanish – Mascotas (What pets do you have?)

I can write simple sentences and short paragraphs from memory or using supported written materials.
I can speak in sentences, using familiar vocabulary, phrases and basic language structures.
I can take part in short conversations using sentences and familiar vocabulary.

PE – Gymnastics

To know the importance of conditioning exercises to increase strength and endurance.
Move freely and with agility both on the floor and when using apparatus.
Reflect and evaluate own and others' performances.
To know how to use a variety of speeds and direction under control.
To know how to link movements into a more complex sequence (balance/travel/rolls/jumps)
To know how to incorporate a greater variety of apparatus safely in a sequence.
To know how to safely enter and exist group balances.
PE – Basketball
Know how to gain possession by working as a team.
Know when to choose a specific tactic for defending and attacking.
Know a number of techniques to pass, dribble and shoot using equipment.
Know when to pass and when to dribble in a game.
Know how to pass and move to cause the opposition problems.
Knows their role within a team.

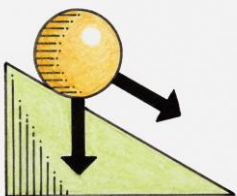
Knows how to use tactics to put an opponent under pressure or to alleviate pressure on one's own team.
Be able to retain and regain possession when passing, dribbling and dodging in team games.
With some guidance also recognising the similarities and differences across sports.
Discuss, apply and adapt appropriate tactics in invasion games situations.

Science – Physics: Forces

Knows that unsupported objects fall to Earth because of the force of gravity acting between the earth and the falling object.
Knows and can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Knows that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Know about scientists such as Galileo and Isaac Newton helped to develop the theory of gravity.

Working Scientifically:

Investigate the pull on different objects using a newton meter and record forces in Newtons (N).
Report on conclusions relating to an object's mass and its weight in Newtons.
Investigate the effect of friction in a range of contexts.
Investigate the effects of water resistance in a range of contexts e.g. dropping shapes through water, pulling shapes e.g. boats along the surface of water.
Investigate the effects of air resistance in a range of contexts e.g. parachutes, spinners, sails on boats.
Explore how levers, pulleys and gears work.
Research how the work of scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravity.



Science – Chemistry: Properties and Changes of Materials

Knows how to compare and group everyday materials on the basis of their properties and what they know about magnetism e.g. hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
Some materials will dissolve in a liquid and form a solution while others are insoluble. Pupils can describe how to recover a substance from a solution and understand suspension.
Use knowledge of solids, liquids and gases to decide how mixtures might be separated by filtering, sieving and evaporation.
Know some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.

Working Scientifically:

Investigate the properties of different materials in order to recommend materials for particular functions depending on these properties e.g. test waterproofness and thermal insulation to identify a suitable fabric for a coat
Explore adding a range of solids to water and other liquids e.g. cooking oil, as appropriate.
Investigate rates of dissolving by carrying out comparative and fair test and records findings
Separate mixtures by sieving, filtering and evaporation, choosing the most suitable method and equipment for each mixture
Explore a range of non-reversible changes e.g. rusting, adding fizzy tablets to water, burning
Carry out comparative and fair tests involving non-reversible changes e.g. What affects the rate of rusting? What affects the amount of gas produced?
Research new materials produced by chemists e.g. Spencer Silver (glue of sticky notes) and Ruth Benerito (wrinkle free cotton).

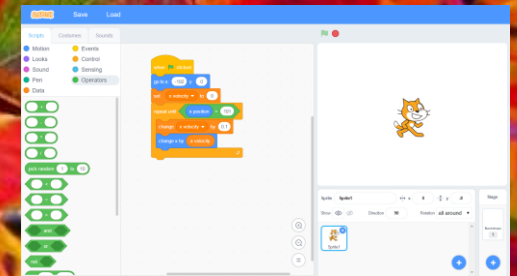
Computing

Search Engines

Know how data is collected.
Know the different forms of developed communication.

Programming Music

Know how software will work based on previous experience.
Know how to write more complex algorithms for a purpose.
Know how to program an animation and tinker it as they work.
Know how to use loops and nested loopings.
Know how to debug their own code.
Know how to write their own code to create a desired effect.
Know a wide range of programming commands.
Know how to use a software program to make music.



Design & Technology – Bridges

To know that there are many different types of bridge: beam, arch, cable-stayed, suspension, cantilever, truss.
There are many famous bridge engineers: e.g. Freeman Fox and Partners (Severn Bridge), Bernard Wex (Humber Bridge); John Wolfe Barry and Sir Horrace Jones (Tower Bridge).
Different materials can be used to make bridges (steel, wood, iron, bricks).
The design of particular bridges makes them particularly successful considering their purpose and location.



**East Park
Primary School**

Respect, grow, believe and achieve together

Y5 Foundation Subject Key Vocabulary Autumn 2026



**Horizon
Academy Trust**
Where anything is possible

History

Acropolis, philosophy, architecture, culture, democracy, Citadel, circa, climate, culture, deity, democracy, empire, invasion, mythology, philosophy, polis, polytheists, Spartan, Trojan, Athenian, Corinthian

Art

Container, hollow, decoration, purpose, pottery, pinch, coil, slab, shape, emboss, deboss, relief, indent

Design & Technology

beam, bench hook, compression, coping saw, file, reinforce, sandpaper, set square, suspension bridge, tenon saw, tension, trust bridge, triangular

Religion and World Views

Artefacts, symbol, festivals, religious celebration, impact, expression, symbolism, diversity, ritual, unity, charitable work, sacrifices, significant, commitments, motivation, cause, influence, ultimate, sacrifice, motivated, pilgrimage, memorial, monument, sacred place, believers, pilgrims, rituals.

Geography

Peak, valley, cliff, ridge, plateau, summit, terrain, range, fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains, The Himalayas, The Alps, The Andes, The Rockies, Mount Vesuvius

Music

explore, lyrics, pulse, rhythm, pitch, dynamics, tempo, duration, texture, rest, fast, slow, loud, quiet, high, low, note, notation.

Science

Forces (Physics)

Attract, repel, friction, force, gear, gravity, lever, motion, opposite, pulley, resistance, spring, streamlined, surface, mechanisms, Gallileo, Newton

Properties and changing materials (Chemistry)

Circuit, condensation, conductor, dissolve electricity evaporation filtering flexible gas insoluble insulator irreversible liquid magnetic melting permeable process properties rate reversible solid soluble solution state temperature thermal transparent variable hardness substance separate sieving (Spencer Silver / Ruth Benerito??)

PE

space, travel, direction, warm up, cool down, stretch, teamwork, respect, communication, challenge, movement, health, wellbeing, exercise, fitness, analysis, sequence, evaluation, performance, flexibility, agility, posture, consistency, coordination, control, accuracy, reflection, technique.

Spanish

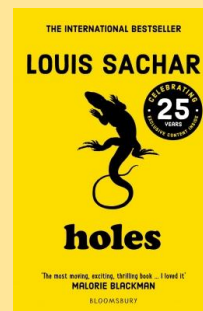
un perro, un gato, un conejo, un hamster, un pez, un raton, una catorra, una tortuga, tengo, no tengo

PHSE

education, appreciation, opportunities, motivation, vision, hopes, goals, denied, challenge, citizen, empathise, refugee, persecution, conflict

Reading for enjoyment

This term we will be reading:



Computing

Online safety: anonymity, application, bill payer, bullying, communication, emoji, gif, hack, interpreted, judgement, meme, mental health, misinterpreted, passwords, permissions, private information, reliable, reputation, trusted adult, victim, wellbeing

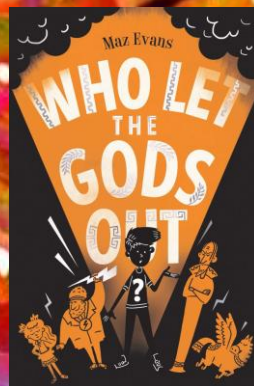
Computing systems and networks: Search engines: algorithm, company logo, data leak, data privacy, fake news, inaccurate information, index, keywords (internet), network, online, page rank, search engine, web crawler, website, WWW (world wide web)

Programming 1: Music: basic commands, block (Scratch), bug, computer code, code (verb), debug, error, live loop (Sonic Pi), loop, pitch, program language (Sonic Pi), rhythm, soundtrack, tempo, timbre, tinker

Y5 English Curriculum Coverage and Key Vocabulary Autumn 2026

Writing

I can plan writing by: identifying the audience and purpose of the writing and use other writing as models.
I can plan writing by: noting and developing initial ideas, drawing on reading and research where necessary.
I can draft and write by: in narratives, describing settings, characters and atmosphere.
I can draft and write by: using a wide range of devices to build cohesion within and across paragraphs.
I can draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
I can evaluate and edit by: assessing the effectiveness of my own and others' writing.
I can evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
I can evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.
I can proof-read for spelling and punctuation errors.



Hand-writing

I can write legibly and fluently, by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
I can choose the writing implement that is best suited for a task.

Reading

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read books that are structured in different ways and read for a range of purposes.
I can recommend books I have read to my peers, giving reasons for my choices.
I can identify and discuss themes, ideas, events and conventions in and across a wide range of writing.
I can learn a wider range of poetry by heart, e.g. narrative verse, haiku.
I can ask questions to improve my understanding.
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
I can predict what might happen from details stated and implied.
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I can identify how language, structure and presentation contribute to meaning.
I can distinguish between statements of fact and opinion.
I can retrieve, record and present information from non-fiction and identify purpose, structures and grammatical features evaluating how effective they are.

Spelling, Punctuation & Grammar

I can use dictionaries to check the spelling and meaning of words.
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
I can use a thesaurus.
I can use expanded noun phrases to convey complicated information concisely.
I can punctuate bullet points consistently.
I can express time, place and cause using conjunctions [for example, when, before, after, while, so, because].
I can express time, place and cause using adverbs [for example, then, next, soon, therefore].
I can identify and use modal verbs [for example, might, should, will, must].

Vocabulary

fiction, non-fiction, information, poetry, characters, setting, paragraphs, punctuation, expanded noun phrase, pro nouns, proper nouns, metaphor, simile, alliteration, onomatopoeia, bullet point, colon, adjective, verb, adverb, vocabulary, identify, clarify, define, infer, observe, proof read, plan, past tense, present tense, alphabetical order, conjunctions, modal verb, time connectives, prefix, suffix, homophone, inverted commas, bullet points, comma, semi colon, full stop exclamation mark, question mark.

Y5 Mathematics Curriculum Coverage and Key Vocabulary Autumn 2026

Number – number and place value

I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
I can interpret negative numbers in context.
I can count forwards and backwards with positive and negative whole numbers, including through zero.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
I can solve number problems that require me to use place value and number.
I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
I can solve number and practical problems that involve all of the above.

Vocabulary

compare, order, place value, round, (to nearest)
count through zero, partition, greater than, less than, ascending, descending

Number – addition, subtraction, multiplication and division

I can add whole numbers with more than 4 digits using the column method.
I can subtract whole numbers with more than 4 digits using the column method.
I can add numbers mentally with increasingly large numbers.
I can subtract numbers mentally with increasingly large numbers.
I can use rounding to check answers to calculations and determine levels of accuracy.
I can solve addition multi-step problems in contexts.
I can solve subtraction multi-step problems in contexts.
I can solve problems involving addition and subtraction.
I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
I can multiply numbers up to 4 digits by a one-digit number using a formal written method.
I can multiply numbers up to 4 digits by a two-digit number using long multiplication.
I can multiply and divide numbers mentally drawing upon known facts.
I can divide numbers up to 4 digits by a one-digit number using short division and interpret remainders appropriately.
I can multiply whole numbers and decimals by 10, 100 and 1000.
I can divide whole numbers and decimals by 10, 100 and 1000.
I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
I can solve problems involving multiplication and division.

Vocabulary

column addition and subtraction, efficient written method, order of operations, factor pairs, composite numbers, prime number, prime factors, square number, cubed number, common factors, common multiples, multiplication facts (up to 12x12) product, division facts, inverse, formal written method

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Fluency – become fluent in the skill being taught and be able to use it in a variety of different ways.

Reasoning – explaining why – use the word 'because' to explain how you know.

Problem solving – real life examples of when the maths might be used.

Fractions

I can compare and order fractions whose denominators are all multiples of the same number.
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 1/5$.]
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Vocabulary

numerator, denominator, unit fraction, non-unit fraction, whole, equivalent, mixed number, improper fraction, simplest form, common denominator, common numerator

