



**Grimsdyke School**  
**Long Term Curriculum Overview (2025-26)**  
**Year 5**

|                                                    | <b>Autumn Term</b>                                                                                                                                                                                                                                                                                                        |                                                                        | <b>Spring Term</b>                                                                                                                                                                                                                                                                                        |                                                              | <b>Summer Term</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                               |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
|                                                    | <b>Autumn Term 1</b>                                                                                                                                                                                                                                                                                                      | <b>Autumn Term 2</b>                                                   | <b>Spring Term 1</b>                                                                                                                                                                                                                                                                                      | <b>Spring Term 2</b>                                         | <b>Summer Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Summer Term 2</b>                          |
| <b>Topic/Theme</b>                                 | <b>The Victorians</b>                                                                                                                                                                                                                                                                                                     |                                                                        | <b>Stronger Together</b>                                                                                                                                                                                                                                                                                  |                                                              | <b>The Ancient Greeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |
| <b>English: Whole class reading and text focus</b> | <b>Main Text:</b> <i>Street Child</i> by Berlie Doherty<br><br><i>Cosmic</i> by Frank Cottrell Boyce<br><i>Jamie Drake equation</i> by Christopher Edge<br><br><i>Shorter</i><br><i>Oliver twist</i><br><i>The British</i> by Benjamin Zephaniah<br><i>Mystery Stories</i><br><i>Christmas related- A Christmas Carol</i> |                                                                        | <b>Main Text:</b> <i>Journey to Jo'Burg</i> by Beverley Naidoo<br><i>The Curse of the Maya</i> by Johnny Pearce & Andy Loneragan<br><br><i>Aztecs Tales</i><br><i>Explorer</i> by Katherine Rundell<br><i>The Shaman's Apprentice</i> by Lynne Cherry & Mark Plotkin<br><i>Middleworld</i> by J&P Voelkel |                                                              | <b>Main Text:</b> <i>Greek Myths (Various)</i><br><br><i>The Adventures of Odysseus</i> by Hugh Lupton, Daniel Morden and Christina Balit<br><i>The Odyssey</i> by Gillian Cross<br><i>Time Travel Diaries: Adventure in Athens</i> by Caroline Lawrence<br><i>Percy Jackson and the Lightening Thief</i> – Rick Riordan<br><br><i>Beasts of Olympus</i> – Lucy Coats<br><i>Leo and the Gorgon's Curse</i> – Joe Todd Stanton<br><i>Mission to Marathon</i> – Geoffrey Trease<br><i>The Story of Antigone</i> – Ali Smith |                                               |
| <b>English: Writing focus and text types</b>       | Character and Setting descriptions<br>Letter Writing                                                                                                                                                                                                                                                                      | Poetry<br>Mystery stories<br>Newspaper articles<br>Instruction writing | Descriptive writing- setting and character<br>Letter writing<br>Diary entries                                                                                                                                                                                                                             | Adverts<br>Persuasive writing<br>Writing a balanced argument | Non-chronological report<br>Newspaper articles                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing a play script<br>Writing a Greek myth |



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|                              | <i>Non- chronological reports</i>                                            |                                                                                                                                                |                                                                                                                                  |                                                                                       |                                                                                                                                       |                                                                                                       |
| <b>Maths</b>                 | <i>Number- place value, addition and subtraction</i>                         | <i>Number- Multiplication and division</i>                                                                                                     | <i>Number- multiplication and division<br/>Fractions</i>                                                                         | <i>Decimals and percentages<br/>Perimeter and Area<br/>Statistics</i>                 | <i>Decimals<br/>Geometry- properties of shape/position and direction</i>                                                              | <i>Negative number<br/>Measurement- conversion<br/>Volume</i>                                         |
| <b>Science</b>               | <i>The Properties and Changes of Materials</i>                               | <i>Forces</i>                                                                                                                                  | <i>Earth and Space</i>                                                                                                           | <i>Earth and Space</i>                                                                | <i>Living Things and their Habitats</i>                                                                                               | <i>Animals (Including Humans)</i>                                                                     |
| <b>Computing</b>             | <i>Computing systems and networks - Systems and searching</i>                | <i>Creating media - Video production</i>                                                                                                       | <i>Data and information – Flat-file databases</i>                                                                                | <i>Creating media – Introduction to vector graphics</i>                               | <i>Programming A – Selection in physical computing</i>                                                                                | <i>Programming B – Selection in quizzes</i>                                                           |
| <b>History</b>               | <i>Victorian Britain</i>                                                     | <i>Untold Victorians</i>                                                                                                                       | <i>South American civilisations – Maya</i>                                                                                       | <i>South American civilisations - Inca and Aztecs</i>                                 | <i>Ancient Greece</i>                                                                                                                 |                                                                                                       |
| <b>Geography</b>             | <i>Plate tectonics, Mountains and Earthquakes.</i>                           |                                                                                                                                                | <i>Rivers</i>                                                                                                                    |                                                                                       | <i>Europe and Greece</i>                                                                                                              |                                                                                                       |
| <b>P.E.</b>                  | <i>Gymnastics<br/><br/>Football</i>                                          | <i>Netball (competitive and team sport)</i>                                                                                                    | <i>OAA<br/><br/>Dance</i>                                                                                                        | <i>Tennis</i>                                                                         | <i>Rounders</i>                                                                                                                       | <i>Athletics</i>                                                                                      |
| <b>PSHCE (Jigsaw)</b>        | <i>Being me in my world</i>                                                  | <i>Celebrating difference</i>                                                                                                                  | <i>Dreams and goals</i>                                                                                                          | <i>Healthy me</i>                                                                     | <i>Relationships (SRE) – following Grimsdyke SRE curriculum</i>                                                                       | <i>Changing Me (SRE) – following Grimsdyke SRE curriculum</i>                                         |
| <b>Art and Design</b>        | <i><b>Design and Making</b><br/><b>William Morris</b> designs and prints</i> | <i><b>Design and making</b><br/>William Morris designs and prints<br/><b>Portraits big and small</b><br/>- stamp design and grid portraits</i> | <i><b>Aztec and Mayan art:</b><br/>Layering and printing<br/><br/>Cultural inspirations: Tie Dye/African patterns and design</i> | <i><b>Aztec Chocolate Bars</b><br/>Designing and making a chocolate bar / wrapper</i> | <i><b>Drawing, Making, Colour</b><br/>Techniques (Surrealism, pointillism, collage)<br/><b>Paula Nicho Cumez</b><br/>Yayoi Kusama</i> | <i><b>Architecture &amp; Making</b><br/>Greek architecture, culture and art<br/><b>Parrhasius</b></i> |
| <b>Design and Technology</b> | <i><b>Moving Mechanisms</b><br/>Making bridges</i>                           |                                                                                                                                                | <i><b>Aztec 'Sun God' sewing</b></i>                                                                                             |                                                                                       | <i>Ancient Greek feast (Mediterranean diet and ingredients)</i>                                                                       | <i>Greek pots – clay work<br/><br/>Textiles:</i>                                                      |



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|------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Music</b>                 | <b>Gospel Music</b><br><i>Singing and Performance</i>                                  | <b>Peter and the Wolf</b><br><i>Instruments of the Orchestra</i>                                                                                                                                 | <b>Bamboo Tamboo</b><br><i>Pulse and Rhythm</i><br><br><b>Harrow Music Service: African Drumming Programme</b>                                        | <b>Harrow Music Service: African Drumming Programme</b><br><b>African songs</b>                                | <b>Rap Music</b><br><i>Create and Sing project</i>                      | <b>Ternary form</b><br><i>Composition Project</i>                       |
| <b>R.E</b>                   | <i>Do all actions have a consequence?</i><br><b>Buddhism and Jainism</b><br><b>B/F</b> | <i>Is it better to give than to receive?</i><br><b>Christianity and Islam</b><br><b>C/F</b>                                                                                                      | <i>Why did a Chief Rabbi say – “Religion is about the why of creation, science is about the how.”?</i><br><b>Judaism &amp; Humanism</b><br><b>A/E</b> | <i>How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh?</i><br><b>Sikhism A/E</b> | <i>Could the Lord’s Prayer be universal?</i><br><b>Christianity C/D</b> | <i>How do faiths define themselves?</i><br><b>Baha’i C/D</b>            |
| <b>MFL: French</b>           | <b>La date</b><br><i>(The date)</i>                                                    | <b>Chez moi</b><br><i>(My home)</i>                                                                                                                                                              | <b>As-tu un animal?</b><br><i>(Do you have a pet?)</i>                                                                                                | <b>Quel temps fait-il?</b><br><i>(What is the weather?)</i>                                                    | <b>Les Jeux Olympiques</b><br><i>(The Olympic Games)</i>                | <b>Les habitats</b><br><i>(Habitats)</i>                                |
| <b>Curriculum enrichment</b> | <i>Primary maths challenge</i><br><br><i>Gunnersbury Park Visit</i>                    | <i>Christmas Fair</i><br><i>St Anselm’s Christmas church service</i><br><br><i>A Christmas Carol-performance</i><br><br><i>Victorian school theme day and learning about Victorian Christmas</i> | <i>Aztec/Maya/Inca Day-Chocolate making</i>                                                                                                           | <i>Crew Theatre- Space Word book day</i><br><br><i>Whipsnade Zoo visit</i>                                     | <i>Crew Theatre- Ancient Greeks</i>                                     | <i>Year 5 summer production</i><br><br><i>Grimsdyke Summer Carnival</i> |



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