

# New Valley Primary Curriculum Outline

## Upper Key Stage Two: Year 5



2025-26	Autumn (15 weeks)	Spring (11 weeks)	Summer (12 weeks)
	Global Scholars	Global Scholars	Global Scholars
<b>Science</b>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect</li> </ul> <p><b>States of matter-change</b></p> <ul style="list-style-type: none"> <li>• Identify, compare and group together based on their properties, everyday materials, including through their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (e.g. changes associated with burning and the action of acid on bicarbonate of soda Describe the changes as humans develop to old age</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth’s rotation to explain the day and night and the apparent movement of the sun across the sky</li> <li>• Understand the ideas of space have changed over time</li> </ul>	<p><b>Animals incl humans</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul>
<b>Design Technology</b>	<p><b>Mechanisms: Pulleys or Gears and CAMS</b></p> <p><b>Vehicles, displays or toys</b></p>	<p><b>Food and Nutrition: Celebrating Culture and Seasonality : Bread, cake, biscuit based</b></p>	<p><b>Structures: Frame Structures: Bird hides, bug hotels, bus shelter, playground equipment, kite</b></p>

	<ul style="list-style-type: none"> <li>- Understand that mechanical systems have an input, process and an output.</li> <li>- Understand how cams can be used to produce different types of movement and change the direction of movement</li> <li>- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement</li> </ul>	<ul style="list-style-type: none"> <li>- understand that seasons and climate may affect the food available.</li> <li>- Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>- Know how to prepare and cook and alter a recipe in a variety of predominantly savoury dishes</li> <li>- understand that different food and drink contain different substances- nutrients, water and fibre- that are needed for health</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence how products can be made stronger and more stable and use finishing techniques to strengthen and improve the appearance of my models.</li> <li>- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>- Join and combine materials and components accurately in temporary and permanent ways including shaping joints, using hinges, screws and nails.</li> </ul>
<b>IT Computing</b>	<p><b>Systems and Searching</b></p> <ul style="list-style-type: none"> <li>• To explain that computers can be connected together to form systems</li> <li>• To recognise the role of computer systems in our lives</li> <li>• To experiment with search engines</li> <li>• To describe how search engines select results</li> <li>• To explain how search results are ranked</li> <li>• To recognise why the order of results is important, and to whom</li> </ul> <p><b>Video Productions</b></p> <ul style="list-style-type: none"> <li>• To explain what makes a video effective</li> <li>• To identify digital devices that can record video</li> <li>• To capture video using a range of techniques</li> <li>• To create a storyboard</li> <li>• To identify that video can be improved through reshooting and editing</li> <li>• To consider the impact of the choices made when making and sharing a video</li> </ul>	<p><b>Selection in Physical Computing</b></p> <ul style="list-style-type: none"> <li>• To control a simple circuit connected to a computer</li> <li>• To write a program that includes count-controlled loops</li> <li>• To explain that a loop can stop when a condition is met</li> <li>• To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>• To design a physical project that includes selection</li> <li>• To create a program that controls a physical computing project</li> </ul> <p><b>Flat File Databases</b></p> <ul style="list-style-type: none"> <li>• To use a form to record information</li> <li>• To compare paper and computer-based databases</li> <li>• To outline how you can answer questions by grouping and then sorting data</li> <li>• To explain that tools can be used to select specific data</li> <li>• To explain that computer programs can be used to compare data visually</li> <li>• To use a real-world database to answer questions</li> </ul>	<p><b>Introduction to Vector Graphics</b></p> <ul style="list-style-type: none"> <li>• To identify that drawing tools can be used to produce different outcomes</li> <li>• To create a vector drawing by combining shapes To use tools to achieve a desired effect</li> <li>• To recognise that vector drawings consist of layers</li> <li>• To group objects to make them easier to work with</li> <li>• To apply what I have learned about vector drawings</li> </ul> <p><b>Selection in Games</b></p> <ul style="list-style-type: none"> <li>• To explain how selection is used in computer programs</li> <li>• To relate that a conditional statement connects a condition to an outcome</li> <li>• To explain how selection directs the flow of a program</li> <li>• To create a program which uses selection</li> <li>• To evaluate my program</li> </ul>
<b>Geography</b>	<p><b>Mapping the world:</b></p> <ul style="list-style-type: none"> <li>• to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time</li> </ul>	<p><b>The Earth in space:</b></p> <ul style="list-style-type: none"> <li>• to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic</li> </ul>	<p><b>South America:</b></p> <ul style="list-style-type: none"> <li>• to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</li> </ul>

	<ul style="list-style-type: none"> <li>to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>World countries and capitals:</b></p> <ul style="list-style-type: none"> <li>to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>to know how different countries work together</li> <li>to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>Circle, the prime/Greenwich meridian and time zones (including day and night). To know the significance of the tropics To understand time zones and seasonality to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Biomes and Vegetation belts:</b></p> <ul style="list-style-type: none"> <li>to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>To name and describe the features of the five main biomes</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>human characteristics, countries, and major cities. to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p><b>History</b></p>	<p><b>Ancient Greece – life, achievements, legacy</b></p> <ul style="list-style-type: none"> <li>Study the differences between people, events and artefacts studied.</li> <li>Describe how historical events studied have influenced life today.</li> <li>Compare an aspect of life in different times.</li> <li>Make links between some of the features of past societies – religion, beliefs, houses, technology, behaviour etc.</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> <li>Choosing reliable sources of evidence to answer questions about the past – begin to identify primary and secondary sources.</li> <li>Investigate own lines of enquiry by posing questions to answer</li> </ul>	<p><b>How did WW2 change London?</b></p> <ul style="list-style-type: none"> <li>Explaining life during WW2 – focus on Blitz in London - local area links.</li> <li>Using varied historical sources about the causes of World War Two.</li> <li>Understanding experiences of different sections of British and Commonwealth society during the war.</li> <li>Evaluating the purpose of different texts during the War and exploring role of propaganda.</li> <li>Exploring problems faced by children and families.</li> <li>Evaluating how the war changed Britain, and led to changes in national life welfare state, reconstruction.</li> <li>Exploring the impact of WW2 on local area:</li> <li>Using maps and photos to evaluate changes over time.</li> <li>Explaining impact of specific events to the locality.</li> </ul> <p><b>Be an Historian Day: A thousand years of...</b></p> <p><b>Theme to be chosen each year according to the class: monarchy and power; crime and punishment; invention; travel and exploration; fashion; leisure and culture...</b></p>	

<p><b>Religious Education</b></p>	<p><b>Harvest Christmas</b>  <b>What are the ways that communities care?</b></p> <ul style="list-style-type: none"> <li>• How different groups of people holding religious and non-religious world views care for the local and world environment</li> <li>• Why people think they have a duty to preserve the planet</li> </ul>	<p><b>Easter</b>  <b>Why do people judge?</b></p> <ul style="list-style-type: none"> <li>• To explain what a Hate crime is</li> <li>• That there are strategies for use against bullying and Hate crime</li> <li>• Knowledge of Ann Frank and the Holocaust</li> </ul>	<p><b>What do Humanists Believe?</b></p> <ul style="list-style-type: none"> <li>• Children consider what is important to them, what do they believe in?</li> <li>• Understand how humanists view the world</li> <li>• Understand the importance of science and reason to humanists</li> <li>• Understand the basis for compassion and kindness in a non-religious worldview</li> </ul>
<p><b>Art</b></p>	<p><b>Form: Soap Sculpture and Modroc</b>  <b>Sculpture and the human form:</b></p> <ul style="list-style-type: none"> <li>• Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> <li>• Investigate how scale, display location and interactive elements impact 3D art and know that the size and scale of three-dimensional art work changes the effect of the piece.</li> <li>• Use sketchbooks to plan through drawing and other preparatory work, to create a sculpture</li> <li>• Confidently carve a simple form</li> <li>• Consider the properties of media being used</li> <li>• Work directly from imagination or observation</li> <li>• Develop confidence with shape, form, modelling and joining</li> <li>• Choose appropriate tools for modelling</li> <li>• Work in a safe and organised way, caring for equipment</li> </ul> <p>Barbara Hepworth  Ancient Greek sculpture- The Elgin Marbles (British Museum) Metopes  Rodin</p>	<p><b>Line and tone: Lino Printing (3 colours)</b></p> <ul style="list-style-type: none"> <li>• Draw in a more sustained way, revisiting a drawing over time and applying understanding of tone, texture, line, colour and form.</li> <li>• Know that lines can be used by artists to control what the viewer looks at within a composition.</li> <li>• Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li> <li>• Begin to develop drawn ideas as part of an exploratory journey.</li> <li>• Use a variety of techniques to add interesting effects, shadows and direction of sunlight</li> <li>• Develop greater accuracy in observational drawings, including the human figure</li> <li>• Use shading a line to show mood and feeling</li> <li>• Develop use of perspective</li> <li>• Apply techniques with a range of media Lino and cutting tools), selecting these independently in response to a stimulus.</li> </ul> <p>Edward Munch _ The Scream  Henry Moore – The Shelter  The Great Wave - Hokusai  Starry Night Van Gogh</p>	<p><b>Animals in Art: Mixed Media with collage and decoupage</b></p> <ul style="list-style-type: none"> <li>• Know how to create texture on different materials.</li> <li>• Use vocabulary of texture</li> <li>• Increase awareness of expressive qualities of texture (e.g creating waves for the sea etc)</li> <li>• Analyse textures in brush strokes in painting.</li> <li>• Experiment with using texture to create mood (e.g. thick paint, textured paint for dark stormy night)</li> <li>• Replicate textures found in nature (animals, sky, landscapes)</li> <li>• Explore how collage can extend original ideas. <ul style="list-style-type: none"> <li>○ Combine a wider range of media, e.g. photography and digital art effects</li> </ul> </li> <li>• Know that artists use colour to create an atmosphere or to represent feelings in an artwork.</li> <li>• Become competent in blending harmonious colours, red through orange into yellow</li> <li>• Develop knowledge of matching and replicating colours used by other artists</li> <li>• Be accurate in colour mixing predictions</li> <li>• Understand the terms complimentary and contrasting</li> <li>• Create tonal ladders in one colour</li> <li>• Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</li> <li>• Develop a painting from a drawing or other initial stimulus.</li> </ul> <p>Rousseau</p>

			Megan Coyle- e.g. Watchful Lion, Watchful Tiger The work of South American artists
<b>Music</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>	<b>Sound Progress-trumpet/trombone (Specialist teacher CSMA)</b>
PHSCE  Will change to add in new safeguarding objectives	<p><b>Media literacy and Digital resilience:</b></p> <ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> </ul> <p><b>Families and friendships:</b></p> <ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> </ul>	<p><b>Physical health and Mental wellbeing -</b></p> <ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>to recognise the shared responsibility of keeping a clean environment</li> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how the lack of physical activity can affect health and wellbeing</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable or try to</li> </ul>	<p><b>Growing and changing - Human reproduction</b></p> <ul style="list-style-type: none"> <li>to recognise some of the changes as they grow up</li> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p><b>Growing and changing:</b></p> <ul style="list-style-type: none"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p><b>Money and Work - Identifying job interests and aspirations:</b></p> <ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> </ul>

	<ul style="list-style-type: none"> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek support in relation to friendships</li> </ul>	<p>persuade them to keep a secret they are worried about</p> <ul style="list-style-type: none"> <li>whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b>Keeping safe including responding in emergencies, first aid:</b></p> <ul style="list-style-type: none"> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<ul style="list-style-type: none"> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> <li>how having or not having money can impact on a person's emotions, health and wellbeing</li> </ul> <p><b>Belonging to a community - Protecting the environment:</b></p> <ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> <li>how they can take small steps to protect the environment around them</li> </ul>
<b>PE</b>	Striking and Fielding-A1-Cricket Invasion games-A1-Netball Dance-A1-Charleston Net and wall -A2-Badminton	Gymnastics-S1 Invasion games- S2- Hockey Net and Wall-S1 -Tennis Athletics S2	Athletics Su1&2 Striking and fielding- Su1-Rounders OAA Outdoor Adventurous Activities-Su2,
<b>Outdoor Learning</b>	<b>Weekly attention to developing the skills from the Outdoor Learning Curriculum</b>		
<b>Mfl- Spanish</b>	<p><b>Where I Live:</b></p> <ul style="list-style-type: none"> <li>Revise how to greet people and introduce yourself</li> </ul>	<p><b>The Weather:</b></p> <ul style="list-style-type: none"> <li>Be able to describe the weather</li> <li>Revise the months of the year</li> </ul>	<p><b>The Spanish Speaking World:</b></p> <ul style="list-style-type: none"> <li>To learn the names of other countries that speak Spanish.</li> </ul>

	<ul style="list-style-type: none"> <li>• Say which country you live in</li> <li>• To give more detail about where you live</li> <li>• Recognise and pronounce the sounds S and C</li> <li>• Practise talking about where you live</li> <li>• Give opinion about where you live</li> <li>• Describe where in the country you live (compass points)</li> <li>• Describe your home</li> <li>• Describe your living room</li> <li>• Say what you like to do in your living room</li> <li>• Use prepositions to talk about where things are in a room.</li> <li>• Describe your kitchen</li> <li>• Say which meals you eat</li> <li>• Make sentences describing where you live</li> <li>• Learn about what food Spanish people eat at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Revise how to pronounce the sounds O and AU</li> <li>• To understand the different seasons in Spanish</li> <li>• Be able to describe the weather</li> <li>• Revise how to count from one to thirty</li> <li>• Use numbers to give the temperature</li> <li>• Talk about the weather forecast in Spanish</li> <li>• Revise the different compass points</li> <li>• Create a weather forecast in Spanish</li> <li>• Revise weather and compass vocabulary</li> <li>• Make sentences describing the weather and the temperature</li> </ul> <p>Learn about a Spanish festival-La Tomatina</p>	<ul style="list-style-type: none"> <li>• To learn the names of the different continents.</li> <li>• To use “estar” to say where a country is.</li> <li>• Revise how to pronounce the sounds E and U</li> <li>• To use “hay” to describe the landscape of a country/ continent.</li> <li>• Revision of colours</li> <li>• To learn how to describe a country’s flag</li> <li>• To understand facts about a country in Spanish</li> <li>• Make sentences describing different countries and continents</li> </ul> <p>To write your own presentation of a Spanish-speaking country</p>
<p>Whole School Themed weeks/days</p>	<p>First of the Month Art days Good to be Me week/ Diversity Week BHM Anti bullying Week Christmas Production KS1 Choir/ concert KS2</p>	<p>First of the Month Stem week Safer Me Week / road safety/Safer Internet Day Children’s Mental Health week World Book Day- Book Week</p>	<p>First of the Month Health Weeks incl. Money Week and Sports Day/Croydon Sports Art days (Refugee week) Junior Maths Challenge Production UKS2 Concert KS2</p>