

Geography—Why is fair trade fair?

- Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it;
- Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading;
- Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences;
- Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world;
- Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification;
- Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.

Physical Education— Dance

- Develop flexibility, strength, technique, control, and balance through various physical activities.
- Perform dances using a range of movement patterns and compare performances with previous ones.
- Begin to improvise with a partner to create simple dance sequences.
- Compose individual, partner, and group dances that reflect chosen dance styles.
- Demonstrate imagination and creativity in dance routines. These objectives aim to enhance children's physical skills and creativity while engaging them in dance activities

Scientific Enquiry—Reversible and irreversible changes

- To identify the properties of solids, liquids and gases.
- To sort and compare materials according to their properties.
- To plan and carry out an investigation into thermal conductors and insulators.
- To investigate factors that affect dissolving.
- To identify ways that materials can be separated.
- To investigate which material is best for filtering.
- To use evaporation to produce a reversible change.

Art—Observational drawing

- To sketch lightly without using a rubber.
- To use hatching, cross-hatching, stippling and scumbling to show tone and texture.
- To develop the use of shading to show light and shadow.
- To use a choice of techniques to depict shadows.
- To use watercolour paint to produce washes for background then add detail.
- To experiment with creating mood with colour.
- To experiment with using brush techniques to create texture.
- To use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- To select and arrange materials for a striking effect.

Year 5
Autumn 1 2026

Britain at War

Maths

- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10,000 and 100,000
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- Add whole numbers with more than 4 digits, including using formal written methods (columnar addition)
- Subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition)
- Add and subtract numbers mentally with increasingly large numbers
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Music

- To identify musical themes.
- To perform a rhythmic ostinato.
- To sing a song with correct rhythm, pitch and phrasing.
- To follow a listening map.
- To follow a symphonic poem and match phrases to pictures.

Religious Education—What does it mean if Christians believe God is holy and loving?

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.
- Show how Christians put their beliefs into practice in worship
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the

English

- 'I Go Quiet' - poetry.
- Non-chronological reports on Franz Ferdinand.
- Diary entries—war themed
- Analysis of the poetry of Wilfred Owen.

SEE ATTACHED ENGLISH OBJECTIVES FOR THE AUTUMN TERM

Computing—Word Processing

- To create documents
- To use images
- To enter and edit text
- To use tables and templates

History—Elements of World War II

- Evaluate a range of primary and secondary sources related to world war.
- To identify the significant events that led to the start of World War I and 2 on a timeline and explore the arguments for appeasement.
- To explain how Winston Churchill used the events of Dunkirk to influence public opinion.
- To identify the key events and features of the Blitz.
- To develop an understanding of how World War II impacted children.
- To identify the impact of World War II on Chelmsford.

Design and Technology—Soup

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Physical Education—Netball

- Catch a netball with two hands with some confidence and success
- Use elements of the correct technique for the chest pass
- Use elements of the correct technique for the shoulder pass
- Catch a netball with one and two hands with some confidence and success
- Use elements of the correct technique for the bounce pass
- Use elements of the correct technique for the overhead pass
- Use more than one type of netball pass in a game situation
- Land in different ways without the ball and begin to co ordinate catching the ball with different landings
- Pivot using the correct footwork in activities that focus only on this skill and begin to combine the skill of pivoting with other learnt netball skills
- Understand the footwork rule and sometimes demonstrate their understanding in a game situation
- Move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario
- Know how to dodge and lead and sometimes apply these attacking moves to outwit a defender in specific drills to practise these skills

Year 5
Autumn 2 2026

English

- Remembrance Day poetry
- Wilfred Owen poetry study
- Extended historical narrative based on key texts—finding stories—based on 'Once'.

SEE ATTACHED ENGLISH OBJECTIVES FOR THE AUTUMN TERM

Britain at War

Computing—Databases and Concept Maps

- To understand records and fields
- To create a collaborative database
- To search a database
- To analyse data
- To create a concept map
- To present from a concept map

Maths

- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- Compare and order fractions whose denominators are all multiples of the same number
- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- 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, $2/5 + 4/5 = 6/5 = 1 1/5$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

Music

- To identify musical themes.
- To perform a rhythmic ostinato.
- To sing a song with correct rhythm, pitch and phrasing.
- To follow a listening map.
- To follow a symphonic poem and match phrases to pictures.

Religious Education—Why do some people believe in God and some people not?

- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God.
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning

Objectives to teach in every term in Year 5			
In addition to previous learning, pupils should learn how to...			
Reading	Reading	Writing	Transcription
Becoming a Reader Develop a love of books and reading Enjoy reading for a sustained period Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Know a range of children's authors and poets Read for a range of purposes Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously Word Reading Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Fluency Read Year 5 texts fluently	Reading Comprehension Identify vocabulary being used beyond the literal sense Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Use imagination and empathy to explore a text beyond the page Develop understanding by making connections between texts and the world beyond their own experience Apply previous retrieving objectives to year 5 texts Check that the text makes sense to them and use questioning and discussion to further their understanding Use knowledge of synonyms and hypernyms to aid comprehension Use knowledge of synonyms and hypernyms to aid inference Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Answer questions drawing on information from several places in the text Becoming a Researcher Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material	Planning, Composing and Evaluating Collect ideas for writing from the world around them Develop and explore ideas for writing through discussion, further reading and research Use a wide knowledge of text types, forms and styles to plan their writing Plan for a clear purpose and (an often real) audience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a range of clear purposes and (often real) audiences (WTS KS2) Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Borrow writers' techniques from book, screen and stage Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5) Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors Edit their work effectively and make improvements based on this Evaluate the work of others and suggest improvements Grammar and Punctuation Use correct grammatical terminology when discussing their writing Ensure correct subject verb agreement Use verb tenses consistently and correctly throughout their writing (EXS KS2)	Spelling Use a dictionary to check the meaning and spelling of words (EXS KS2) Combine phonics, morphology and spelling conventions to spell unfamiliar words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')

+ Objectives to teach in the Autumn Term of Year 5

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
Speaking, Listening and Discussion Present a well-structured, persuasive argument including reasons and evidence <i>Analyse the use of persuasive language in different contexts</i> <i>Plan and manage a group task over time</i> Drama <i>Vary voice for dramatic effect e.g. by using volume, tone and pitch</i>	Becoming a Reader Increase their familiarity with fiction genres including books from other cultures Recommend a book and explain why Fluency Learn poems by heart Reading Comprehension Use questioning and discussion with peers to further their understanding of a text Extract information from a text by following a train of thought through a longer paragraph <u>Make inferences from evidence found throughout the text</u> Recognise that different parts of the text may have different purposes Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader	Planning, Composing and Evaluating <u>Structure and organise writing in well linked paragraphs</u> Build cohesion within a paragraph <i>Link openings to closings</i> <i>Vary the way sentences begin</i> <u>Carefully select words (including some from Appendix B – Year 5) to create effects</u> Create atmosphere (EXS KS2) <u>Change vocabulary and grammar to enhance effects and clarify meaning</u> Grammar and Punctuation Use devices for cohesion within a paragraph (EXS KS2) Recognise relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately <i>Experiment with clause position in complex sentences</i> Understand that <i>grammar</i> and punctuation can be used semantically and pragmatically Use <i>grammar and</i> punctuation both semantically and pragmatically	Spelling <i>Spell words with the suffix –ive</i> <i>Spell words with the suffix -ist</i> Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2) Handwriting and Presentation Adapt handwriting to specific purposes e.g. printing, use of italics <i>Use features of layout, presentation and organisation effectively in written and on -screen media</i>