



Stockport Grammar Junior School – Curriculum Information for Parents 2025-26 Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>In place value work, we will read, write and order numbers up to 1,000,000, we will look at 10/100/1000 more or less and we will round within 1,000,000. Within number, we will add and subtract 5-digit numbers using both mental and written methods, multiply and divide by multiples of 10/100/1000, and we will investigate special numbers: factors, multiples, primes, squares, cubes and Roman numerals. Fraction work this term will focus on equivalence, improper and mixed number fractions, adding fractions with a total greater than 1 and subtracting fractions using mixed number where they break the whole.</p>		<p>This term we will build up our number skills to include short and long multiplication, short division with and without remainders and choose efficient methods to solve problems involving multiplication and division. We will continue our fraction work. focusing on multiplying a fraction and finding fractions of a quantity. From there we will look at equivalent fractions and decimals up to 3dp, then order and round decimals, before introducing percentages and finding their equivalence to fractions and decimals. Our measurement work will focus on finding the perimeter of rectangles, compound shapes and polygons, plus the area of rectangles and compound shapes. We will finish our term introducing line graphs, tables, Carroll diagrams and learning how to read timetables.</p>			
English	<p>In the Autumn term, Year 5 children will be studying the genres of classic literature, persuasive writing and legends.</p> <p>Classic literature will focus on the Victorian historical setting and applying learning of vocabulary and setting description linked to a classic text. It will involve comparison with a more recent text and how the two might differ and the children will visualise setting and</p>		<p>In the Spring term, Year 5 children will be studying the genres of science fiction, information texts, personification poems and creative writing.</p> <p>Children will be taught reading and writing through text led learning and will initially be focussing on science fiction stories. They will be building on their creative writing skills to describe a spaceship discovery and then a short narrative with a focus on</p>			

develop vocabulary through drama. There will also be a clear focus on inference and explanation – using the strategy, ‘point, evidence, explain’. As well as this, modal verbs and relative clauses will be examined and taught.

In our **persuasive writing** genre, we will be looking to create a persuasive presentation about a place of interest. Within this we will look at the context of words, distinguishing between statements of fact and opinion as well as analysing the conventions of different types of writing e.g. formal presentations, persuasion and how language, structure and presentation contribute to meaning e.g. persuasive speech. This will involve using modal verbs to indicate degrees of possibility, create complex sentences by using relative clauses, selecting *appropriate* structure, vocabulary and grammar as well as using appropriate intonation and volume.

Our next unit will focus on **cohesion** within our writing. Children will learn about, explore and apply their knowledge of cohesive devices as well as cohesion of idea or thought. They will then apply this understanding to a setting description, thinking about viewpoint and how to structure such a description. Finally, with a more festive theme, children will be writing a declaration letter in role as a decoration. Formality (informal and formal), character and mood of writing will be explored as well as cohesion of parentheses.

character. Additionally, through close reading of several short texts and extracts, they will be learning to reread and read ahead to locate clues to support understanding. They will summarise main ideas drawn from more than one paragraph and identify key details which support this and explain the effect on the reader of the author’s choice of language. Grammar wise, there will be a focus on using expanded noun phrases to convey complicated information concisely; use speech to capture character and move action one as well as blend action and description within a paragraph.

In our next unit, children will focus on creating several space themed **information texts**. Children will initially create a non-chronological factual report. They will then look at giving an opinion of the facts, writing honest reviews about a new space hotel based. Finally, they will appreciate that information can be presented for different audiences, writing their own instructions for different types of guests at a deluxe space hotel, exploring and learning how to shift the formality. On sentence level, they will use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently and learn to link ideas across paragraphs using adverbials for place as well as identify and use brackets to indicate parenthesis, using organisation and presentational devices effectively.

Finally, children will create a **new personification poem**. Looking at poems based on a model, children will participate in discussions about these poems, explore, recognise and use the terms, personification, imagery as well as explain the effect on the reader of the authors’ choice of language. They will then write a

		poem which includes personification, imagery created through carefully chosen words and phrases, appropriate use of language techniques and then edit their work to enhance effects and clarify meaning.	
Science	<p>Materials Early in the term, children will identify, compare and classify a variety of materials, further developing their knowledge and understanding of specific properties which make certain materials suitable for particular uses. They will also develop their conceptual knowledge and understanding of how different mixtures of solids and liquids might be separated. After half term, we will be moving onto changes to materials including reversible, non-reversible and chemical reactions.</p>	<p>Space In the Space topic, they will develop their knowledge of the Earth's place in the solar system, along with the other planets. They will explore the effect of gravity and how the Earth fits in with other bodies in Space, especially the Sun and Moon.</p> <p>Forces Children will learn what a force is and explore where they are found. They will learn about air resistance, water resistance and friction. They will finally investigate how mechanisms including levers, pulleys and small gears allow a small force to have a greater effect.</p>	
Humanities	<p>The Anglo-Saxons and Vikings: In this unit, the children will consider why the Anglo-Saxons came to Britain and whether this period deserves to be called the 'Dark Ages'. Throughout the unit there is a strong focus on the range of sources that provide us with evidence about the people living at that time. After half term we will investigate the popular view of the Vikings as raiders, ruthless in their ways of gaining wealth. Primary sources of evidence, such as accounts by monks, will be studied and we will finish the unit by writing our own Viking sagas.</p>	<p>Journeys – What makes people go on a journey? In the history unit, children will explore the question of why people go on a journey and look at five very different types of journeys in depth. The journeys selected span from the Tudor Period to those undertaken today by refugees.</p> <p>In the geography unit, children will be investigating where everyday products come from and the journeys they take to our home. We will also look at trade links, the distribution of natural resources, including energy, food minerals and water.</p>	
Art/Design Technology	<p>Typography & Maps The children will explore how we can create typography through drawing and design and use our skills to create personal and highly visual maps.</p>	<p>Fashion Design We will explore contemporary fashion designers and the children will create their own 2D fashion design working to a brief.</p>	

	<p>Cams The children will experiment with different types of cams so that they can design and make a mechanical toy for a Reception child based on a children's story.</p>	<p>Gears and Control Mechanisms with Crumble (1) The children will investigate how gears work then apply their knowledge to clocks before looking at Control Mechanisms and being introduced to programmable Crumble controllers.</p>	
Computing	<p>In computing, children will be looking at how we can control virtual and physical devices using software technology.</p>	<p>Pupils will use block coding to develop their programming skills, including writing coordinates and designing their own backgrounds, characters and writing more complex algorithms. They will also gain experience using a physical computing device.</p>	
	<p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>		
R.E.	<p>The key question this year is: Where can we find guidance about how to live our lives? We shall be looking at Christianity, focusing on God and asking: Why is it sometimes difficult to do the right thing? In the second part of the term, we shall be focusing on Jesus and asking: What do we mean by a miracle?</p>	<p>The key question this year is: Where can we find guidance about how to live our lives? We shall be looking at Christianity, focussing on the Church and asking: How do people decide what to believe? In the second part of the term, we shall be focusing on Hindu Dharma and asking: What might Hindus learn from stories about Krishna?</p>	
P.E/ Swim	<p>In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness-based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warmups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life. In swimming, children will continue to improve strokes as well as developing rotations. The children will also be learning different sculls including head and feet first.</p>	<p>In swimming, children will practise stroke technique and competitive starts, turns and finishes for all strokes. In PE, pupils will replicate the basic actions of turning, rolling, jumping, climbing, balancing and travelling on hands and feet and how to adapt, practice and refine on the floor and on apparatus. Pupils will learn to emphasise changes of shape, speed and direction through gymnastic actions as part of a longer series of actions. Pupils should learn how to erect and dismantle apparatus safely.</p>	

Games	Boys will develop their skills in rugby and football and the girls in hockey netball. Pupils will continue to work on their key technical skills whilst also developing an understanding of how to implement them into game situations with some of them doing so within a tactical framework.		Boys will cover both rugby and hockey in Games and girls will play hockey and touch rugby. The rugby sessions for the girls will be a mixture of touch and an introduction to contact. Pupils will have the chance to put their skills to the test in House matches as well as some fixtures against local schools.	
PSHE	On our return to school, we will focus our curriculum on building children's self-esteem, wellbeing and build strategies for dealing with worry and anxiety. Year 5 will use 1 Decision to cover how to look out for each other, as well as thinking about peer pressure and keeping safe. We will also cover smoking as part of our healthy living.		This term in PSHE, the children will learn about keeping safe online and, in particular, image sharing. They will discuss why we should look out for others as part of a 'being responsible' unit. They will also explore feelings and emotions with emphasis on anger.	
French	Greetings Classroom instructions Conversation questions & answers (name, age, where we live, nationality, saying how we are + expanding with reasons) Numbers to 20 France and the French speaking world		Storybook - Va t'en Grand Monstre Vert (colours, body parts and adjective agreement) Pets - animal names, using plurals, describing using adjectives Numbers to 70 Days and months Birthdays	
Music	Treble Clef Notation. History of American Music & The Slave Trade Part 1: <ul style="list-style-type: none"> • Singing • Movement and Pulse • Spirituals • Work Songs • Gospel • Protest Songs • Hymns • John Newton 	History of American Music & The Slave Trade Part 2: <ul style="list-style-type: none"> • Jazz • Swing • Blues Singing <ul style="list-style-type: none"> • Christmas Carol Service 	Summary of the American Jazz story and how black music influenced American music: Jazz/Swing Protest Songs Blues Rock and Roll Singing <ul style="list-style-type: none"> • developing pitching/technical skills The Baroque Era: <ul style="list-style-type: none"> • Music in social and historical context • Handel/Bach/Vivaldi • <i>Music for the Royal Fireworks</i> • Binary and Ternary forms • Ornamentation 	

			<ul style="list-style-type: none">• The Baroque Orchestra and instruments The Harpsichord	
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