



British Section, SHAPE International School

CURRICULUM OVERVIEW – Autumn TERM 2026

YEAR 5 - Apollo Class



English: This term, the children will study the text **Tripods** by John Christopher, and will read a range of non-fiction books relating to the topics studied in **science** and **geography**. Year 5 will continue to develop their **inference** and **prediction** skills, with particular emphasis on justifying their opinions with evidence from the text. They will learn to **summarise** events across a number of chapters, and to make **comparisons** within and across texts. As the range and depth of their reading increases, Year 5 will nurture the ability to **extract themes and conventions** across a variety of texts, and to comment intelligently on the author's **deliberate** choice of structure, language and punctuation. In writing, Year 5 will learn to write across **a range of purposes** and within **a range of genres**, including writing to **entertain**, to **persuade** and to **inform**. Our texts will complement our writing lessons and will serve to inspire the children. Writing skills taught will include a variety of complex, multi-clause sentence structures (such as **relative clauses, parenthesis, subordinate clauses and fronted adverbials**), the correct use of high-level punctuation (**semi-colons, colons and apostrophes**), and a range of figurative devices (**simile and metaphor**). In Spelling, year 5 will continue to follow the **Spelling Shed** scheme of learning and will focus on apostrophes, hyphens, common prefixes and suffixes, and irregular exception words. The children will also continue to learn how to spell the commonly mis-spelt words from the Y5/6 word list, with the expectation that this will be applied to their independent writing. **Home Learning:** *In order to practise developing the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: Year 5 will continue to develop their mathematical understanding and knowledge by following the **White Rose** maths scheme and using the **concrete, pictorial and abstract** methodology. Each lesson will follow the simple three-part structure of a revision of prior learning (Flashback 4), exposition and practice of the new key learning (fluency) and by finishing with a problem-solving exercise (the application of learning). Year 5 will begin with a three-week unit on **Place Value** which will extend pupil knowledge in numbers up to **1,000,000** and explore concepts such as **Roman numerals, rounding** to the nearest 10, 100 and 1000, and **partitioning**. The focus this term will be on **number**, and Year 5 will cover units on **Addition and Subtraction, Multiplication and Division, and Fractions**. They will learn **mental strategies** of addition and subtraction; **written methods** to add and subtract numbers with more than four digits; how to use **rounding** as a checking mechanism; and multi-step problem solving. In multiplication and division, Year 5 will explore the concepts of **multiples, factors, prime, square and cube numbers**, and the division and multiplication of numbers by 10, 100 and 1000. The final unit in the Autumn Term will see Year 5 exploring concepts surrounding fractions, including the addition and subtraction of fractions, **equivalent** fractions, and to convert **improper** fractions into **mixed** numbers and vice versa.

Science: Year 5 will begin their learning in science by exploring the topic of **Earth and Space**. This unit gives children the opportunity to **star-gaze** by learning more about the Earth and the **celestial bodies** in our **solar system**. Starting with an exploration of each planet - from **Mercury to Neptune** - this unit then explores how scientific ideas surrounding Earth's movement and placement have changed and developed over time. The children will complete an assortment of fascinating **Mission Assignments** - such as making a papier-mache model of the solar system - to deepen their understanding of the Moon, time zones and the night and day cycle.

After completing their learning on Earth and Space, Year 5 will move on to a unit **all about forces**. This unit **'Force'** takes children through six lessons where they learn how to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; identify the effects of **air resistance, water resistance and friction**, that act between moving surfaces; and finally, they learn how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.



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Computing: Y5 will begin their learning in computing with a **computing systems and networks** unit on **systems** and **searching**. This will involve recognizing IT systems in the world and how some can enable searching on the internet. They will learn to **select**, **use** and **combine** a variety of software (including internet services) on a range of digital devices to design and create a range of **programs**, **systems** and **content** that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Once complete, Year 5 will move onto a unit entitled **Video Production** which will develop skills and aptitudes in creating media. They will plan, capture and edit video to produce a short film. Throughout both units, pupils will learn how to use technology **safely**, **respectfully** and **responsibly**; recognise acceptable/unacceptable behaviour; and identify a range of ways to report concerns about content and contact.

History: This is taught in the second term.

Geography: As part of our **Earth and Space** theme, the children will learn to identify the **position** and **significance** of latitude, longitude, the equator, the northern and southern hemispheres and the Prime/Greenwich meridian and time zones. We will also undertake a geographical skills unit, focusing on **Ordnance Survey maps**, where the children will learn how to read four and six-figure grid references, symbols, keys and contour lines. They will learn to use a **compass** and be able to identify its eight points. At the end of the unit, the children will produce their own sketch maps of the local area.

Art and Design: Following the Access Art curriculum, Year 5 will study the area of **typography** – working with **font** and **layout** – and will develop the associated disciplines of drawing, collage and sketchbook creation. The key concepts studied include defining and understanding what typography is; understanding that the way words look helps us communicate **ideas** and **emotions**; and that we can create our own typography and combine it with other visual elements to make artwork about chosen themes. In this pathway children are introduced to typography design and they explore how they can create their own **fonts** and **designs**. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of **artists and designers** (such as Louise Fili, Grayson Perry and Paula Scher) who have used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps.

Design and Technology: This is taught in the second term.

Music: In music this term the pupils will study a unit entitled, 'Blues and Jazz.' Within this topic, the pupils will listen to a variety of Jazz and Blues music as well as learning about basic chords and chord symbols. The children will learn to play and sing in a 'blues,' style, following a 12-bar blues structure. Rhythmic notation skills will be practised, and pupils will be able to read crotchet and paired quaver rhythms. Towards the end of the term, the children will practise a class Christmas act.



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Religious Education:

This term, the pupils in Y5 will study a unit entitled 'What does it mean if Christians believe God is holy and loving?' We will discuss Christian beliefs and explore key texts from the Bible with an emphasis upon developing knowledge of key RE vocabulary. Pupils will be encouraged to explain and justify their thoughts and ideas.

We will also move onto our next RE topic entitled, 'What does it mean to be a Muslim in Britain today?' This unit will further extend pupil knowledge of Muslim beliefs about God, the Prophet and the Holy Qur'an. Pupils will learn about Muslim festivals, places of worship and The Five Pillars of Islam. (This unit will carry on into the Spring term of 2027).

PSHE: In the Autumn term, the children will be learning about rights and responsibilities. We will be looking at developing empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. We will examine how rewards and consequences influence behaviour and work together to create a happy and safe space in our school and the wider community.

In the second part of the term we will be exploring cultural similarities and differences, the children will reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. The children will develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the unit, the children will practise problem-solving, managing feelings and supporting others who experience bullying.

PE: We will head down to the running track for the first few weeks, where the children will learn how to pace themselves in a **cross-country** format to improve in their stride and stamina. We will continue with several sessions learning the skills involved in **tag rugby**, such as tackling, running, defending, agility, ball skills and how to use space effectively. We will also take part in the school cross country and tag rugby tournaments. The term will end with a unit on **dance** through which the children will learn to design their own series of connective movements and to control their own bodies whilst they move.

French: In French, the children will begin by learning how to talk about their **hobbies** and **sports** and choosing the correct **verb**. They will progress to learn how to give an opinion in French and talk about the weather. Towards the end of the Autumn term, they will study Christmas and how to talk about this in French.