ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 5 Curriculum 2025-26

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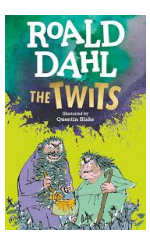
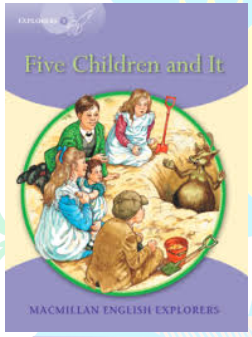
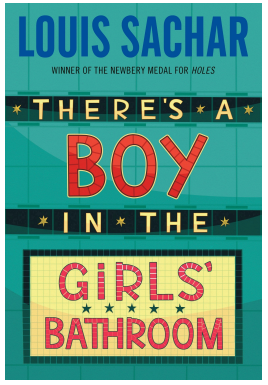
Key Stage 2 – Long Term Plan 2025-26 Year 5 Maria Lea

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	**Amazing Islands**		**Galaxy Quest**		**Mummified**	
Core texts						

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English **(Cambridge Curriculum)**	**A playscript, book and film of the same story -** Compare playscript, book and film adaptation of same story . Study structure of playscripts and explore how characters and settings are developed. Collect vocabulary for own writing. Compare playscripts and scriptwriting for news reports, including the use of standard English in news report writing. Write own play script based on a well ḱnown traditional tale. **Persuasive texts** - Compare persuasive texts with other non-fiction texts. Explore purpose, structure and language used. Write own persuasive texts. Vocabulary: modal verbs, prefixes and suffixes. Write persuasive leaflets and letters aimed at a particular audience. **Narrative poetry -** Reading and discussing narrative poetry. How language and structure are chosen to convey particular moods. Use poetic devices gathered to write own narrative poems. Perform poems for different audiences.	**Poems by significant poets** - Read and discuss classic poems. Explore characters in poems. Vocabulary: homonyms, comparatives and superlatives, figurative language. Write own poetry. **Classic literature -** Extend reading time, develop spelling, study characters and settings in Classic text . Explore idioms and their meanings. Write own short stories. **Explain it to me** - Investigate structure and language features of explanatory information texts. Incorporate features into own writing. Develop listening and discussion skills. Explore different nouns and quantifiers. Investigate sentence types, use a variety of connectives and multi-clause sentences to improve the structure of writing. Prepare presentations explaining how or why something happens.	**Recounts -** non-fiction texts, formality and informality, how to locate information alphabetically. Use of apostrophes, writing for a specific audience. Recognising and using comparatives and superlatives in their writing. Finding facts and opinions in newspaper reports and writing news reports, for peers and younger audiences. **Stories by significant authors -** Reading and analysing stories by significant children's writers then planning and writing stories. **Stories from different cultures** - Reading, analysing and writing stories from a variety of different cultures. Incorporate a different viewpoint into own writing, develop structure, punctuate complex sentences and use pronouns appropriately.

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Maths (Cambridge Curriculum)	Unit 5.1 Number: • Place value • Rounding • Sequences Unit 5.2 Time • calculating time intervals • 12 and 24 hour clock Unit 5.3 Angles and shape • Angles • Triangles (plus area and perimeter) • 3D shapes Unit 5.4 Calculation • Addition and subtraction • Multiplication and division • Estimating	Unit 5.4 Calculation • Addition and subtraction • Multiplication and division • Estimating Unit 5.5 Statistical methods Unit 5.6 Fractions, percentages, decimals and proportion	Unit 5.6 Fractions, percentages, decimals and proportion Unit 5.7 Location and movement Unit 5.8 Probability

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Science (Cambridge Curriculum)	**5.1 Life Cycles of Flowering Plants** Parts and functions, life cycle including pollination and germination, seed and fruit production, and dispersal. Features of plants that attract pollinators, how seeds disperse and how plants are adapted to survive in different environments.	**5.6 Seasons and Adaptations of Plants and Animals** The Earth's place in the Solar System and how the orientation and orbit of the Earth affect the climate and seasons. Research satellites and their place in the Solar System. Processes of evaporation and condensation on Earth: the importance of our atmosphere and how the water cycle ensures the survival of living things. 'Pollution' and the negative impact humans have on our environment.	**5.4 The Digestive System** Learn about the digestive system of animals (including humans). They will understand the importance of an adequate, balanced diet and become aware of the health implications of a poor diet.	**5.3 States and Properties of Matter** States of matter, changes of state and dissolving. It uses water as the main example. Learners will understand the particle model as a method to describe different states and learn about the processes involved in materials changing state. They will investigate how some dissolve in liquids, and be separated again, relating this to real life experiences.	**5.2 Sound** Sound and how it moves through a medium, such as air or water, and is caused by vibrations at the sound's source. Scientific idea of waves. Learners will investigate making sounds and how the pitch and volume can be changed. Ask scientific questions, choose equipment when doing an experiment and identify patterns in results.	**5.5 Forces and Magnetism** Forces and how they act. Learners will be able to name forces, describe the situations forces are observed in and the actions that forces have. They will be able to describe how forces act in opposite pairs and that forces can be balanced or unbalanced in different situations. Force diagrams. Magnetism, magnetic materials and how they differ from magnets and understand relative magnetic strength.

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		Adaptation of animals living in different environments, adaptations of predator and prey animals. Classify animals; develop a classification key to identify different species.				

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History **National Curriculum(NC)**	**Amazing Islands** Explain how a significant individual contributed to international achievements. - Charles Darwin Explain how the life of a significant individual has impacted our lives today - Nelson Mandela Place events, people and changes into correct periods of time. Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy.	**Galaxy Quest** Explain how the lives of significant individuals contributed to the science of space. Establish a broad chronological overview, adding depth and detail, remembering key facts and dates and checking for accuracy. Explain the impact of a significant individual - Galileo. Investigate a historical period and present thoughtfully selected information - the Space Race. Appreciate bias in source materials and understand the importance of interpreting source information. Investigate complex historical periods, presenting conclusions through thoughtful selection and organisation of historical information. **What the Dickens?** Apply historical vocabulary to a range of contexts, time periods and historical concepts. Note the connections, contrasts and trends over time in two or more periods of history. Ask valid questions about the cause and consequences of events Describe the positive and negative impacts of an individual, event or period of history on modern society.	**Mummified** Apply historical vocabulary to a range of contexts, time periods and historical concepts. Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy. Note the connections, contrasts and trends over time in two or more periods of history. Appreciate bias in source materials and understand the importance of interpreting source information. Investigate complex historical periods, presenting conclusions through thoughtful selection and organisation of historical information.

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Geography (NC)	**Amazing Islands** Use atlases and globes to describe geographical features of islands and identify how they have changed over time. Understand the impacts of a volcanic eruption. Describe key physical and human characteristics of countries around the world. Locate key topographical features. Identify and describe the geographical similarities and differences of different islands and understand how these affect how people live. Discuss the impact of tourism on the environment of an island. Discuss how human activity has impacted on a place (prison islands). Describe climate change and how it is affecting the Earth. Describe how human activity is contributing to climate change. Identify and explain how humans can reduce the impact of climate change. Discuss how human activity has impacted on or changed the physical and/or human features of a place over time.	**Galaxy Quest** Discuss how human activity has impacted on space exploration (satellites). To use fieldwork to observe, measure, record and present the human and physical features in the local area. To find out about the mountain ranges in the World and especially Spain. To learn how mountains were formed, why people live on mountains and how they make a living. Discuss how weather and climate change affect geographical features.	**Mummified** Appreciate the geographical similarities and differences of different places and how the physical and human geography of places affect how people live. Use maps, atlases, globes and digital/computer mapping to locate countries and describe their geographical features. Use four and six-figure grid references, symbols and keys to accurately identify and locate geographical features.

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D&T (NC)	**Amazing Islands** Generate, develop, model and communicate design ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design (for an artificial island).	**Galaxy Quest** Investigate and analyse a range of existing products considering audience and purpose (Sun dials). Generate, develop, model and communicate design ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces or computer-aided design (build a rocket) Select, use and combine a range of materials according to their functional properties and aesthetic qualities. **What the Dickens?** Select, use and combine a range of materials according to their functional properties and aesthetic qualities. Apply understanding of how to strengthen, stiffen and reinforce more complex structures.	**Mummified** Select, use and combine a range of materials according to their functional properties and aesthetic qualities. Understand and use mechanical systems in products (for example, gears, pulleys, cams, levers and linkages).

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Art (NC)	**Amazing Islands** Use painting techniques to create a specific mood and atmosphere. Develop painting techniques considering the specific genre and effect e.g. brush strokes, colour choice, building up texture and choice of paint. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how drawings are created e.g. composition. Identify primary, secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects.	**Galaxy Quest** Develop painting techniques showing an awareness of Pointillism. Develop painting techniques considering the specific genre and effect e.g. brush strokes, colour choice, building up texture and choice of paint. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how drawings are created e.g. composition. **What the Dickens?** Create sketch books to record observations. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Use sketch books to review and revisit ideas, identifying how ideas have changed and improved over time. Develop a range of artistic techniques showing an awareness of a specific art genre or artist. Work into prints with a range of media e.g. pens and paints.	**Framed** Record observations in sketch books. Use sketch books to review and revisit ideas, identifying how ideas have changed and improved over time. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use simple rules of perspective when drawing buildings and figures. Use different techniques for different purposes i.e. shading or hatching within their own work. Develop painting techniques considering the specific genre and effect e.g. brush strokes, colour choice, building up texture and choice of paint. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

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		Use a graphics package to create and manipulate images. Combine and layer digital images for effect. Discuss and evaluate the ideas, methods and techniques of artists, craftspeople and designers including those working in different times and cultures. Explain how they have been influenced by the work of artists, architects or designers when developing their work. Adapt and refine work in light of evaluations and review.	Show an awareness of how drawings are created e.g. composition. Carve and sculpt materials using a range of finishing techniques to make 3d forms both realistic and abstract. Choose appropriate materials and tools to make abstract forms. Identify primary, secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. Develop a range of artistic techniques showing an awareness of a specific art genre or artist. Work into prints with a range of media e.g. pens and paints. Use a graphics package to create and manipulate images. Combine and layer digital images for effect. Discuss and evaluate the ideas, methods and techniques of artists, craftspeople and designers including those working in different times and cultures.

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			Explain how they have been influenced by the work of artists, architects or designers when developing their work. Adapt and refine work in light of evaluations and review.

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Music (NC)	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature **Melody** • staff • letter names • solfege smd, lsm, d l,s • Prepare: s,l,td • Practice: note names **Other** • tempo • verse-chorus • meter movement • measures • dance • dynamics	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature **Melody** • Prepare: scale • Present: fa, ti • Practice: note names • Practice: notes of C scale **Other** • create accompaniment • practice: tempo terms • create ostinato • create movement/dance	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature **Melody** • Practice: reading note names using letter names or solfege **Other** • styles of music • staccato, legato • accent • verse-chorus • unison • create new verses • create ostinato • tempo **Instruments**	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • time signature - 6/8 **Melody** • Practice: reading note names using letter names or solfege **Other** • verse-chorus • fermata • legato • create movement • ostinato • tempo terms • melodic ostinato • concert manners **Instruments**	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • time signature - 6/8 **Melody** • Practice: reading note names using letter names or solfege **Other** • create rhythm rondo • conduct 4/4 • pickup notes **Instruments** • orff arrangements • unpitched (u/p) • violin and string family	**Beat/Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Practice: reading note names using letter names or solfege **Other** • dynamics • create verses **Instruments** • Percussion family • Instrument families • Woodwind

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	• tie • create sound effects • create ostinato • round, • rondo • rhythm composition **Instruments** • orff arrangements • unpitched (u/p) • Boomwhackers® **Themes** • fun song • names • Thanksgiving • spooky songs • bats • Spanish • mariachi	• Handel **Instruments** • orff arrangements • unpitched (u/p) • Boomwhackers® • Woodwind family • sound effects **Themes** • peace • Japan • koto • Hebrew • Handel • Native American • Christmas	• orff arrangements • unpitched (u/p) **Themes** • French • Spanish • Spanish and French birthday songs	• orff arrangements • unpitched (u/p) • spoons **Themes** • water • spring • Scotland • Africa • Earth Day program (integrated art activity) • Easter game • French	**Themes** • settlers • Jamaica • steel pan	• String family **Themes** • patriotic music

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Computing (NC) **Switched On Computing Scheme - published by Rising Stars and following EDUU Scheme.** The order of delivery may change during the year.	**We Are Adventure Gamers (Galaxy Quest)** Creating an interactive adventure using presentation software **In this unit, pupils will learn:** • how to plan a non-linear presentation • to create text as part of a presentation • to add and edit images in a presentation • to use hyperlinks for navigation between the slides of a presentation • to record and add audio narration to a presentation • to use commenting tools to give feedback on a presentation. **Resources:** Voice recorder, Google Workspace - Classroom, Docs. Slides	**We Are Web Developers (Bloodhound)** Making sense of the internet and building a website **In this unit, pupils will learn:** • the name and function of components making up the school's network • how information is passed between the components that make up the Internet • what the source code for a web page looks like and how it can be edited • how a website can be structured • how to add content to a web page. **Resources:** Google Workspace - Classroom, Docs, Sites, Chrome	**We Are Cryptographers (What The Dickens)** Cracking Codes **In this unit, pupils will learn to:** • be familiar with semaphore and Morse code • understand the need for private information to be encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the Internet. **Resources:** Scratch, Google Workspace - Classroom, Docs	**We Are Architects (Amazing Islands)** Creating a virtual space **In this unit, pupils will learn to:** • understand the work of architects, designers and engineers working in 3-D • develop familiarity with a simple CAD tool • develop spatial awareness by exploring and experimenting with a 3-D virtual environment • develop greater aesthetic awareness. **Resources:** SketchUp, Screen recorder, Google Workspace - Classroom, Docs	**We Are Game Developers (Framed)** Developing an interactive game **In this unit, pupils will learn to:** • create original artwork and sound for a game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their games • use iterative development techniques. **Resources:** Google Workspace - Classroom, Chrome, Docs Scratch, microphones, audio recording	**We Are VR Designers (Mummified)** Experimenting with virtual and augmented reality **In this unit, pupils will learn to:** • explore real-world and imagined locations in VR • create 360° photosphere images • link physical objects to digital content using QR codes • create their own VR scene • program objects and interactions in VR. **Resources:** Google StreetView, Google Maps,Voice recording, CoSpaces, tablets, smartphones, Google Workspace - Classroom, Docs. Slides

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PE	Basketball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	Hockey Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	Football Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	Gymnastics and dance Perform sequences using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	Athletics Develop flexibility, strength, technique, control and balance	Cricket Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
PSHE	**Readiness**	**Respect**	**Responsibilities**	**Resilience**	**Relationships**	

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Spanish Cultura ***(Srta. Peral)***	UNIDADES: 1) El relieve y el clima. 2) Protegemos los ecosistemas.	CONCEPTOS: -Conocemos los climas. -El relieve de España. -El relieve de Andalucía. -Los climas de España y de Andalucía. -¿Por qué hablamos de cambio climático? -Los medios acuáticos. -Los medios terrestres. -La biodiversidad. -Cuidamos los ecosistemas. -Los espacios protegidos de Andalucía.	UNIDADES: 3) ¿Cuántos somos y dónde vivimos? 4) ¿Producimos de forma responsable?	CONCEPTOS: -¿Dónde se localizan España y Andalucía? -¿Cómo se gobiernan España y Andalucía? -¿Cómo se estudia la población? -La población de España y de Andalucía. -¿Cómo se distribuye la población? -¿Qué son las actividades productivas? -Los sectores productivos de Andalucía. -¿Cómo transforman las actividades el medio? -Otra forma de producir. -Consumimos con responsabilidad.	UNIDADES: 5) Conocemos la Prehistoria. 6) El mundo de la Edad Antigua.	CONCEPTOS: -La vida en el Paleolítico. -La vida en el Neolítico. -La vida en la Edad de los Metales. -El arte se inventó en la Prehistoria. -¿Qué ocurrió antes de los romanos? -¿Qué conocemos de los griegos? -La llegada de los romanos a la Península. -¿Cómo vivían los romanos? -¡Cuántas cosas conservamos de los romanos!

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Spanish Lengua ***(Srta. Peral)***	1) En familia. 2) ¡Te lo regalo! 3) ¿Cuánto cuesta? 4) ¿Adónde vamos?	COMPETENCIA LECTORA: -Los tres humanitos. -El califa y el pastor. -Villancicos en pleno verano. -El viaje a China. VOCABULARIO: -Campo semántico. -Campo léxico. -Los prefijos. -Prefijos de negación. ORTOGRAFÍA: -Palabras agudas, llanas y esdrújulas. -Acentuación de palabras agudas. -Acentuación de palabras llanas. -Acentuación de palabras esdrújulas. GRAMÁTICA: -El sintagma nominal. -Los pronombres personales. -Los demostrativos. -Los posesivos. LITERATURA: -Los textos literarios.	5) ¿Nos unimos? 6) ¿Demasiada tele? 7) ¿Eso es verdad? 8) ¿Queremos ciudades más sanas?	COMPETENCIA LECTORA: -Un monte para vivir. -Las siete vidas del gato. -El zorro hambriento. -Misterio en la ciudad. VOCABULARIO: -Prefijos de lugar. -Los sufijos. -Sufijos para formar sustantivos. -Sufijos para formar adjetivos. ORTOGRAFÍA: -Adjetivos con v. -Verbos acabados en ger o gir. -Verbos con el sonido B. -La y en los verbos. GRAMÁTICA: -Numerales e indefinidos. -El verbo. -El número y la persona de los verbos. -Los tiempos verbales. LITERATURA: -Las obras líricas. La rima.	9) ¡Cuántas leyendas! 10) ¿Echamos una carrera? 11) ¿Qué lees? 12) ¿Puedes hacerlo cualquiera?	COMPETENCIA LECTORA: -Ingenio y valor. -Hipómenes y Atalanta. -El ratón del cómic. -Una vocación heroica. VOCABULARIO: -Palabras simples y compuestas. -Las palabras homónimas. -Las siglas. -Los refranes. ORTOGRAFÍA: -La j en los verbos. -El punto y los puntos suspensivos. -El punto y coma. -División de palabras a final de línea. GRAMÁTICA: -El adverbio. -Preposiciones, conjunciones e interjecciones. -La oración y sus clases. -El sujeto y el predicado. LITERATURA:

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		-Las obras narrativas.		-La medida de los versos.		-Las obras teatrales. -Los recursos literarios.
Opportunities for Possible Visits						

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