

Year 5

Curriculum

Overview



Term 1.2

2025—2026

5P—Mrs Barnes

5C— Mrs Huxley

5H— Ms Warner

Learning Assistants : Mrs Watler and Ms Jackson

This half term's theme:

Exploring Cayman and the Caribbean

This half term our focus will be looking at the history of the Caribbean! We all learn about the Carib and Arawak tribes and how they lived, then we move onto the arrival of Columbus and his men. Lastly, we make comparisons to our modern day Caribbean that we know and love!

Welcome to Year 5

This curriculum booklet will give you information about what we are learning in this part of the term for each subject. Under each subject the objectives will be written for what is being taught.

In Reading, Writing and Maths some objectives will be covered over more than one session.

Writing:

The objectives to be covered:

To identify and discussing recurring characters, evaluating their behaviour and justifying views.

To Identify the features of a persuasive letter

To plan, write and publish a persuasive letter using formal arguments.

To identify the purpose and features of biographical writing

To research and gather information about Harriet Tubman's life

To use research to plan and write a biography.

To Spell a range of homophones and near-homophones

To construct adverbial complex sentences (main clause + adverbial subordinate clause)

To construct non-finite complex sentences (main clause + non-finite subordinate clause).

Reading:

The objectives to be covered:

To continue to read and discuss an increasingly wide range of texts focusing on Caribbean poetry.

To make comparisons within and across book and author styles.

To make detailed predictions about a text based on what we already know and have read.

To be able to share their own opinion on the book they are reading and validate it with devices from the text.

To ask inference style questions about a text.

To be able to accurately summarise part of a text or a book they have read.

To express a personal point of view about a text, giving reasoned justification to support their view using Point, evidence, explanation.

Maths:

The objectives to be covered:

To identify multiples and common multiples.

To identify factors and common factors.

To identify prime, square and cube numbers

To multiply and divided by 10, 100 and 1,000.

To identify multiples of 10, 100 and 1,000.

To recognise and find equivalent fractions.

To convert improper fractions to mixed numbers .

To convert mixed numbers to improper fractions.

To compare and order fractions.

Science:

The objectives to be covered:

To describe how to separate an insoluble solid from a liquid and from a solution.

To understand the difference between reversible and irreversible changes.

To separate soluble and insoluble solids

To identify and describe reversible and irreversible changes

To measure using a force meter

To measure and evaluate the effects of friction

To identify and evaluate the effects of water resistance

To identify and evaluate the effects of air resistance

To describe how pulleys, gears and levers make difficult work easier.

Social Studies, Geography and History:

The objectives to be covered:

To communicate my understanding of Caribs and Arawaks.
To begin to compare both Carib and Arawak lifestyles and my own .
To compare accounts from different sources.
To form my own opinion on a historical figure supported by documented evidence.
To understand how the Caribbean has changed over time.
To communicate my understanding of tourism across the Caribbean.

RE:

The objectives to be covered:

To know the ways that Churches and Cathedrals reflect Christian ideas about God.
To know how many Muslims and how many mosques are there in Grand Cayman.
To know how the five pillars affect the lives of Muslims.
To understand why Zakah/charity is important to Muslims.
To know why Muslims might go on pilgrimage.

PSHE:

The objectives to be covered:

To understand the risks and benefits of sun exposure.
To identify personal strengths, skills and achievements and how they contribute to self-worth.
To utilize strategies to keep safe in the community and unfamiliar places.

Art/DT:

The objectives to be covered:

To understand and use mechanical systems in products, such as levers and linkages.
To investigate and evaluate existing pop-up books to identify effective mechanisms.
To apply knowledge of materials and mechanisms to create a functional and appealing pop-up book.

Computing:

The objectives to be covered:

To know how search engines work.
To understand that anyone can create a website and therefore we should take steps to check the validity of websites.
To know that web crawlers are computer programs that crawl through the internet.
To understand what copyright is.
To know the difference between ROM and RAM.

Music

The objectives to be covered:

Learn the process of writing a Christmas composition, beginning with a chord sequence, a melody line, a bass part, percussion and vocals. ng skills using the elements of music to analyse a selection of music, both live and recorded.
To build on previous listening.
Learning new Christmas material for a final performance towards the end of term. Performing through voice, keyboard and ukulele.

Physical Education:

The objectives to be covered:

To learn how to perform counterbalances safely with control.
To develop trio and quad balances into a gymnastics routine.
To evaluate and give constructive feedback on a performance.
To learn the new rules for T1 Rugby.
To be able to "rip and pass" in attack and how to create a tag triangle in defence.
To understand how to perform a scrum and lineout in T1 Rugby.
To play a full game of T1 Rugby.

MFL

The objectives to be covered:

French:

To know the French phonetics with increased accuracy.
To read and write about a school topic detailing what's inside a bag and pencil case.
To give opinion about a school subject.
To talk about how Christmas is celebrated in France.

Spanish:

To use classroom instruction language.
To read and write small authentic Spanish phrases using the phonetics of the language with increased accuracy.
To know how to read the time.
To write and orally produce mini conversations presenting oneself.
To speak about important Spanish dates and compare them with dates in Caymanian culture.

Planned Trips and Events:

Friday 31st October—Cayman Day— Wear red, white and blue to show your Cayman pride
Cayman Turtle Centre – Monday 24th November
Last Day of Clubs—Friday 5th December
Christmas Performance — Wednesday 17th December
PE Days—Tuesdays and Thursdays
Book Bag Change Days— Pupils must bring in their books daily as they will access, and change, their Accelerated Reader Book.

Spelling

This overview from Spelling Shed sets out the weekly spelling words that your child will be learning in class and practising at home across Term 1.1. and Term 1.2. The objective is shown for each spelling. Students may have additional words that come from their social studies learning or science which they will also have been taught in class and have access to them in their books.

Term 1.1		Term 1.2
Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutri- tious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tol- erant, vacant
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'
Words	atrocious, conscious, delicious, fero- cious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, domi- nancy, elegance, extravagance, hesitan- cy, relevancy, tolerance, vacancy
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '- ence'
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, offi- cial, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transpar- ent, violent
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '- able' and '-ible'
Words	circumstantial, confidential, essential, im- partial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, hor- rible, incredible, possible, reasonable, reliable, terrible, understandable
Objective	Step 5: Words ending in '- cial' and '-tial'	Step 11: Words ending in '- ably' and '-ibly'
Words	commercial, controversial, controversial- ly, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredi- bly, legibly, possibly, reliably, sensibly, terribly, visibly
Objective	Step 6: Challenge Words	Step 12: Challenge Words
Words	appreciate, cemetery, conscious, conven- ience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvelous, opportunity, secretary, sincerely, suggest, twelfth