

The Ryde School
Curriculum Information
Autumn Term 2026
Year 5

Curriculum Area	Topics Covered
Art	Fashion Design: Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them. Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making decorate papers through which they bring their designs to life in 3d. Drawing/Sketchbook; Typography and Maps: To understand what typography is. To play with cut out typography. To create their own typography. To explore making powerful imagery. To create a visual map containing messages. To make a 3D visual map including annotations. To reflect and discuss work in a critic
Religious Education	Why do some people believe in God? Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Give two reasons why a Christian believes in God and one why an atheist does not. Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas. If God is everywhere, why go to a place of worship? Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship. Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself.
Design and technology	Materials/Construction; Building Bridges: To explore ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To explore ways in which arches are used to strengthen bridges. To understand how suspension bridges are able to span long distances. To develop a criteria and design a prototype bridge for a purpose. To analyse and evaluate products according to design criteria.
Geography	Using Maps: Children will learn to read maps using four and then six figure references. They will use this knowledge to use a map to find and record the co-ordinates for their school, tourist attractions in London and the route from school to Hatfield town centre.
History	Ancient Maya: To understand where the Maya civilisation was located and key events in its history. To study and understand the nature and importance of temple pyramids in the Maya community. To understand Maya beliefs and rituals through their creation story. World War Two: To use a timeline to identify significant events of WW2. To investigate the impact of propaganda in WW2. To develop an understanding of how rationing impacted farming. To suggest how Britain's location contributed to the outcome of the conflict. To research the Blitz and the communities affected by it. Shang Dynasty: To understand where the Shang Dynasty was located and key events in its history. To understand the beliefs on the Shang people.
Computing	Computer Programming; Physical Coding. Micro: bit; Understand the micro: bit is a tiny computer which needs instructions in code to make it work. Understand that sets of instructions for computers in a sequence are also called algorithms or programs. Use the Make Code editor to create instructions in code that the micro: bit can understand and then transfer them to the micro :bit. Know the micro: bit has an LED display output which it can use to show words (as well as numbers and pictures). Understand that sequence and timing is important when making an animation. Understand that animations create an illusion of movement by showing a sequence of still images. Code the micro: bit to show simple animations on its LED display output. Use loops to make animations run longer using fewer instructions. Code the micro: bit to make different outputs happen depending on different inputs. Understand that inputs and outputs involve the flow of data in and out of computers. Apply this knowledge using the micro: bit's button inputs and display output.

Modern Foreign Languages	Je me presente- Presenting myself: In this unit pupils will revise and consolidate their previous learning. Pupils will recall basic French words for numbers, days of the week, months, colours etc. They will group/order unknown vocabulary to help decode text in French. They will improve their listening and reading skills. Pupils will learn to integrate all their new and previous language and learn at least three adjectives in French.
Physical Education	All 4 Sport: Orienteering: Use running, jumping, throwing and catching in isolation and in combination. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Learn to navigate using a compass and map. Gymnastics: Bridges; Balance on different body parts to make bridges on different levels. Make bridges to show different relationships to the floor and apparatus (front/back/side towards). Move into and out of bridges with control using a roll, a jump or a travelling movement. Travel in different directions showing bridge shapes. Make a bridge in contact with a partner.
Science	Animals including Humans: Describe the changes as humans develop to old age. Earth and space: Describe the Sun, Earth and Moon as approximately spherical bodies. Recognise that the Earth, Sun and Moon are spherical and support this with some evidence. Forces: Describe and explain the motion of some familiar objects in terms of several forces acting on them. Identify forces on an object as either balanced or unbalanced. Use the terms 'balanced' and unbalanced' when describing several forces on an object. Explain that balanced forces on an object cause it to remain stationary or travel at the same speed. Explain that unbalanced forces on an object cause it to speed up, change shape or slow down. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Living things and their habitats: Name the parts of a flower. Describe the functions of some parts of a flower. Describe the main functions of parts of a plant involved in reproduction. Compare methods of seed dispersal. Materials: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
PSHE	Being me in the world: Knowing how to face new changes in the world positively, how to set personal goals, understand the rights and responsibilities with being a citizen in the wider community, understand how democracy and having a voice benefits the school community. Celebrating Difference: To understand the difference between direct and indirect bullying. To understand what racism is. To learn what it means to respect their own and other people's cultures.

Enrichment Activities

Regular outdoor learning opportunities through the curriculum.

World War II trip/

Brass Musical Instruments

Stansted Mountfitchet Castle

How you can help your child:

- Your child should be reading at least 5 times a week for 20 minutes. Remember that good readers become good writers!
- Home reading journals.
- Visit places of interest linked to our topics.
- Read different types of texts (e.g. newspapers, leaflets, information books).
- Play Times Table Rock Stars and other times tables games (e.g. Hit the button, times table tennis, times tables with number cards).
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Encourage opportunities for telling the time and solving problems involving time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Insist on cursive handwriting and the best presentation.