



THORNTON

**CURRICULUM  
INFORMATION  
2025 / 2026**

**YEAR 5**

## Curriculum Information for Parents: Year 5 2025/2026

---

Dear Parents/Guardians

We are looking forward to a happy and successful new school year. At Thornton, we aim to provide stimulating and exciting activities within the framework of our curriculum, in order to enable your daughter to reach her full potential.

We recognise that the bond between home and school is of vital importance so in order to keep you fully informed, we have enclosed a copy of the relevant Programme of Study for your daughter's Year Group. This contains a broad outline of what we intend to cover with your child throughout the coming Academic Year.

During the year, your daughter will receive written reports and there will be Parental Consultations, when you will have the opportunity to make an appointment to discuss your daughter's progress with her teacher(s), however, if you have any questions or concerns at all, please do not hesitate to contact your child's Form Teacher by telephone or e-mail. They will be only too pleased to arrange a mutually convenient time to meet with you.

The school diary is a very important means of communicating on a daily basis. It would help us if you could find the time to read/check it each evening with your child and sign it each week.

Thank you in advance for your support during the coming Academic Year. We will do our very best to ensure that your daughter feels secure, happy and supported in her learning, and we look forward to meeting you throughout the school year.

With very best wishes

Louise Shaw  
Head of Thornton College

# Curriculum Information

## Year 5

### Table of Contents

<b>Subject</b>	<b>Page no</b>
Art, Craft & Design	4-6
Computer Science	7
Design Technology	8-9
French	10-12
Geography	13-14
History	15
English	16-20
Learning Development	21
Mathematics	22-25
Music	26-27
PSHEE	28-29
Physical Education	30
Religious Education	31
Science	32-33

### **Subject: Art, Craft & Design**

#### **Aims and Purposes of Art, Craft and Design**

Art, Craft and Design offers opportunities to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore with children, ideas and meaning in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of Art Craft and Design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

#### **Content of Art, Craft and Design at Key Stage 2**

##### **Key Stage 2**

During Key Stage 2, Art, Craft and Design is about developing children's creativity and imagination by building on their knowledge, skills and understanding of materials and processes through providing more complex activities. Children's experiences help them to develop their understanding of the diverse roles and functions of Art and Design in the locality and in the wider world.

Children:

- improve their control of materials, tools and techniques and become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think;
- increase their critical awareness of the roles and purposes of art in different times and cultures by commenting on works and asking questions like: 'What is this work about?' 'Why was it made – for what purpose?' 'What visual and tactile elements are used?' 'How are they combined and organised?' 'What materials and processes were used to make it?' 'When and where was it made?' 'What do I think and feel about it?'

### Language and Communication

- exploring ideas about the starting points for their work;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating work in their sketchbooks;
- finding out about Art, Craft and Design and its context in the wider world through discussion and extracting information from sources such as reference books and the internet;
- discussing and comparing their own and others' work and explaining their own views.

### Values and Attitudes

Children have opportunities in Art, Craft and Design to:

- consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and man-made environment, including the distinctiveness of the locality, and learn to evaluate critically the role and function of art and design within it.

### Helping Children Improve their Drawing

Children will be encouraged to practise their drawing skills on a regular basis. They should develop the willingness to make working drawings and to accept that it is good practice to rework drawing (without the need for an eraser) as they observe with increasing accuracy and develop their understanding.

Children will be challenged to draw:

- from observation, imagination and experience; at different scales and on different surfaces;
- in two and three dimensions using different media, for example; wire wool and clay, as well as traditional media;
- for different purposes, for example; to explore ideas, to explain ideas to themselves and others, to record information about what has been observed.

### **Creative Process:**

Children will be encouraged to proactively progress the creative process from initial ideas through to final outcomes by:

- working out ideas, plans and designs;
- developing ideas for their work;
- looking back at and reflecting on their work, reviewing and identifying their progress;
- ongoing recording of their learning and achievement, which they can use to further develop their ideas, skills and understanding.

Children will develop a range of approaches to using their portfolios.

These might include using their portfolios:

- to keep a visual record of their observations made from a range of first-hand sources, such as interesting objects, plant forms, buildings and people. Children should develop and practise the skills of drawing from observation on a regular basis, so that they can increase and sustain their concentration;
- to record a personal response to their experiences and their environmental way of communicating ideas, feelings and interests;
- to analyse the methods and techniques used by different artists, craftspeople and designers;
- for visual and annotated notes about line, tone, colour, pattern and so on, for reference for their own creative work;
- for visual and other notes, including personal comments about artists, craftspeople and designers and about particular works that interest them that they study in school and on visits to museums, galleries and exhibitions.

### **Subject: Computer Science**

Computing in Years 5 and 6 is in discrete lessons. We follow a scheme of work that runs from Year 1 to Year 6 to ensure there is continuity and progression in each academic year.

#### **Aims:**

The Computing syllabus at Thornton adheres to the requirements outlined in the 2014 National Curriculum. The curriculum is structured around three core areas:

- Computational Thinking - programming and finding out how digital systems work.
- Digital Literacy – being responsible, competent, confident and creative users, especially s concerns the internet.
- E-Safety – using technologies safely, respectfully and responsibly and becoming discerning in evaluating digital content.

These areas will be covered throughout the year and be revisited several times.

#### **Course Content:**

Students will have an opportunity to:

- design, write and debug programs,
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output,
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs,
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration,
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content,
- 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,
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### **Delivery and Assessment:**

- Carried out primarily through Teams (the School's Learning Platform)
- Summative assessment is through Teams tasks and Unit Tests.

### **Subject: Design & Technology**

16-week Course

#### **Aims:**

We wish to encourage children to:

- Identify, investigate and outline design possibilities
- Design and make prototypes that are fit for purpose
- Analyse and evaluate
- Demonstrate and apply knowledge and understanding of relevant specialist techniques and processes

#### **Course Content**

- Safe working practice - the design of a graphical safety wall sign.
- The design and manufacture of a padded key ring, brooch or squishy from felt with appliquéd/embellished decoration – involving surface design and use of hand sewing techniques/embroidery stitches.
- The design and manufacture of a bracelet from yarn- involving braiding/weaving and surface decoration.

#### **To include:**

- Study of a Brief.
- Investigation.
- Creative designing from a source.
- Making of templates.
- Material structure and origin.
- Properties of bonded materials.
- Step by step flow diagram.
- Designing a title page using ICT.
- Illustration and writing up of processes used.
- Testing and Evaluation of product.

#### **The following processes and relevant tools:**

- Marking out, pinning.
- Shaping and forming by cutting.
- Neatening.
- Embellished surface finish using stitching, sequins, buttons
- Joining methods – bonding, stitching by hand or machine,
- Use of hollowfibre filling.
- Attaching components – buttons, brooch back, split-ring.

## Curriculum Information for Parents: Year 5 2025/2026

---

Greeting's card – the design and manufacture of a card for an occasion, using lightweight multimedia materials. (Occasions may include – Harvest, Christmas, Easter, Valentines' Day, Mothers'/Fathers' Day.)

Masks – using a card base and multimedia applied decoration.

### **General design exercises:**

- Card modelling.
- School uniform/fashion outfits.
- Wrapping paper design using Repeat Patterns.
- Gift box – using nets.

**Projects may vary from year to year depending on student ability and group sizes.**

Alternative project titles include:

- Textile Mobiles
- Paper sculpture–figures
- Fabric beads/jewellery
- Decorated Textile magnets
- Textile - Pocket Mirror
- Weaving
- Woven decorated bracelet

### **Assessment**

Assessment is carried out at the end of each half term and reports are written twice yearly. Grades are given for Participation, Attainment, Progress and Organisation at the end of each half-term period.

**Subject: French**

### Michaelmas Term

#### **Getting To Know You**

This half term, your daughter will apply previous skills and knowledge of topic areas such as spellings and jobs and she will have a chance to recap her prior knowledge. She will learn to express her emotions and to talk about the future, using two different tenses. An old favourite story provides a fun background for some of the grammar work, whereas career ambitions help with the rest.

By the end of term, we aim for your daughter to be able to:

- demonstrate their prior learning from previous units.
- say a simple future sentence.
- give an intention for the immediate future.
- use body language or gestures to help understand.
- say how they are feeling.
- follow a simple story and recognise key vocabulary.
- present information about themselves with support.

#### **All About Ourselves**

This half term, your daughter will apply previous knowledge of topic areas such as clothes and the body, developing her vocabulary at the same time. She will learn to describe her own appearance and will be introduced to some key grammatical features of French, such as the position of adjectives. She will have the opportunity to talk about her emotions and health, increasing her conversational skills.

By the end of term, we aim for your daughter to be able to:

- name some parts of the body.
- respond appropriately when asked a simple question.
- give a simple description of their eyes and hair.
- place the adjective correctly in a simple sentence.
- use a small number of everyday verbs in simple dialogues.
- make simple statements in the third person.
- match emotion/health words in their pictures.

### Lent Term

#### **That's Tasty**

In this half term, your daughter will learn key vocabulary related to food and drink. She will learn specific vocabulary of how to say what drinks she likes, what she likes to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks she likes and also the opening and closing times of shops. She will learn key phrases connected to the themes.

By the end of term, we aim for your daughter to be able to:

- listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary
- write an answer in a sentence using a modelled sentence.
- take part in a role play using the key phrases studied

#### **Family and Friends**

In this half term, your daughter will apply previous skills and knowledge of topic areas such as animals, homes and family to extend her conversation abilities. She will expand her vocabulary and consolidate her understanding of descriptive language, including subjective descriptions. She will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. She will find out more about possessive adjectives and be able to explain a family network in detail.

By the end of term, we aim for your daughter to be able to:

- join in traditional songs and rhymes
- recognise rhyming sounds
- use first person possessive adjectives confidently and recognise that third person is different
- introduce family members
- say what sort of home they live in and name items inside
- give a simple opinion about a named animal or object
- construct a simple sentence about a variety of topics

### Trinity Term

#### **School Life**

This half term, we will teach your daughter key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which will teach your daughter the names of 2D shapes. In the last two lessons of the half term, your daughter will learn questions and answers which she would use at school. She will learn key phrases connected to the themes.

By the end of term, we aim for your daughter to be able to:

- listen and respond to topic vocabulary.
- answer questions orally using topic vocabulary.
- answer questions in writing using the topic vocabulary.
- take part in a conversation with a partner and show it to an audience.

#### **Time Travelling**

This half term, your daughter will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. She will be introduced to one of the common past tenses in the French language, learn to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, the auxiliary and the infinitive verb. She will improve her inter-cultural understanding in a cross-curricular way.

By the end of term, we aim for your daughter to be able to:

- recognise number words in spoken sentences.
- say numbers larger than 100.
- match the subject and verb for high-frequency verbs.
- recognise when someone is saying a date.

Each September, the Prep School also holds a morning of European Languages where the girls are introduced to the language and culture of other European nations through a range of fun and engaging lessons and activities.

In addition to two periods a week of lessons at school, your daughter will have the opportunity to practise reading, writing, speaking and listening to French on a daily basis through Duolingo For Schools, where her progress and attainment is tracked via an online classroom. This is a compulsory homework from Year 5 onwards but is further incentivised by the opportunity to earn house points and be awarded certificates on a half-termly basis.

### **Subject:     Geography**

Through the study of Geography in Upper Key Stage Two, children will develop an increasingly detailed understanding of the world around them. The girls will investigate elements of their immediate environment whilst also exploring the wider world. Children will expand their awareness of Physical Geography, including locational Geography, whilst also exploring Geography from human and economic perspectives.

The Year 5 and 6 Geography Curriculum at Thornton College aims to meet the requirements of the National Curriculum. The girls will have started to work towards the National Curriculum objectives in Years 3 and 4 during Creative Curriculum and they will continue to explore, embed and consolidate understanding in Years 5 and 6 during discrete Geography lessons. Thus, the girls will continue to develop:

#### **Locational knowledge:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

#### **Place knowledge:**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### **Human and physical geography:**

- Describe and understand key aspects of:
  - Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human Geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In Year 5, children will have discrete History and Geography lessons referred to as Humanities. Humanities will be taught for two periods (80 minutes) each week – alternating between Geography and History week on week. Cross-curricula links in other lessons will be made where possible e.g. English lessons. They will begin to use globes, atlases and maps with increasing independence and there will be opportunities to use, explore and present ideas using computer technology. Children will begin to research concepts with increasing independence and will begin to make connections and links between areas of study.

The Year 5 Geography Curriculum primarily focuses on the study of Physical Geography. Across the year, the girls will explore:

<b>Michaelmas Term</b>	The water cycle, coasts and rivers
<b>Lent Term</b>	Mountains, volcanoes, earthquakes and Tsunamis
<b>Trinity Term</b>	Climate Zones and Biomes.

### **Subject: History**

Through the study of History in Upper Key Stage Two, children will continue to deepen their understanding of past events, societies and movements. The girls will investigate the social, cultural, economic and political histories of both ancient civilisations and modern societies whilst building an understanding of chronology. They will also begin to explore the significance of historical events, analyse, interpret and assess primary and secondary material and pose key questions.

The Year 5 and 6 History Curriculum at Thornton College aims to meet the requirements of the National Curriculum. The girls will have started to work towards the National Curriculum objectives in Years 3 and 4 during Creative Curriculum and they will continue to explore, embed and consolidate understanding in Years 5 and 6 during discrete History lessons. Thus, the girls will continue to develop:

- a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study;
- they should note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- they should construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- they should understand how our knowledge of the past is constructed from a range of sources.

In Year 5, children will have discrete History and Geography lessons referred to as Humanities. Humanities will be taught for two periods (80 minutes) each week – alternating between Geography and History week on week. Cross-curricula links in other lessons will be made where possible e.g. English lessons. cross-curricula links will be made where possible. Children will begin to research concepts and historical periods with increasing independence, using both published texts and the internet to develop their understanding. Children will also be encouraged to make connections between different periods of study, to ask questions and verbalise opinions clearly.

During Year 5, the girls will explore:

**Michaelmas 2:** The Ancient Egyptians

**Lent 2:** Ancient Greece

**Trinity 2:** Crime and Punishment

### **Subject: English**

#### **Speaking and Listening**

To include:

- General class discussion and instruction related to the whole curriculum.
- Regular discussion time.
- Regular role-play.
- Regular performance.
- Listening to stories and other text.
- Reading aloud.

A Speak Week will be held annually whereby each pupil will be required to present to their class: a show and tell, a poem of their choosing and a reading from a book of their choosing.

#### **Reading**

Children in upper Key Stage 2 are encouraged to read a range of genres throughout their reading regime. Fluency and comprehension – both verbal and written – are the key focuses when developing the girls' reading. At this stage, the children will be encouraged to be more analytical about what they read, thinking about the writer's choices and evaluating them. Cracking Comprehension is used as a tool for teaching this.

Students read books of their choice regularly, in order to foster a love of literature of all genres.

Students visit the school library once per week and make a free choice of two books to take home and share with an adult.

#### **Word reading attainment targets**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

#### **Comprehension attainment targets**

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
  - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

### Writing

Year 5 is marked by growing confidence, control and fluency in writing fiction, non-fiction and poetry. Teachers emphasise the purpose and audience for all forms of writing. They encourage children to be experimental and adventurous and, wherever possible, give them choice and control over their writing. A greater focus on complexity of sentence structures and interesting vocabulary encourages the girls to add sophistication to their writing, making choices about audience and purpose.

### Writing attainment targets

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Spelling, Punctuation and Grammar

There is a focus on spelling, punctuation and grammar in Year 5 in order to develop writing skills across the curriculum. The children are taught an increasing range of spelling rules, exceptions to those rules and how to apply prefix and suffix knowledge to unfamiliar words. The girls are encouraged to apply the foundations of previous punctuation rules and begin using more complex punctuation such as dashes, brackets and commas for parenthesis and colons to introduce lists. A more in depth understanding of grammar and how sentence structure can be manipulated will help the girls to improve their editing skills and make informed decisions about the sentence choices they make.

### Spelling attainment targets

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Punctuation and grammar attainment targets

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Years 5 and 6
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
- punctuating bullet points consistently

## Curriculum Information for Parents: Year 5 2025/2026

---

Year 5:	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for students</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

### Handwriting

Children use joined handwriting for all writing, including drafting. They concentrate on increasing handwriting speed and continue to *develop increasing speed* and accuracy in typing. Teachers demonstrate and expect accurate spelling and punctuation, combined with legibility, modelling these three technical aspects of writing as a major aid to meaning, as well as a courtesy to the reader.

### **Learning Development**

The Head of Learning Development works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

The provision for Special Educational Needs is detailed in the school's Special Educational Needs policy. Parents are welcome to contact the school SENCo, Mrs Woodruff, at any time should they have questions, concerns or suggestions.

### **Subject: Mathematics**

At Thornton, we follow the requirements set out in the 2014 National Curriculum. In all years we are striving to ensure the children become **fluent** in the fundamentals of Mathematics, **reason mathematically** and can **solve problems** by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication.

The following areas will be covered in Year 5:

#### **Number – Number and Place Value**

Students are taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

#### **Number – Addition and Subtraction**

Students are taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

#### **Number – Multiplication and Division**

Students are taught to:

identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

## Curriculum Information for Parents: Year 5 2025/2026

---

- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Number – Fractions (including decimals and percentages)

Students are taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ]

## Curriculum Information for Parents: Year 5 2025/2026

---

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

### Measurement

Students are taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### Geometry – Properties of Shapes

Students are taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

## Curriculum Information for Parents: Year 5 2025/2026

---

- draw given angles, and measure them in degrees ( $^{\circ}$ )
- identify:
  - angles at a point and one whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^{\circ}$ )
  - other multiples of  $90^{\circ}$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

### Geometry – Position and Direction

Students are taught to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Statistics

Students are taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

### **Subject: Music**

All girls develop their knowledge and skills in Music by taking part in activities based around:

- Performance
- Exploring music and Composition
- Listening, Reflecting and Appraising

In weekly singing lessons, students will develop vocal technique and choral skills. They will learn to sing confidently in a range of styles, communicate mood and meaning, and perform harmony parts with accuracy. Emphasis will be placed on reading music, singing from memory, and delivering expressive performances for special occasions.

Over the course of the academic year, students are immersed in a rich tapestry of performance opportunities that nurture both their aural discernment and expressive capabilities. Through dedicated preparation for key events such as the Harvest Festival, Christmas Concert, MK Festival, Spring Concert, Summer production and special initiatives like Young Voices, pupils refine their listening skills, ensemble awareness, and stage presence. These varied musical experiences not only enhance musical proficiency and interpretative understanding but also foster confidence, collaboration, and a lifelong appreciation for the performing arts.

Alongside preparing for performances the students will develop a range of skills by following some of the curriculum below throughout the year:

#### **Exploring Music and Composing**

Students will study Grazyna Bacewicz's Overture to uncover hidden meanings in music and compose their own pieces inspired by the listening work. They will learn to create texture by layering rhythmic and melodic ostinatos, develop ideas using musical devices like repetition and question and answer, and improvise in various styles. Additionally, students will compose simple songs using Morse code, arrange songs for class performance, refine compositions after evaluation, and perform their works to an audience. They will use musical vocabulary to identify areas for improvement and record compositions using traditional and graphic notation.

#### **Developing Instrumental Skills**

In this topic students will focus on developing instrumental skills, reading traditional notation, and performing. They will enhance their understanding of note values and pitches, refine keyboard techniques with correct finger and hand positions, and explore chords for advanced students, including reading two clefs. Students will perform with expression and accuracy, learn effective practice techniques, and self-evaluate to improve their performances.

### **Class Performance and Composition**

Students will study Kerry Andrew's No Place Like and explore soundscapes. They will perform parts of the music as a class and compose their own versions. Students will perform confidently on various instruments in mixed groups, read and play from traditional notation, and extend phrases and melodies played by ear. They will perform with sensitivity to dynamics and tempi, lead and conduct groups, maintain their parts in small ensembles, and discuss musical structures. Additionally, students will recognise features of expression in live or recorded music

### **Subject: PSHEE**

Personal, Social, Health and Economic (PSHE) Education helps students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that PSHE programmes can have a positive impact on both academic and non-academic outcomes for students.

The PSHE provision at Thornton College Prep School is a 'spiral curriculum' meaning that specific learning builds for students as they move through the school, gradually expanding and deepening their knowledge, skills and attributes as it increases in complexity. The learning opportunities that all students will encounter during the academic year have been divided into three core themes: **Health & Wellbeing; Relationships; Living in the Wider World.**

All PSHE teaching takes place in a respectful, safe learning environment and is underpinned by our school ethos and values. The curriculum content complies with the statutory requirements for Primary Relationships and Health Education and is in line with best practice and consultation with the PSHE Association. It incorporates the statutory learning outcomes for Relationships Education, ensuring pupils are taught about healthy relationships, families, caring friendships, respectful behaviour, and online safety.

#### **Health & Wellbeing:**

- **Healthy Lifestyle:** recognising positive and negative influences on physical and mental health and wellbeing, making informed lifestyle choices, understanding the components of a balanced diet
- **Growing & Changing:** setting goals and aspirations, understanding the intensity of feelings and emotional changes during puberty, learning healthy strategies for managing emotions, coping with bereavement and grief. Understanding that mental wellbeing is a normal part of daily life, and knowing strategies and sources of support for emotional health.
- **Keeping Safe:** maintaining personal safety in the local environment and online, understanding the risks of sharing images and information, mobile phone safety, knowing how to seek help and support when needed

#### **Relationships**

- **Feelings & Emotions:** recognising and responding appropriately to feelings in themselves and others, developing empathy
- **Healthy Relationships:** understanding the impact of actions and consequences in relationships, developing skills for working collaboratively, negotiation and compromise, recognising healthy and unhealthy relationship dynamics including peer pressure, understanding that families can look different, but all

## Curriculum Information for Parents: Year 5 2025/2026

---

should provide love, security, and stability, identifying the qualities of caring friendships, managing conflict, and maintaining trust and respect.

- Valuing Difference: actively listening to others, appreciating diversity, raising concerns respectfully and challenging discrimination or stereotypes
- exploring safe and respectful communication online, recognising risks such as cyberbullying and image sharing, understanding the importance of privacy and knowing how to report concerns

### Living in the Wider World

- Rights & Responsibilities: understanding rules and laws, identifying and addressing anti-social behaviour, respecting differences of opinion and resolving conflict peacefully
- Environment: understanding different rights, responsibilities and duties in relation to environmental and social issues
- Money: managing finance responsibly, understanding concepts such as interest, loans, taxes, and the importance of looking after money

### **Subject: Physical Education**

During Key Stage 2 the students have a scheme of work for PE, and games based on the following activities:

- Games: Hockey, Netball and Cricket
- Swimming and water safety
- Athletics
- Badminton
- Dance

Through each element, children should learn about:

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- knowledge and understanding of fitness and health
- evaluating and improving performance

#### **Swimming**

In this unit children develop stroke technique with particular focus on front crawl and backstroke. This is combined with contrasting 'fun' activities.

#### **Games**

##### **Invasion Games**

In this unit children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend. They will also continue to learn rules and positions in both Netball and Hockey. Skills will be refined through small-sided games. They will continue to refine their tactical awareness in full-sided games. At this stage rules are applied more strictly.

##### **Striking and Fielding Games**

In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. There is a focus on effective decision making and tactical awareness.

##### **Athletics**

In this unit children continue to develop techniques for specific athletic events. They will gain an understanding of efficient techniques when running, jumping and throwing. They will also gain an understanding of rules in preparation for Sports Day.

##### **Net/Wall Games**

In this unit children learn the quality of their range of skills. They will refine tactical play and be more able to select and apply different shots. They will also learn more complex rules.

### **Subject: Religious Education**

For Religious Education, we follow the new national 'Religious Education Directory'. The topics covered, with a brief outline, are:

#### **Michaelmas Term**

Branch 1: Creation and Covenant – Moses, the Lawgiver and the one who leads the people of Israel out of slavery.

Branch 2: Prophecy and Promise - David the great King who is a shepherd to his people.

#### **Lent Term**

Branch 3: Galilee to Jerusalem - The 'New Law', The Beatitudes and the Sermon on the Mount. Transfiguration.

Branch 4: Desert to Garden - 'Turn away from sin and believe in the Gospel' or 'Remember that you are dust, and to dust you shall return'. Explore the meaning of these words said during an Ash Wednesday service.

#### **Trinity Term**

Branch 5: To the End of the Earth - Sacrament of Confirmation.

Branch 6: Dialogue and Encounter - Dialogue; The Bible as the 'inspired word of God.'

Encounter - The importance of Hebrew (the holy language for Jewish people). The Torah, Shema and Mezuzah.

### **Subject: Science**

#### **Working Scientifically**

During Year 5, girls will use a wider range of methods to record their results and data with increasing accuracy, including labelled scientific diagrams and models, as well as tables, bar graphs and line graphs. During the year, girls will become confident with the use of ICT for handling and presenting data in continuous and categoric forms and will begin to use simulation programs and dataloggers to explore scientific questions and hypotheses. With increasing independence, they will distinguish between fact and opinion. They will continue to learn about how scientific ideas have developed over time, finding out about the work of influential scientists. Children will become more independent in designing their own enquiries and experiments and will outline the key variables when designing a fair test, considering how to effectively control them. They will also become more confident in using the results of their experiments to make predictions and suggest further research questions. They will report their findings orally and in writing, and learn how to use relevant scientific language and illustrations to communicate ideas. This continues in Year 6 as children become more independent scientific thinkers.

#### **Michaelmas Term**

##### **Properties and changes of materials (reversible and irreversible changes)**

This links with Year 3 and 4 work on magnetism and electricity and the states of matter. Children conduct tests to identify the properties of everyday materials (hardness, solubility, conductivity and magnetism) and experiment with different materials to find out about reversible changes (melting, dissolving and evaporating). They learn how to recover substances from solution, through evaporation, and explore ways of separating mixtures into solids and liquids by filtering and sieving. Children will experiment with heating, cooling, dissolving and mixing different substances to understand the concepts of reversible change and changes of state. This will enable them to draw connections to irreversible or hard to reverse changes (burning, rusting or other chemical reactions). With support, they will observe the effect of burning, or the irreversible chemical changes involved in cooking. Children will find out about scientists who helped to create new materials with advantageous properties through chemical change, and learn how these materials can be used.

#### **Lent Term**

##### **Earth and Space**

Children will learn about the solar system and the way that the Earth moves relative to the Sun, and the Moon relative to the Earth. They will create and use simple models of the solar system and use these to demonstrate why we experience day and night on Earth. They will find out about different time zones and understand why it is not the same time all over Earth simultaneously. They will also learn about how our heliocentric (Sun-centred) model of the solar system differs from the geocentric (Earth-centred) model used in the past.

### **Forces**

Building on their Year 3 work on forces and magnets, children learn about the effects of gravity and drag forces, such as friction and air and water resistance. They will find out how and why drag forces slow moving objects down, devising experiments to show air resistance, or look at how friction works to slow down a wheeled vehicle when a brake is applied. Children will learn how levers, pulleys, gears work, and how they transfer force and motion. They will look at the work of scientists such as Galileo and Isaac Newton.

### **Trinity Term**

#### **All living things**

Children will build on their Year 2 and 4 work, studying the life cycles of humans, animals (mammals, amphibians, insects and birds) and plants in greater depth (focusing on birth, growth, development, reproduction and death in animals, and growth, reproduction and death in plants). They will make observations of plant and animal reproduction by growing plants, or rearing and caring for baby animals, and will work scientifically when they make observations of animal and plant life cycles in the local environment. They will extend this by finding out about the work of naturalists and animal behaviourists, making comparisons and beginning to think about possible reasons for similarities and differences. Within the school policy for SE, children will learn about the changes in both males and females during puberty and will link this to their learning about life cycles.

#### **Science Learning Outside the Box (LOB)**

Where possible children will carry out *cross-curricular activities* in order to develop further their exploratory and personal learning skills and assess the development of their scientific skills alongside. These tasks, set in familiar contexts, help to develop children's higher order thinking skills.

#### **Learning outside the classroom (LOC)**

Learning outside the classroom is a vital part of education for students in the 21st century. It is our belief that we should utilise the school and its environment as much as possible. Students are encouraged to explore and utilise the outdoor environment as much as possible as a stimulus for their science learning.