Year 5 Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries	Beowulf by Michael Morpurgo Outcome - Fiction: Legend	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Brilliant Deep by Kate Messner and Matthew Forsythe Outcome - Persuasion/ information: hybrid leaflet	Women in Shakespeare Outcome – Soliloquy
Reading	Goodnight Stories for Rebel Girls by Elena Favilli Genre – Biography	Hansel and Gretel by Neil Gaiman Genre – Fiction: traditional tale	Odd and The Frost Giants by Neil Gaiman Genre- Myths and Legends	Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film) Genre – Information, Film	The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company Genre – Persuasion/ information Fiction: contemporary	African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre – Fiction: books from other cultures and traditions
Maths	**Number-** Place Value Addition and Subtraction Multiplication and Division Arithmetic/Problem solving skills Statistics		**Number-** Fractions Multiplication and Division Decimals Percentages		**Number-** Decimals **Geometry-** Properties of Shapes Position and Direction	**Measurement-** Perimeter and Area Converting Units Volume
Science	**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments					
	Properties and changes of 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		**Forces** • Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object	**Earth and space** • Describe the movement of the earth and other planets relative to the sun in the solar system • Describe the movement of the	**Living things And their habitats** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of	**Animals including humans** • Describe the changes as humans develop to old age.

	• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	moon relative to the earth • Describe the sun, earth and moon as approximately spherical bodies • Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky	reproduction in some plants and animals	
History	**Anglo Saxons Was the Anglo-Saxon period really a Dark Age?** The children will: • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information	NA	**Vikings Would the Vikings do anything for money?** In this unit, the children will: • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance	NA	**What makes people go on a journey?** In this unit, the children will: • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources	NA

	• note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance		• construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time.		• note connections, contrasts and trends over time.	
Geography	N/A	EUROPE – A STUDY OF THE ALPINE REGION: Where should we go on holiday? In this unit, the children will: • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.	present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	CHANGES IN OUR LOCAL ENVIRONMENT: How is the UK changing? In this unit, the children will: • name and locate counties and cities of the UK, 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate		JOURNEYS – TRADE: Where does all our stuff come from? In this unit, the children will: • describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

				countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and		
Computing	**Sharing Information** Identifying and exploring how information is shared between digital systems.	**Video Editing** Planning, capturing and editing video to produce a short film.	**Selection in Physical Computing** Exploring conditions and selection using a programmable microcontroller.	**Flat-file Databases** Using a database to order data and create charts to answer questions.	**Vector Drawings** Create drawings in a drawing program by using layers and groups of objects.	**Selection in Quizzes** Exploring selection in programming to design and code an interactive quiz.
Design Technology	N/A	Aspect of DT: Textiles Focus: Combining different fabric shapes	Aspect of DT: Gears, Pulleys and Levers	N/A	Aspect of DT: Structures Focus: Frame Structures (Shelters)	N/A
Art and Design	Drawing and Sketch books Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	N/A		Print, Colour, Collage Making Monotypes Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.		Paint, Surface, Texture Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations.
Music	Ukulele and Singing Assembly					

Personal, Social and Health Education (PSHE)	**Health and Wellbeing** **What makes up our identity?** What makes up Identity; personal attributes and qualities; similarities and differences; individuality; stereotype **Health and Wellbeing** **How can we help in an accident or emergency?** Basic first aid, accidents, dealing with emergencies	**Living in the wider world** **What decisions can people make with money?** Money; making decisions; spending and saving. **Health and Wellbeing** **How can we help in an accident or emergency?** Basic first aid, accidents, dealing with emergencies	**Relationships** **How can friends communicate safely?** Friendships and relationships	**Living in the wider world - What jobs would we like?** Careers, aspirations, role models, the future	**Relationship and Sex Education (RSE)** **Relationships** **How can friends communicate safely?** Friendships, relationships, becoming independent, online safety	**Health and Wellbeing** **How can drugs common to every day life affect health?** Drugs, alcohol and tobacco, healthy habits
PE (Class teacher)	Hockey	Dance	Phys Kids	Gymnastics	Rounders	Athletics
PE (Mr Cairns)	Tennis	Indoor athletics / Gymnastics	Gymnastics / OAA	Football	Cricket	Sports Day Athletics
RE	Why is community and equality important to Sikhs?	Free choice – Bible explorer Christianity Focus	Why are the 5 pillars important to Muslims?	What can we learn from Christian religious buildings and music?	Which concepts do we find it hard to understand in Christianity?	How do people show their beliefs in action?
No Outsiders	Incredible You! Rhys Brisenden	Where the Poppies Now Grow Hilary Robinson and Martin Impey- To learn from our past	How to Heal a Broken Wing Graham, Bob - To recognise when someone needs help	The Cow Who Climbed A Tree Gemma Merino - To exchange dialogue	Relationship and Sex Education	And Tango Makes Three Justin Richardson - To accept people who are different from me