



# Year 5 Curriculum Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to live in an ever changing world	Values	Be ready, be safe, be respectful	Respect	Perseverance	Responsibility	Enjoyment	Independence
	Wider experiences	Roald Dahl Day	Anglo Saxon Day – Clive Pig visit  Christmas concert for parents and residents of a care home.	DT day to make flying machines – celebration of topic	World Maths Day  World Book Day  Visit to We The Curious		Olympics week
	PSHE <i>(Jigsaw and Forest School)</i>	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me  Qualities of an astronaut – perseverance etc.	Relationships	Changing Me
Topic and	Topic	Who was Roald Dahl?	Anglo Saxons	Innovative inventions	Earth and Space	Mysterious Mayans	Rainforests

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	<b>Key Texts</b>	<ul style="list-style-type: none"> <li>Charlie and the Chocolate Factory</li> </ul>	<ul style="list-style-type: none"> <li>King Arthur</li> <li>Non-fiction Anglo Saxons information text</li> </ul>	<ul style="list-style-type: none"> <li>Farther</li> </ul>	<ul style="list-style-type: none"> <li>All the sun in a day</li> <li>Pandora (video)</li> <li>Model text linked</li> </ul>	<ul style="list-style-type: none"> <li>The Hero Twins</li> <li>The Corn Grows Ripe</li> </ul>	<ul style="list-style-type: none"> <li>The Great Kapok Tree</li> </ul>
	<b>Writing Outcomes</b>	<ul style="list-style-type: none"> <li>Narrative in the style of Charlie and the Chocolate Factory</li> <li>Non-chronological report about Oompa Loompas</li> <li>Persuasive advert for biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – a retelling of Arthur and the King’s sword</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – similar story style to Farther</li> <li>Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – series of diary entries</li> <li>Non-chronological report about Pandora</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – based on the Hero Twins</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – in the style of The Great Kapok Tree</li> <li>Non-chronological report about rainforests</li> </ul>
	<b>Cross-curricular English</b>	<ul style="list-style-type: none"> <li>Diary entry of an Oompa Loompa</li> <li>Biography/ fact file of Roald Dahl</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report on Anglo Saxons</li> </ul>	<ul style="list-style-type: none"> <li>Biography/ fact file of the Wright brothers</li> <li>Explanation text – how do flying machines work</li> </ul>	<ul style="list-style-type: none"> <li>Biography of famous astronauts</li> <li>Thank you letter to We The Curious</li> </ul>	<ul style="list-style-type: none"> <li>Write instructions for Pok-to-Pok game</li> <li>Mayan writing – Glyphs</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to head of Brazilian government about deforestation</li> </ul>
	<b>Maths objectives</b>	<ul style="list-style-type: none"> <li>Place value to 1 million</li> <li>Addition and subtraction</li> <li>Factors, multiples, squared, cubes and prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Area and perimeter</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Decimals and percentages</li> <li>Conversions of measure</li> </ul>	<ul style="list-style-type: none"> <li>Angles and properties of shape</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Position and direction</li> <li>Volume</li> </ul>

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	<b>Cross-curricular Maths</b>	<ul style="list-style-type: none"> <li>Calculating the cost of biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Designing an Anglo Saxon settlement (area and perimeter)</li> <li>Linked to Science – create a line graph of results from investigation about insulators and conductors.</li> </ul>		<ul style="list-style-type: none"> <li>Calculate the time in different time zones across the world</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the Mayan number system</li> </ul>	<ul style="list-style-type: none"> <li>Climate graphs to represent rainforest weather conditions</li> </ul>
<b>STEM</b>	Science	<p>Properties of materials</p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how</li> </ul>	<p>Properties of materials</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p>Forces and magnets</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers,</li> </ul>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the</li> </ul>	<p>Earth and Space</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> </ul> <p>use the idea of the Earth's rotation to explain day and night and the apparent</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>

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		<p>to recover a substance from a solution</p> <ul style="list-style-type: none"> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>	<p>pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>apparent movement of the sun across the sky.</p>	<p>movement of the sun across the sky</p>	

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	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Can they use a search engine using keyword searches?</li> <li>• Can they compare the results of different searches?</li> <li>• Understand computer networks including the</li> </ul>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>		<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>

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		internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>				
Humanities	History	<ul style="list-style-type: none"> <li></li> </ul>	<p>British history -</p> <ul style="list-style-type: none"> <li>Anglo Saxons including Roman withdrawal from Britain and invasions, settlements and kingdoms</li> <li>Use dates and historical language in their work</li> <li>Describe historical events from the different period/s they are studying/have studied</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>		<p>Mayans -</p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> <li>Use dates and historical language in their work</li> <li>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived</li> </ul>	

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			<ul style="list-style-type: none"> <li>Appreciate that significant events in history has helped shape the country we have today. (Battle of Hastings)</li> </ul>				
	Geography	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties, cities, regions and features of the UK.</li> <li>Explain why people are attracted to live by rivers</li> <li>Explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>Explain how a location fits into its wider geographical location; with reference to physical features</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explain how a location fits into its wider geographical location; with reference to human and economical features</li> </ul> <p>Identify and locate countries and capital cities of South America on a map.</p>	<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>Identify land-use patterns and</li> </ul>

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			<p>Identify on a map the countries the Anglo Saxons travelled from and mark their routes across seas to the UK.</p> <p>Design an Anglo Saxon settlement and think about why the Anglo Saxons chose to settle in certain areas.</p> <p>Recognise areas of the country that still have Anglo Saxon names.</p>				<p>understand these aspects have changed over time</p> <p>Identify the world's largest rainforests on a map. Also identify and label the countries and key rivers.</p> <p>Understand how the indigenous population of the rainforests live and how they are under threat.</p> <p>Research deforestation and the different uses for the wood. Create a campaign for alternative solutions.</p>
	<b>MFL</b> (Spanish)	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Speak in sentences, using familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Describe people, places, things and</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>

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		vocabulary, phrases and basic language structures. <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>	actions orally* and in writing.	familiar written material, including through using a dictionary.	spelling, sound and meaning of words.	clarification and help*	
	<b>RE Theme</b> <i>(Discovery RE)</i>	<ul style="list-style-type: none"> <li>What do Sikhs Believe?</li> </ul>	<ul style="list-style-type: none"> <li>Is the Christmas Story 'True'?</li> </ul>	<ul style="list-style-type: none"> <li>Sikh Stories</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Easter</li> </ul>	<ul style="list-style-type: none"> <li>How Sikhs show Commitment to God</li> </ul>	<ul style="list-style-type: none"> <li>How Christians show Commitment to God</li> </ul>
<b>Sport</b>	<b>PE</b> <i>Session 1</i>	Multi-skills <ul style="list-style-type: none"> <li>Running</li> <li>Agility J</li> <li>umping</li> <li>Balance Co-ordination</li> <li>Throwing &amp; Catching</li> </ul>	Volleyball <ul style="list-style-type: none"> <li>Serving &amp; Returning</li> <li>Digging</li> <li>Setting</li> <li>Spiking</li> <li>Working as a team</li> <li>Competition</li> </ul>	Gymnastics <ul style="list-style-type: none"> <li>Fitness &amp; Health</li> <li>Shapes and Balances</li> <li>Travelling</li> <li>Rolling</li> <li>Jumping and Landing</li> <li>Composition, Performance &amp; Evaluation</li> </ul>	Dance <ul style="list-style-type: none"> <li>Fitness &amp; Stimulus</li> <li>Choreographic Skills</li> <li>Dynamics</li> <li>Style of Dance</li> <li>Topic Challenge</li> </ul>	Tennis <ul style="list-style-type: none"> <li>Ball &amp; Racket Skills</li> <li>Positioning &amp; Rallies</li> <li>Shot variation (Forehand/Backhand) Why and when?</li> <li>Lob &amp; Drop shot and develop volleying</li> <li>Developing tactical awareness</li> <li>Competition</li> </ul>	Handball <ul style="list-style-type: none"> <li>Unopposed dribbling</li> <li>Opposed dribbling</li> <li>Passing &amp; Receiving</li> <li>Defending</li> <li>Attacking</li> <li>Competition</li> </ul>
	<b>PE</b> <i>Session 2</i>	Football <ul style="list-style-type: none"> <li>Dribbling</li> <li>Shooting</li> </ul>	Tag rugby <ul style="list-style-type: none"> <li>Ball Handling</li> <li>Tagging</li> </ul>	Netball <ul style="list-style-type: none"> <li>Passing, Receiving, Moving</li> </ul>	Rounders <ul style="list-style-type: none"> <li>Throwing + Catching</li> </ul>	Cricket <ul style="list-style-type: none"> <li>Fielding, Throwing, Catching</li> </ul>	Athletics <ul style="list-style-type: none"> <li>Sprinting</li> <li>Long Distance</li> </ul>

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		<ul style="list-style-type: none"> <li>• Passing + Receiving</li> <li>• Defending</li> <li>• Attacking</li> <li>• Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Defending</li> <li>• Attacking</li> <li>• Support</li> <li>• Play Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Awareness</li> <li>• Shooting</li> <li>• Defending</li> <li>• Attacking</li> <li>• Competition</li> </ul>	<ul style="list-style-type: none"> <li>• In Fielding</li> <li>• Out Fielding</li> <li>• Batting</li> <li>• Bowling</li> <li>• Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Batting – Forward Drive</li> <li>• Batting – Bouncing Ball</li> <li>• Bowling – Standing</li> <li>• Bowling – Running</li> <li>• Competition</li> <li>• Play Pok-to-pok (linked to topic)</li> </ul>	<ul style="list-style-type: none"> <li>• Relays</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Competition</li> <li>• Tribal dance/ Haka (linked to topic)</li> </ul>
Arts	Music	<ul style="list-style-type: none"> <li>• Sing and play on musical instruments confidently, in tune and with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise/ compose using recorder/glock on notes B A G C</li> </ul>	<ul style="list-style-type: none"> <li>• To repeat one /two/ four bar phrases either clapped or sung</li> </ul>	<ul style="list-style-type: none"> <li>• Using mnemonics to help name the notes on treble clef.</li> <li>• Recognise- quavers, dotted minim</li> </ul>	<ul style="list-style-type: none"> <li>• PENTATONIX</li> <li>• Rhythm Sticks</li> <li>• Queen</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Pop and Rock music on the timeline</li> </ul>
	Art	<ul style="list-style-type: none"> <li>• Use ceramic mosaic to produce a piece of art.</li> <li>• Learn about great artists and designers (Nick Misani)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve mastery of painting techniques (Anglo Saxon shields)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about great artists and designers - Robert Delaunay</li> <li>• Learn about the work of others by looking at their</li> </ul>	<ul style="list-style-type: none"> <li>• Make papier mache models of the solar system</li> <li>• Experiment with and combine materials and processes to</li> </ul>	<ul style="list-style-type: none"> <li>• Jungle/rainforest collage.</li> <li>• Focus on skills of tonal shading, depth perception and creating 3D images.</li> </ul>	<ul style="list-style-type: none"> <li>• Tribal headbands –</li> <li>• Can they print using a number of colours?</li> <li>• Print onto different materials.</li> </ul>

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		<ul style="list-style-type: none"> <li>Create all the colours they need.– Roald Dahl art.</li> </ul>		<p>work in books and the Internet</p> <ul style="list-style-type: none"> <li>Combine visual and tactile qualities – collage</li> </ul>	<p>design and make 3D form</p> <ul style="list-style-type: none"> <li>Focus on skills of tonal shading, depth perception and creating 3D images.</li> </ul>	<ul style="list-style-type: none"> <li>Study of Andy Goldsworthy</li> <li>Experiment with different styles which artists have used.</li> <li>Use their sketch books to compare and discuss ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>Make Mayan/ rainforest masks Identify and draw simple objects, and use marks and lines to produce textures .</li> <li>Experiment with and combine materials and processes to design and make 3D form.</li> </ul>
	DT	<p>Making and designing biscuits and suitable packaging</p> <ul style="list-style-type: none"> <li>Use research and criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Come up with a range of ideas after they have collected information</li> </ul>	<p>Make mince pies and cheese scones for visitors from local care home.</p> <ul style="list-style-type: none"> <li>Describe what they do to be both hygienic and safe</li> <li>Present their product well</li> <li>prepare and cook a variety of predominantly savoury dishes</li> </ul>	<p>Design, make and test flying machines</p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>			

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		<ul style="list-style-type: none"> <li>• take a user's view into account when designing</li> <li>• Produce a detailed step-by-step plan</li> <li>• Suggest some alternative plans and say what the good points and drawbacks are about each</li> <li>• Analyse and evaluate existing products and improve own work.</li> <li>• Describe what they do to be both hygienic and safe</li> <li>• Present their product well</li> </ul>	using a range of cooking techniques	<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles</li> </ul>			

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				<p>and ingredients, according to their functional properties and aesthetic</p> <ul style="list-style-type: none"><li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul>			