

Yearly Curriculum Overview


Year group:- 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	Brazil and the Amazon Rainforest - Geography Materials - Science	Gunpowder, Treason and Plot - History Materials - Science	Ancient Egypt - History Forces – Science	Space - Science Anglo Saxons - History	USA - Geography Animals, including humans - Science	WW2 – History Living things and their habitats - Science
Driver Questi	Why are rainforests so important?	Should gunpowder, treason and plot ever be forgotten?	Does your mummy live in a pyramid?	Will we ever send another man to the moon?	What's so special about the USA?	Will there ever be a WW3?
English	Explorer – Katherine Rundell Non-chronological reports Persuasive Writing Travel Brochure	Black Powder – Ally Sherrick Short Histories: Mr Fawkes, the King and the Gunpowder Plot Book by Tom Bradman and Tony Bradman Newspaper reports Poetry - Haiku Creative writing	The Time-Travelling Cat and the Egyptian Goddess – Julia Jarman The discovery of Tutankhamun A Pocket Guide to Ancient Egypt Diary Entry Descriptive settings Creative writing	Cakes in Space – Philip Reeve The Silly Solar System- Kevin Price Tim Peake – ‘Hello this is planet Earth’ Traditional tales Narrative poem Science Fiction writing	Safiyyah’s War – Hiba Noor Khan The 50 States: Explore the U.S.A - Gabrielle Lineo Persuasive letter Recount to include speech	Safiyyah’s War – Hiba Noor Khan The Diary of Anne Frank – Anne Frank Diary entry -Anne frank Poetry – Blackout poetry Historical/Free verse

Maths	<p><u>Place Value</u> Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000.</p> <p><u>Addition and Subtraction (2 weeks approx.)</u> Add and subtract numbers mentally with increasingly large numbers.</p> <p><u>Multiplication and Division (1 week approx.)</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p><u>Multiplication and Division (2 weeks approx.)</u> Identify multiples & factors; Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.</p> <p><u>Statistics (1 week approx.)</u> Count forwards or backwards in a variety of steps up to 1 000 000.</p> <p><u>Assess and Review (1 week approx.)</u></p>	<p><u>Division (2 days approx.)</u> Identify multiples & factors; find factor pairs of a number.</p> <p><u>Fractions, Decimals and Percentages (8 days approx.)</u> Count forwards or backwards in a variety of steps (including fractions and their equivalents)</p> <p><u>Fractions, Decimals and Percentages (1 week approx.)</u> Read, write, order and compare numbers (with up to three decimal places).</p> <p><u>Measures (1 week approx.)</u> Multiply and divide whole numbers and decimals by 10, 100 & 1000.</p> <p><u>Geometry (2 weeks approx.)</u> Add and subtract numbers mentally with increasingly large numbers; Multiply and divide numbers mentally drawing upon known facts.</p> <p><u>Assess and Review (1 week approx.)</u></p>	<p><u>Place Value (3 days approx.)</u> Read, write, order and compare numbers with up to three decimal places.</p> <p><u>Addition and Subtraction (1 week approx.)</u> Count forwards or backwards in a variety of steps.</p> <p><u>Properties of Multiplication & Division (7 days approx.)</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p><u>Fractions, Decimals and Percentages (1 week approx.)</u> Identify, name & write equivalent fractions of a given fraction.</p> <p><u>Measures (2 weeks approx.)</u> Multiply and divide whole numbers and decimals by 10, 100 & 1000.</p> <p><u>Assess and Review (1 week approx.)</u></p>	<p><u>Multiplication & Division (1 week approx.)</u> Identify multiples & factors; find factor pairs of a number; multiply and divide numbers mentally using known facts.</p> <p><u>Fractions, Decimals and Percentages (1 week approx.)</u> Identify, name & write equivalent fractions, decimals and percentages of a given fraction.</p> <p><u>Measures (2 weeks approx.)</u> Multiply and divide whole numbers and decimals by 10, 100 & 1000.</p> <p><u>Geometry (2 weeks approx.)</u> Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000; Add and subtract numbers mentally with increasingly large numbers ~compliments to 90, 180, 360.</p> <p><u>Assess and Review (1 week approx.)</u></p>	<p><u>Measures/Calculations (1 week approx.)</u> Convert between different units of metric measure inc. money (£s & p)</p> <p><u>Measure (1 week approx.)</u> Solve problems involving converting hours to minutes, minutes to seconds, years to months, weeks to days (Y4).</p> <p><u>Fractions, Decimals and Percentages (2 weeks approx.)</u> Identify, name & write equivalent fractions, decimals and percentages of a given fraction</p> <p>Read, write, order and compare numbers with up to three decimal places; Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p><u>Statistics (1 week approx.)</u> Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000.</p> <p><u>Geometry (1 week approx.)</u> Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts.</p> <p><u>Assess and Review (1 week approx.)</u></p>	<p><u>Numbers and the number system (1 week approx.)</u> Count forwards or backwards in a variety of steps up to 1 000 000 (including negative numbers).</p> <p><u>Measures (1 week approx.)</u> Convert between different units of metric measure.</p> <p><u>Fractions, Decimals and Percentages (2 week approx.)</u> Identify, name & write equivalent fractions, decimals and percentages of a given fraction</p> <p><u>Statistics (1/2 week approx.)</u> Add and subtract numbers mentally with increasingly large numbers; Multiply and divide numbers mentally drawing upon known facts; Identify multiples & factors; find factor pairs of a number.</p> <p><u>Assess and Review (2 weeks approx.)</u></p>
-------	--	--	---	--	---	--

Science	<p><u>Materials and their properties.</u> Why can't you un-cook an egg?</p> <p>Identify and group materials by their properties. Explore which materials are best for different uses based on their properties.</p> <p>We will cover:</p> <ul style="list-style-type: none">• Properties of materials (grouping)• Keeping cool – Insulation• Brighter bulbs –investigating voltage• Dissolving (solution)• Separating mixtures• Irreversible changes		<p><u>Forces</u> Do you need gravity to play football?</p> <p>Use of mechanisms such as levers, gears and pulleys. Identify forces and find out about Isaac Newton and his discoveries about gravity. Find patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity.</p> <p>We will cover:</p> <ul style="list-style-type: none">• Fabulous Forces• Gravity• Air resistance• Water resistance• Friction• Marvellous Mechanisms	<p><u>Earth and Space</u> Could we ever live on another planet?</p> <p>Find out about Earth and its place in the Solar System.</p> <p>We will cover:</p> <ul style="list-style-type: none">• Spherical Bodies• The Planets• Geocentric Venus Heliocentric• Night and Day• Night and Day International• Movement of the Moon	<p><u>Animals including humans</u> What's happening to my body?</p> <p>Understand the changes that human beings experience as they develop to late adulthood.</p> <p>We will cover:</p> <ul style="list-style-type: none">• Gestation Periods• Prenatal Development• Growth and Development of Babies and Children• Puberty and Adolescence• Late Adulthood• Human Timeline	<p><u>Living things and their habitats</u> Where do butterflies come from?</p> <p>The process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. Explore reproduction in different plants, including different methods of pollination and asexual reproduction.</p> <p>We will cover:</p> <ul style="list-style-type: none">• Making New Planets• Mammals• Jane Goodall• Metamorphosis• Comparing Life Cycles
Geography	<p>Amazon Rainforest What's so special about Brazil? Where does chocolate come from? Who lives in the rainforest? How has Brazil changed? What would you do in Rio De Janeiro? How could we protect our rainforests? What is Fairtrade?</p> <p>Key concepts: NC- Locate the main countries in Europe and North or South America. Locate and name major cities NC- Describe and understand key aspects of Physical geography Fair/unfair distribution of resources (Fairtrade). NC- Human geography including trade between UK and Europe and ROW</p> <p>Deforestation, map types, equator, tropics, tropical and temperate, layers, cocoa, tribes, Amazon, biomes, adaptations.</p>				<p>The USA What would you ask the President of the USA? Why is New York one of the world's most visited cities? Who were the original Americans? What can you find out about the sports Americans play? What do you know about the climate of the USA? How can I compare living the USA to living in the UK?</p> <p>Key concepts: NC- Locate the main countries in Europe and North or South America. Locate and name major cities. NC-Use the eight points of a compass, four-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 Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>States, district, presidential, governance, climate, land use, map types, contour, Washington DC,</p>	

History		<p><u>Gunpowder, Treason and Plot</u></p> <ul style="list-style-type: none">• Why should we remember the 5th of November?• Why did Guy Fawkes take a sensible or fool-hardy risk?• Who were the cavaliers?• Who were the Roundheads?• How do you know which side were ‘the best’?• Should the king be put to death? <p>Key concepts: NC- Changes in an aspect of social history, such as crime and punishment to the present treason, rebellion, punishment, royalty, peasants.</p>	<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none">• What is a mummy?• Hieroglyphics and archaeology – How do we know what they are saying?• Pyramids – What treasures can be found inside?• Tutankhamun – Who was Tutankhamun?• Howard Carter’s discovery – How was Tutankhamun discovered?• Pyramids and mummification - Why did the Ancient Egyptians build pyramids?• How were mummies made? <p>Key concepts: NC- The achievements of the earliest civilizations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt ancient, traditions, archaeology, religion and worship, civilizations, Early writing systems.</p>	<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none">• Who were the Anglo-Saxons and how did they influence our life today?• How did the Anglo-Saxons bring law and order to Britain?• What evidence do we have today that the Anglo-Saxons were ever here in the first place?• Which Anglo-Saxon Christian symbols remain with us today?• Can you create your own Anglo-Saxon art focusing on tessellations? <p>Key concepts: NC- Britain’s settlement by Anglo- Saxons and scots Rule of law, religion and worship, kingdoms, settlements, invasion, art,</p>		<p><u>WW2</u></p>  <ul style="list-style-type: none">• Why did World War 2 start and who was in power?• Was it only soldiers who were involved in the war?• What was the Blitz?• Do you have what it takes to be a soldier in WW2?• In what ways did the war impact everyday life?• What happened at Pearl Harbor?• How did WW2 impact other countries around the world?• Who was Anne Frank?• What happened at Auschwitz? <p>Key concepts: NC- A significant turning point in British History</p> <p>War and conflict, discrimination, war effort, axis and allies, the military, rationing</p>	
	RE	<p>U2.1 Why do some people believe God exists? (Christians, non-religions (humanists)) Key Concepts - Beliefs, differences, theism, atheism and agnosticism.</p>	<p>U2.6-Part 1 What does it mean to be a Muslim in Britain today? (Muslims) Key Concepts - The 5 Pillars of Islam The significance of the Qur’an, Mecca and prayer.</p>	<p>U2.7 What matters most to Christians and Humanists? (Christians and Humanists) Key Concepts – morality, values, fairness, freedom, truth, honesty, kindness, peace</p>	<p>U2.2 What would Jesus do? (Christians) Key Concepts – values, love, forgiveness, justice, fairness, generosity greed, moral dilemmas</p>	<p>U2.4 If God is everywhere why go to a place of worship? (Christians, Hindus and Jewish people) Key Concepts – Anglican and Baptist churches, orthodox and Reform synagogues, pilgrimage, prayer</p>	
	PSHE	<p>Diversity Matters</p> <ul style="list-style-type: none">• Recognise their individuality and identify their personal qualities.• Understand that their views and opinions come from their different backgrounds and experiences.	<p>Bullying Matters</p> <ul style="list-style-type: none">• Explain what direct, indirect, and cyberbullying means.• Identify when banter or other behaviour	<p>Being responsible</p> <ul style="list-style-type: none">• Explore how law protects our rights and how to respond respectfully if something is not within the law.• Recognise that human rights are there to protect everyone.• Understand the relationship between rights and responsibilities, providing examples.	<p>Being Healthy</p> <ul style="list-style-type: none">• Recognise habits that can have both positive/ negative effects on a healthy lifestyle.• Identify strategies and behaviours that support mental health.	<p>Relationships</p> <ul style="list-style-type: none">• Reflect on what the qualities of a good friendship/relationship are and are not.• Identify and apply strategies that support healthy friendships.	<p>Exploring emotions</p> <ul style="list-style-type: none">• Understand that sometimes we can have conflicting feelings.• Explain that feelings can change over time and range in intensity.

	<ul style="list-style-type: none"> Model how to discuss or debate respectfully. Explain the importance of having respect and compassion for self and others. Recognise how stereotypes are perpetuated and have some strategies to challenge positively. Identify different types of discrimination and recognise the impact they can have. Understand that there are laws about discrimination so that we can live in a fair society. 	<ul style="list-style-type: none"> becomes unkind. Explore the impact and consequences of bullying and discrimination , identifying positive ways to challenge it. Describe some barriers to accessing support. Recognise the importance of seeking support if feeling lonely, excluded, or unsafe. 	<ul style="list-style-type: none"> Explain the importance of protecting the environment and set personal everyday actions. Recognise the importance of having compassion towards others and explain how to show care and concern. 	<ul style="list-style-type: none"> Understand the wider importance of personal hygiene and how to maintain it. Explain how to keep safe from sun damage and reduce the risk of skin cancer. Identify the benefits of the internet and strategies for managing/balancing time online/offline. 	<ul style="list-style-type: none"> Use strategies to manage peer influence and the need for peer approval. Explore what a loving caring relationship means. Understand what marriage and civil partnership means. Explain when and how to seek advice if family, friendships, or relationships make them unhappy. Explore and respect that there are different family structures in society. Reflect on how being part of a family provides stability and love. 	<ul style="list-style-type: none"> Understand that feelings can impact our mental and physical health. Explain how to seek support for themselves and others.
Art	<p>Key artist Henri Rousseau</p> <p>Main skill/technique Painting to show mood and emotion (Texture) Sketching</p> <p>End outcome Painting in the style of Henri Rosseau</p>		<p>Main skill/technique Printing</p> <p>End outcome Printing inspired by Ancient Egyptian Hieroglyphics (line)</p>	<p>Key artist Peter Thorpe</p> <p>Main skill/technique Sewing/Quilting (Colour)</p> <p>End outcome Textile hanging</p>		<p>Key artists Roy Lichtenstein/ Andy Warhol</p> <p>Main skill/technique Pop Art study - Sketching/shading (value)</p> <p>End outcome Pop art replica</p>
Music	Taught through the Music Partnership – see separate planning					
D&T	<p>Mechanisms</p> <p>To create a water mill system incorporating gears</p>		<p>Textiles</p> <p>To design a blanket that tells a historical story, incorporating the technique of applique</p>		<p>Food Technology</p> <p>To design and make a fruit crumble</p>	

Computing	<p>Computer systems and networks – Sharing information</p> <p>L1 - To explain that computers can be connected together to form systems</p> <p>L2 – To recognise the role of computer systems in our lives</p> <p>L3 - To recognise how information is transferred over the internet</p> <p>L4 – To explain how sharing information online lets people in different places work together</p> <p>L5 - To contribute to a shared project online</p> <p>L6 – To evaluate different ways of working together online</p>	<p>Creating media - Video editing</p> <p>L1 - To explain what makes a video effective</p> <p>L2 - To identify digital devices that can record video</p> <p>L3 - To capture video using a range of techniques</p> <p>L4 - To create a storyboard</p> <p>L5 - To identify that video can be improved through reshooting and editing</p> <p>L6 - To consider the impact of the choices made when making and sharing a video</p>	<p>Programming A – Selection in physical computing</p> <p>L1 - To control a simple circuit connected to a computer</p> <p>L2 - To write a program that includes count - controlled loops</p> <p>L3 - To explain that a loop can stop when a condition is met</p> <p>L4 - To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>L5 - To design a physical project that includes selection</p> <p>L6 - To create a program that controls a physical computing project</p>	<p>Data and information – Flat-file databases</p> <p>L1 - To use a form to record information</p> <p>L2 - To compare paper and computer-based databases</p> <p>L3 - To outline how grouping and then sorting data allows us to answer questions</p> <p>L4 - To explain that tools can be used to select specific data</p> <p>L5 - To explain that computer programs can be used to compare data visually</p> <p>L6 - To apply my knowledge of a database to ask and answer real-world questions</p>	<p>Creating media - Vector drawing</p> <p>L1 - To identify that drawing tools can be used to produce different outcomes</p> <p>L2 - To create a vector drawing by combining shapes</p> <p>L3 - To use tools to achieve a desired effect</p> <p>L4 - To recognise that vector drawings consist of layers</p> <p>L5 - To group objects to make them easier to work with</p> <p>L6 - To evaluate my vector drawing</p>	<p>Programming B – Selection In quizzes</p> <p>L1- To explain how selection is used in computer programs</p> <p>L2 - To relate that a conditional statement connects a condition to an outcome</p> <p>L3 - To explain how selection directs the flow of a program</p> <p>L4 - To design a program which uses selection</p> <p>L5 - To create a program which uses selection</p> <p>L6 - To evaluate my program</p>
PE	Invasion Game Small sided games / Rules / Tactics	Gymnastics performances/Dance	Alternative Sports	Orienteering / Team building	Striking/ fielding games/tactics	Athletics
Spanish	<p>Early Start Online</p> <p>Where do you live? - "¿Dónde vives?"</p>	<p>Early Start Online</p> <p>My town - " Mi ciudad"</p>	<p>Early Start Online</p> <p>Left or right? - "¿A la izquierda o a la derecha?"</p>	<p>Early Start Online</p> <p>My school - "Mi colegio"</p>	<p>Early Start Online</p> <p>Have you got a pen? - "¿Tienes un boli?"</p>	<p>Early Start Online</p> <p>The alphabet - "El alfabeto"</p>
Parent event	Y5 Chocolate enterprise event	Year 5 Christmas Production	Ancient Egypt experience day	Sewing Workshop	The Big Bug Hunt	WW2 experience day
WWF	Orangutan/ Polar Bear WWF Lesson	Orangutan/ Polar Bear WWF Lesson	Orangutan/ Polar Bear WWF Lesson			

Online Safety	<u>Project Evolve</u>	<u>Project Evolve</u>	<u>Project Evolve</u>	<u>Project Evolve</u>	<u>Project Evolve</u>	<u>Project Evolve</u>
	Self-image and Identify and Online Relationships	Online Reputation and Online Bullying	Managing Online Information (part 1)	Managing Online Information (part 2)	Health, Well-Being and Lifestyle	Privacy and Security and Copywrite and Ownership