Year 5 Curriculum Overview 2024-2025

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Topic | Change for the better | What have they taught us? | Where would we be without water? | Healthy body, healthy minds | Our beautiful world | |
| Core books for English (novel studies) | *Viking Boy*  *Journey to the Centre of the Earth* | *The boy at the back of the class*  *A tale dark and grim*  *The island* | *Below Zero/Shackleton’s Journey*  *Mountains* | The Highwayman  Poetry  The Arrival | Clockworks  Road’s End | *Hidden Figures* |
| Focused Writing Outcomes | Audience – uks2 in a Remembrance Day assembly  Purpose – to convey the horrors or war  Outcome - to write an effective battle scene  Audience – their classmates  Purpose – to inform the reader  Outcome: To write a journal entry | Audience: shared with year 6 children  Purpose – to entertain (shock)  Purpose: to inform the families of children at EP Collier about the refugee experience  Outcome: to write a newspaper report about the refugee experience for a fundraising/awareness event (ask Justine if this can go out as part of the newsletter and as a fundraising project for | Audience – to be shared with the other year 5 class  Purpose -  Outcome – to write a story with a flashback  Audience: to be shared with year 4s  Purpose – to inform the year 4s about a range of mountains in preparation for year 5  Outcome: to write an information page about a specific mountain | Audience –  Purpose – to entertain the reader  Outcome – to write an internal monologue from Bess’s POV  Audience**:** Mrs McMinn  Purpose**:** to persuade an authority figure to change to an aspect of school life  Outcome: to write a letter to Mrs McMinn persuading her to change an aspect of school life. | Audience: their peers  Purpose: to entertain by writing an alternative ending to the story, breaking the loop  Outcome: to write an alternative ending to the story, breaking the loop  Audience: their peer group  Purpose: to discuss the use of robots/AI  Outcome: to write a balanced argument about the benefits and drawbacks of the use of robots/AI in modern society | Audience: peer group  Purpose: to inform about the life of a significant person  Outcome: to write a biography about a significant person of their choice  Editing and improving |
| Reading | **Beowulf**  **Around the world in 80 days** | **War Horse** | **Cosmic** | **Clockwork** | **The Lady of Shalott** | **The Stolen Child**    **Mother Doesn’t Want a Dog** |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Science | Life cycles of mammals, amphibians, insects and birds  Life process of reproduction in some plants and animals  **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 reproduction in some plants and animals. | What have we learnt from Sir Isaac Newton and his falling apple?  What are the effects of air resistance, water resistance and friction?  How can levers, pulley’s and gears help us?  **Forces**  • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • 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. | Properties of everyday materials  Dissolving and recovering substances from a solution  How can mixtures be separated?  Are all changes reversible?  **Properties and changes of materials**  **(Year 5 curriculum)**  • 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.  • 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 | Humans developing to old age  What impact do diet, exercise, drugs and lifestyle have upon the way our bodies function  **Animals, including humans**  • Describe the changes as humans develop to old age. | Earth and Space  Was Copernicus’ view of the solar system correct?  Inspired by Maggie Aderin-Pocock?  **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 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. | |
| 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 | | | | | |

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|  | **Term 1&2** | **Term 3&4** | **Term 5&6** |
| History | Vikings and Anglo-Saxon struggle for the Kingdom of England – raids, invasion and resistance | Stonehenge – Bronze Age religion, technology and travel | Seekers and lovers of wisdom – Ancient Greek philosophers |
| * Place current topic of study on a timeline in relation to previous periods of study * Think critically weighing evidence and sifting arguments * Begin to understand about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings * Compare and contrast accounts of events from different perspectives, offering some explanations for different versions of events * Understand terms such as; empire, civilisation, parliamentary and peasantry * Understand historical concepts such as continuity, change, cause and consequence * Understand connections between local, regional, national and international history * Link sources and work out how conclusions were arrived at * Consider ways of checking the accuracy of interpretations – fact, fiction or opinion? * Use the library/internet confidently for research | | |

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|  | **Term 1&2** | **Term 3&4** | **Term 5&6** |
| Geography | World climate zones, biomes and vegetation belts – physical aspects | Mountains – physical aspects; summit, slope, V shaped valley, U shaped valley, ridge, plateau, shallow, steep, face, cliff, glaciers, avalanche, altitude | Earth -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) |
| •Use maps, atlases, globes and digital/computer mapping including Geographical Information Systems (GIS) to locate countries and describe features  •Use 8 points of the compass and 6 figure grid references  •Use all symbols and key on OS maps  •Record results and geographical information in a variety of ways, appropriate to audience, including writing at length  •Create detailed, labelled maps of locations identifying patterns such as: land use, climate zones, population densities, height of land | | |

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| French | La phonétique(Phonics & Pronunciation) | J'apprends le français  (I Am Learning French) | Les animaux  (Animals) | Je peux...  (I Am Able...) | Les formes  (Shapes) | Les formes |
| RE |  | **Religion:** Christianity  **Theme:** Christmas  How do religious leaders and sacred texts contribute to believers’ understanding of their faith? Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? |  | **Religion:** Christianity  **Theme:** Easter  How well does faith help people cope with matters of life and death? – Is anything ever eternal |  | **Religion:** Christianity  **Theme:** Beliefs  What difference might it make to believe in God as Creator? – Does belief in the Trinity help Christians make better sense of God as a whole? |
| **•**I can explain how the concept/belief eg. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs  •I can express my own thoughts etc. having reflected on them in relation to other people’s  •I can recall facts about religions and explain differences in practice and interpretation within and between religions/belief systems  •I can weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer, supported with evidence/rationale | | | | | |
| Music |  | Happy – An integrated approach to music linking pulse, rhythm and pitch through singing and playing instruments |  | You’ve Got A Friend - An integrated approach to music linking pulse, rhythm and pitch through singing and playing instruments |  | Summer Production- Present performances effectively and confidently with an awareness of audience, venue and occasion. |
| * Sing with increasing control of breathing, posture and sound projection * Sing songs in tune and with an awareness of other parts * Perform confidently as a member of a large group, small group and individually * Present performances effectively with an awareness of audience, venue and occasion * Use ICT to change and manipulate sounds * Explore, select and combine a range of different sounds to compose a soundscape * Improve their work through analysis, evaluation and comparison * Develop an understanding of the history of music * Appreciate and understand a wide range of music from different traditions, composers and musicians | | | | | |
| PE | Gym Unit X – Matching and mirroring and contrasting  Games Unit 1- Invasion games – Hockey | Games Unit 2 –  Football  Dance Unit 3- City Life, Pleased to See You | Gym Unit Y – Synchronisation and canon  Tennis/badminton | Games Unit 4 – Invasion games (ball handling) – basketball,  Handball | Outdoor Adventure  Cricket/Rounders  Athletics Unit 1 | Dance Unit 4– Flight From Danger  Athletics unit 2 |
| * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance * Develop skills and confidence to perform dances using a range of movements * Learning how to improve upon previous achievements and achieve a personal best * Take part in outdoor and adventurous activity challenges both individually and as part of a team | | | | | |
| PSHE | What makes up a person’s identity? | What decisions can people make with money? | How can drugs common to everyday life affect health? | How do friendships change as we grow? | What will change as we become more independent? | Sex and relationship education |
| Computing | **5.1**  Coding  *2code* | **5.2**  Online safety  **5.4**  Databases  *2investigate* | **Unit 5.5**  Game creator  *2DIY 3D* | **5.3**  Spreadsheets  *2Calculate* | **5.6**  3D Modelling  *2Design&Make*  **5.7**  Concept Maps  *2Connect* | **5.8**  Word Processing  *MS Word or Google Docs*  **5.9**  External devices  *2Code*  *Purple Chip* |
| **E-safety assembly:**  Who likes taking selfies? Where might a selfie end up?Can we ever delete a selfie if it ends up online? | **E-safety assembly:**  Group Chats – What is a group chat? How might we use a group chat? If I share a picture in a group chat, does that mean other people could see it? | **E-safety assembly:**  What do we mean by permanent? If we put something online surely we can just take it off again later, right? What are my choices around my online presence? | **E-safety assembly:**  Group Chats – What is a group chat? How might we use a group chat? If I share a picture in a group chat, does that mean other people could see it? | **E-safety assembly:** Profile party! – What do we mean by a profile? Where might you have a profile? How can you keep your profile safe from hackers? | **E-safety assembly:**  What is a private messenger? Who might you talk to on private messenger? What if someone you don’t know tries to talk to you on private messenger? |
| * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | | | | |

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| Art | Art as a voice – Van Gogh as a reformist artist |  | Sculpture – representation of family and safety |  | Still life through the ages |  |
| * Select and record from first hand observation, experience and imagination, and explore different ideas for different purposes * Explore the roles and purposes of artists, architects and designers working in different times and cultures * Compare ideas, methods and approaches in their own work and that of others’ work and say what they think and feel about them * Adapt their work according to their views and suggest how ideas can be developed further * Develop ideas using different or mixed media in a sketchbook * Show an awareness of how paintings are created (composition) * Print using a variety of different objects and techniques including layering * Select appropriate printing materials to achieve a desired effect * Plan a sculpture through drawing, sketching and other preparatory work selecting suitable materials and construction techniques | | | | | |
| DT |  | **Mechanical Systems**  Pulleys or gears  Researching, developing and designing a playground ride for disabled children – How can mechanical systems ie. Gears, pulleys, cams levers, linkages help us? Focus on cross sectional and exploded diagrams and use of prototypes | **Food**  **Soup**  Healthy and varied diet  (including cooking and nutrition requirements for KS2)  Cooking with water – prepare and cook a savoury dish using water - boiling, steaming |  |  | **Textiles**  Combining different fabric shapes  (including computer-aided design)  Research, design and construction of a textile project representing the 4 elements earth, fire, air and water – a focus upon aesthetic qualities linked to the Ancient Greek Philosophers |
| * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular groups or individuals * Generate, develop, model and communicate our ideas through the use of prototypes, pattern pieces and computer aided design as well as discussion, annotated sketches, cross sectional and exploded diagrams * Be able to select from a wide range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * Know how to use and be able to select from a range of tools and equipment to perform practical tasks accurately * Investigate and analyse a range of existing products * Apply the principles of a healthy and varied diet knowing how and where a variety of ingredients are grown, reared, caught and processed | | | | | |

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| Maths | -Number: Place Value,  -Number: Addition and Subtraction  -Number: Multiplication and Division  -Number: Fractions | -Number: Multiplication and Division  -Number: Fractions  -Number: Decimals and percentages  -Measurement: Perimeter and Area  -Statistics | -Geometry- properties of shape  -Geometry- position and direction  -Number: Decimals  -Number: Negative Numbers  -Measurement: converting measure  -Measurement: volume |