



## Year 5 Curriculum Overview

	<b>Autumn 1 Mental and Physical Wellbeing</b>	<b>Autumn 2 Victorian Era</b>	<b>Spring 1 Global Citizens</b>	<b>Spring 2 Diversity and Inclusion</b>	<b>Summer 1 Resilience</b>	<b>Summer 2 Aspirations</b>
<b>Enrichment</b>	Buckingham Palace Visiting Sikh for Q & A	Church visit The Ragged Museum	Science Museum Safer Internet Day Trip to BW theatre	World Book Week  Science Fair at Park High (Chemical reaction - materials)  <b>5<sup>th</sup> and 6<sup>th</sup> March:</b> Woodrow Residential	Kew Gardens Day trip/Outdoor Adventure	Careers Week Sports Day  <b>Ancient Greeks</b> British Museum
<b>English</b>	<b>Theme:</b> Mental and Physical Wellbeing  <b>Genres/ writing focus:</b> Formal Letter Narrative – Story continuation (Assessed Piece)  <b>Text:</b> The Boy at the Back of the Class by Onjali Q. Rauf	<b>Theme:</b> Victorian Era  <b>Genres/ writing focus:</b> Cliffhanger/ suspense narrative Formal report  <b>Text:</b> The Hound of the Baskervilles by	<b>Theme:</b> Global Citizens  <b>Genres/ writing focus:</b> Character description Persuasive letter  <b>Text:</b> The Promise by Nicola Davies	<b>Theme:</b> Diversity and Inclusion  <b>Genres/ writing focus:</b> Setting description Informal letter  <b>Text:</b> FAR <sup>THER</sup> by Grahame Baker-Smith	<b>Theme:</b> Resilience  <b>Genres/ writing focus:</b> Narrative Mission log report  <b>Text:</b> When We Walked the Moon by David Long	<b>Theme:</b> Aspiration  <b>Genres/ writing focus:</b> Dilemma narrative Balanced argument  <b>Text:</b> King Kong by Anthony Browne

<b>Maths</b>	<p><b>Place Value</b></p> <p>Roman numerals to 1,000</p> <p>Numbers to 10,000, 100,000 and 1,000,000</p> <p>Read and write numbers to 1,000,000</p> <p>Powers of 10</p> <p>10/100/1,000/10,000/100,000 more or less</p> <p>Partition numbers to 1,000,000</p> <p>Number line to 1,000,000</p> <p>Compare and order numbers to 100,000 and 1,000,000</p> <p>Round to the nearest 10, 100 or 1,000</p> <p>Round within 100,000 and 1,000,000</p> <p><b>Addition &amp; Subtraction</b> Mental strategies</p> <p>Add whole numbers with more than four digits</p> <p>Subtract whole numbers with more than four digits</p> <p>Round to check answers</p> <p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p> <p>Compare calculations</p> <p>Find missing numbers</p>	<p><b>Fractions</b></p> <p>Find fractions equivalent to a unit and non-unit fraction</p> <p>Recognise equivalent fractions</p> <p>Convert improper fractions to mixed numbers</p> <p>Convert mixed numbers to improper fractions</p> <p>Compare and order fractions less than 1</p> <p>Compare and order fractions greater than 1</p> <p>Add and subtraction fractions with the same denominator</p> <p>Add fractions within 1</p> <p>Add fractions with a total greater than 1</p> <p>Add to a mixed number</p> <p>Add two mixed numbers</p> <p>Subtract fractions</p> <p>Subtract fractions from a mixed number, including breaking the whole</p> <p>Subtract two mixed numbers</p> <p><b>Multiplication and Division</b></p> <p>Multiply up to a 4-digit number by a 1-digit number</p>	<p><b>Fractions</b></p> <p>Multiply a unit and non-unit fraction by an integer</p> <p>Multiply a mixed number by an integer</p> <p>Calculate a fraction of a quantity</p> <p>Fraction of an amount</p> <p>Find the whole</p> <p>Use fractions as operators</p> <p><b>Decimals and Percentages</b></p> <p>Decimals up to 2 decimal places</p> <p>Equivalent fractions and decimals (tenths)</p> <p>Equivalent fractions and decimals (hundredths)</p> <p>Equivalent fractions and decimals</p> <p>Thousandths as fractions and decimals</p> <p>Thousandths on a place value chart</p> <p>Order and compare decimals (same number of decimal places)</p> <p>Order and compare any decimals with up to 3 decimal places</p> <p>Round to the nearest whole number and 1 decimal place</p> <p>Understand percentages</p> <p>Percentages as fractions and decimals</p>	<p><b>Perimeter and Area</b></p> <p>Perimeter of rectangles</p> <p>Perimeter of rectilinear shapes</p> <p>Perimeter of polygons</p> <p>Area of rectangles</p> <p>Area of compound shapes</p> <p>Estimate area</p> <p><b>Volume</b></p> <p>Cubic centimetres</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p> <p><b>Statistics</b></p> <p>Draw line graphs</p> <p>Read and interpret line graphs</p> <p>Read and interpret tables</p> <p>Two-way tables</p> <p>Read and interpret timetables</p>	<p><b>Shape</b></p> <p>Understand and use degrees</p> <p>Classify angles</p> <p>Estimate angles</p> <p>Measure angles up to 180 degrees</p> <p>Draw lines and angles accurately</p> <p>Calculate angles around a point</p> <p>Calculate angles on a straight line</p> <p>Lengths and angles in shapes</p> <p>Regular and irregular polygons</p> <p>3-D shapes</p> <p><b>Position and Direction</b></p> <p>Read and plot coordinates</p> <p>Problem solving with coordinates</p> <p>Translation</p> <p>Translation with coordinates</p> <p>Lines of symmetry</p> <p>Reflection in horizontal and vertical lines</p> <p><b>Consolidation</b></p>	<p><b>Decimals</b></p> <p>Use known facts to add and subtract decimals within 1</p> <p>Complements to 1</p> <p>Add and subtract decimals across 1</p> <p>Add and subtract decimals with the same number of decimal places</p> <p>Add and subtract decimals with different numbers of decimal places</p> <p>Efficient strategies for adding and subtracting decimals</p> <p>Decimal sequences</p> <p>Multiplying and dividing by 10,100 and 1,000</p> <p>Multiply and divide decimals with missing values</p> <p><b>Negative Numbers</b></p> <p>Understand negative numbers</p> <p>Count through zero in 1s</p> <p>Count through zero in multiples</p> <p>Compare and order negative numbers</p> <p>Find the difference</p> <p><b>Converting Units</b></p> <p>Kilograms and kilometres</p>
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	<b>Multiplication and Division</b> Multiples and common multiples Factors and common factors Prime, square and cube numbers Multiplying and dividing by 10,100 and 1,000 Multiples of 10,100 and 1,000	Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit, 3-digit and a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient methods of division Solve problems with multiplication and division	Equivalent fractions, decimals and percentages  <b>Consolidation</b>			Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables  <b>Consolidation</b>
<b>Science</b>	<b>Topic: Properties and changes of Materials</b>  Experiment: -Testing materials- in order to plan their own investigations of properties. -Soluble or insoluble materials. -Explore what happens when sugar/or salt in put into warm water. -To carry out an investigation after predicting and exploring the solubility of different materials. -Separating materials Investigation.	<b>Topic: Earth and Space</b>  Spherical Bodies - research to identify scientific evidence that has been used to support or refute ideas. Experiment: -Exploring- What size do you think the Sun, Moon and Earth are? How far do you think they are apart from each other? -Compare size and distance using models (scaled down). -Day and night/ Seasons- Exploring and pattern seeking. -Toy- top to explain spinning (rotation and	<b>Topic: Forces 1</b>  Children able to explain how the force of gravity acts on falling objects.  Experiment: -Design their own experiment to test air resistance (different sizes and shapes) e.g. Jim Jarvis wants to escape from the workhouse.  Working Scientifically Focus: Comparative/fair testing	<b>Topic: Forces 2</b>  To investigate how levers work and how the position of the fulcrum affects its effectiveness.  Experiment: To investigate how pulleys work and note the correlation between effort required and the number of pulleys. Working Scientifically Focus: Comparative/fair testing	<b>Topic: Living things and their Habitats</b>  Experiment: -Dissecting a flowering plant. Cut up four different fruits and compare their seeds. (grow from cuttings) -Pollination: Compare different types of pollination and complete the pollination cycle. -Seed dispersal: Investigate different types of seed dispersal. -Investigate a model seed helicopter and explore the different factors affecting flight.	<b>Topic: Animals including Humans</b>  Experiment: How can they help older people in their families and communities? Puberty: Complete diagrams explaining changes involved in puberty.  Explore to life cycle of Humans (8 different stages)  Describe the changes of the human body.

	<p>-Investigate separation of salt- forming salt crystals.</p> <p>-What happens to certain things when they are put in to water?</p> <p>-Investigating exothermic and endothermic reactions.</p> <p>Working Scientifically Focus: Grouping and classifying things</p>	<p>revolutions differences) and investigate items that rotate.</p> <p>-Phases of the moon- Research and pattern seeking and completing a Moon diary.</p> <p>Working Scientifically Focus: Pattern seeking</p>			<p>Working Scientifically Focus: Observation over time</p>	
<p><b>Computing</b></p> <p><i>Online Safety runs throughout the topics</i></p>	<p><b>Online Safety (Unplugged)</b></p> <p>Pupils recall prior learning on how to stay safe online. They learn the importance of taking responsibility for online actions.</p> <p>Pupils are exposed to paid endorsements and how content creators may not always be trustworthy. A focus on how inappropriate content online lasts forever, can ruin reputations and may last forever.</p> <p>Pupils learn about how copyright protects original content and review the</p>	<p><b>We are Adventure Gamers</b></p> <p>Pupils will learn to plan a non-linear presentation, creating text and adding and editing images. They use hyperlinks to navigate between slides within their presentation and record and add audio narration to it. Pupils work to give feedback, editing as appropriate.</p>	<p><b>Block Coding (Scratch)</b></p> <p><b>We are Game Developers</b></p> <p>Pupils plan their own simple computer game. They have autonomy over designing the characters and backgrounds, and will work to create a prototype. The Pupils then gather research and use the data to alter their designs.</p>	<p><b>We are Web Developers</b></p> <p>Pupils will learn how the school network and the internet work. They will explore HTML used to create websites and edit their own website about online safety using Google Sites. The Pupils will know what the source code for a web page looks like and how it can be edited, how a website can be structured and how to add content to a web page.</p>	<p><b>Block Coding (Micro:bit)</b></p> <p><b>We are Makers</b></p> <p>Pupils write and test their own micro:bit project, after analysing and modifying others. They explore the MakeCode environment and learn about the BBC micro:bit. Pupils work out how a match-scoring program has been written. They modify a rock-paper-scissors game to make a sorting hat game. They modify their sorting hat game to make a dice game. They plan their own micro:bit project.</p>	<p><b>We are Cryptographers (Unplugged)</b></p> <p>Pupils will investigate early methods of communicating over distances, learn about two early ciphers and encrypt and decrypt messages in various ciphers. They will be familiar with semaphore and Morse code, understand the need for private information to be encrypted and have some understanding of how encryption works on the internet. Pupils will also appreciate the need for complex passwords and why to keep them secure.</p>

	<p>responsibilities they have when being online.</p> <p>Pupils focus on the business model for online games and understand accounts for devices can be linked to bank-accounts and cost money.</p>					
<b>Geography / History</b>	<p><b>How can we understand our place in the world?</b></p> <p><b>Key Question:</b> How are maps arranged and how does this help us to understand the world?</p> <p><b>Focus:</b> children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, the Greenwich Meridian and time zones (including day and night).</p>	<p><b>Who were the Victorians?</b></p> <p><b>Key Question:</b> What did the Victorians do for Great Britain?</p> <p><b>Focus:</b> The children will study The Victorian Era focusing on significant events that happened which shaped the history of Britain.</p>	<p><b>Would you like to live in the desert?</b></p> <p><b>Key Question:</b> How have people and animals adapted to living in extreme heat?</p> <p><b>Focus:</b> children will explore what a desert is and locate deserts around the world, for example: the Mojave Desert. They will explore threats to deserts and benefits and disadvantages of living in deserts</p>	<p><b>How did the achievements of the Maya civilisation influence their society and beyond?</b></p> <p><b>Key Question:</b> Who were the Mayans and what have we learnt from them?</p> <p><b>Focus:</b> The children will learn who the Mayans were, what they believed in and what life was like. They will make comparisons to their own lives.</p>	<p><b>Why do oceans matter?</b></p> <p><b>Key Question:</b> How can we help to look after our oceans and keep them clean?</p> <p><b>Focus:</b> children will explore different oceans of the world and the habitats they contain, for example, the Great Barrier Reef. They will examine the sustainability of waters and how to help our oceans.</p>	<p><b>What is the legacy of the Ancient Greek civilisation?</b></p> <p><b>Key Question:</b> How did Ancient Greece influence the Western World?</p> <p><b>Focus:</b> The children will study Greek life and the achievements of the civilization. The children will learn how Ancient Greece influenced the world and their lasting legacy.</p>

<b>R.E.</b>	<p><b>Sikh Dharm – The Sikh religion</b>  <b>Key Question:</b> <i>How far would a Sikh go for his/her religion?</i></p> <p>Are there any parts of my religion that are difficult to fulfil?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p><b>WALT compare the different ways Sikhs put their religion into practice.</b></p>	<p><b>Christianity</b>  <b>Key Question:</b> <i>Is the Christmas story true?</i></p> <p>Why do my friends and I sometimes retell an event differently? Whose version is correct?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p><b>WALT evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</b></p>	<p><b>Jain Dharma – The Jain Religion</b>  <b>Key Question:</b> <i>Is it our job to protect the world?</i></p> <p>What can I do to respect all living things?</p> <p>To include a visit to the Jain Education Centre in Bushey.</p> <p><b>WALT understand the Jain value of Ahimsa and how this influences their daily lives.</b></p>	<p><b>Christianity</b>  <b>Key Question:</b> <i>Did God intend Jesus to be crucified and if so was Jesus aware of this?</i></p> <p>How much control do we have over our own life?</p> <p>Why didn't Jesus run away?</p> <p><b>WALT explore the issue of free will in the story of Easter.</b></p>	<p><b>Sanatana Dharma – The Hindu Religion</b>  <b>Key Question:</b> <i>How can Brahman be everywhere and in everything?</i></p> <p>Do I have different roles in different situations?</p> <p>How is the Hindu view of God similar and different to my view of God?</p> <p><b>WALT understand how there are many representations of the Hindu God.</b></p>	<p><b>Comparison Topic</b>  <b>Key Question:</b> <i>Is it better to give than to receive?</i></p> <p>How can I give to others?</p> <p>What is charity? Sikh and Christian views on charity.</p> <p>What does my religion teach about giving charity?</p> <p><b>WALT explore the importance of charity and how we might put our religious teachings into practice.</b></p>
<b>Art / DT</b>	<p><b>Art</b>  Artist study: Stephen Wiltshire (1974- )  A British autistic savant, able to draw large landscapes from just one viewing.  Children to take their sketchbooks to Buckingham Palace.</p> <p><b>Skills:</b>  Working on line and tone.</p>	<p><b>Art</b>  Artist study: William Morris (1834-1896)  The life and works of William Morris  Investigating the style</p> <p><b>Skills:</b>  Working on pattern making and colour  Working with a range of mediums. Create own wallpaper designs</p>	<p><b>DT: Electrical Systems: Doodlers</b>  Use skills in electrical circuit to create the Doodler.  Investigate the Doodler as a product to determine the factors that affect the product's form and function.</p> <p><b>Skills:</b>  Assembling electrical circuits, evaluate and analyse factors that affect product, writing instructions for the kit</p>	<p><b>DT: Cooking and Nutrition</b></p> <p>Learn to cook a simple recipe and adapt it to improve nutritional content.</p> <p><b>Skills:</b>  Cooking skills, measuring, evaluate types of food</p>	<p><b>Art</b>  <b>Artist study: Helen Ahpornsiri (British based)</b>  Close up sketches of flowers at Kew Gardens</p> <p><b>Skills:</b>  Flower pressings  Drawing flowers and plants</p>	<p><b>DT: Structures – Bridges</b></p> <p>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking.</p> <p><b>Skills:</b>  Materials analysis, using a set square and rulers for measuring, woodwork – sawing, evaluate the strength of their truss bridge</p>

<b>Music</b>	<b>Rounds and Singing</b>  Singing three-part rounds with pitch accuracy focusing on phrasing.  Playing two-part rounds on tuned percussion instruments.  Singing with a sense of ensemble and performance.  Accompanying with rhythmic patterns, melodic ostinati and triads (I, IV, V).  Playing major and minor chords.  Improving ensemble skills.		<b>African Drumming</b>  Listening skills: copying rhythmic patterns.  Combining beat, cue and rhythmic patterns.  Rhythmic improvisation.  Playing cyclic patterns.  Following musical cue.  Improving ensemble skills.	<b>Indian Music</b>  Identifying structure, instruments, patterns.  Rhythmic and melodic improvisation within given structure.  Combining melodic improvisation with rhythmic patterns.  Combining melodies with two-note drone.  Improving ensemble skills.	<b>Melodic Composition ('Viennese Clock' by Kodaly)</b>  Listening skills: identifying and analysing musical elements.  Following rhythmic notation.  Composing a 16-beat melody on the C pentatonic scale.  Understanding descriptive music and rondo form (A-B-A-C-A).	
<b>Indoor P.E.</b>	<b>OAA</b>  Pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use	<b>Gymnastics</b>  Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In	<b>Movement</b>  Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They develop an awareness of the historical and cultural origins of different dances. Pupils to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be	<b>Yoga</b>  Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create	<b>Dodgeball</b>  Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when	<b>Fitness</b>  Pupils will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance, and agility. They will learn how each component of fitness will help them in other games. They will be given opportunities to assess their progress using the skills and knowledge acquired.

	of cardinal points, scale and direction to create, plan and follow routes around a course.	Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	their own flows and lead others.	refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	
<b>Outdoor P.E.</b>	<b>Tag Rugby</b>  Pupils develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. Pupils to think about how to use skills, strategies and tactics to outwit the opposition. They understand the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate performances.	<b>Hockey</b>  Pupils improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.	<b>Netball</b>  Pupils develop defending and attacking play during 5-a-side netball. Pupils learn to use a range of different passes to keep possession and attack towards a goal. Pupils encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They start to show control and fluency when passing, receiving and shooting the ball. They learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils develop their understanding of the importance of fair play and honesty while self-managing games.	<b>Golf</b>  Pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments for their own and others' skills. They will be given opportunities to work on their own and with others as well as design their own course.	<b>Athletics</b>  Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.	<b>Tennis</b>  Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.

<b>PSHE</b>	<b>Being Me in My World</b>  Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy having a voice, participating	<b>Celebrating Difference</b>  Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and Goals</b>  Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me</b>  Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Relationships</b>  How to make friends How to solve friendship problems How to help others feel involved as part of a group (online and in the community) How to help themselves and others when they feel sad or are hurt To recognise that too much screen time is not helpful To identify that some relationships are harmful and how to identify good relationships.	<b>Changing Me</b>  Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>French</b>	Learning about the different types of weather. Learning about the different countries and continent and talk about the weather in the different countries (with prepositions).		Learning the vocabulary about clothes and how to describe them colour and size. Revise the grammar about adjective agreements. Learning the vocabulary and phrases for shopping for clothes.		Learning how to name the different places in town and transports. Learning how to talk about the activities we can and cannot do in town. Describe your area and give your opinion using connectives.	