Curriculum Overview Year 5

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	The Circus	The Victorians	Looking up	Forces of Nature	It's all Greek to me!	Be the difference
English	**Key Texts**	Whole school text Leon and the Place Between The Man Who Walked Between Towers Grimm Tales	Son of the Circus – A Victorian Story Street Child A Christmas Carol	Cosmic Curiosty: The Story of a Mars Rover Hidden Figures How The Stars Came to be	The Tempest Macbeth Midsummer's Night Dream Romeo and Juliet	Greek myths The Adventures of Odysseus	Mama Miti One Plastic Bag
	Key Genres	Narrative, poetry and recount	Narrative, poetry, instructions and explanations	Narrative, poetry and reports	Narrative, poetry and persuasive	Narrative, poetry and discursive	Narrative, poetry and consolidation of non-fiction texts
	Key Skills	In the autumn term, year 5 children develop an awareness of different audiences and begin adapting the style of writing to the correct text type. Children are beginning to show more control over how paragraphs can be constructed by linking sentences effectively.		In spring, year 5 children write with the audience in mind. They manage their vocabulary choices and select descriptive details to create the intended mood, maintaining the appropriate style throughout.		In summer, year 5 children explore pace by varying sentence lengths. They describe settings, character and atmosphere and are able to integrate dialogue effectively to convey the character and advance the action.	
	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:** Shape **Geometry:** Position and direction **Number:** Decimals **Number:** Negative numbers **Measurement:** Converting units **Measurement:** Volume	

Exploring and Discovery	**Science**	**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. 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.		**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.	**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.	**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. **Animals, including humans**: Describe the changes as humans develop to old age. **Consolidation of year 5 science objectives**	
	Computing	**Computing systems and networks:** Sharing information	**Creating media:** Video editing	**Programming 1:** Selection in physical computing	**Data and information:** Flat File Databases	**Creating Media:** Vector Drawing	**Programming 2:** Selection in quizzes
	DT		**Food:** comparing nutritional value of an existing recipe to develop a healthier version.		**Structures:** Children will use arches and beams to design and build a bridge.		**Textiles:** Make decisions on materials, decorations and attachments for a stuffed toy.

Creative World	**Art**	**Painting and mixed media:** Investigate self-portraits by a range of artists then develop their own self-portrait.		**Drawing:** Combine drawing and callagraph printmaking to create a futuristic image.		**Craft and design:** Investigate the built environment through drawing and print making.	
	History **Geography**	**Geography:** Where does our energy come from?	**History:** A study of an aspect in British history beyond 1066 Victorians	**History:** The achievements of the earliest civilizations - Ancient Egyptians and their belief system	**Geography:** Where does the River Wandle go?	**History:** Ancient Greece	**Geography:** Sustainability
	MFL: French	**My new pen-pal**. Children will prepare and write letters to pen-pals in Amiens. They will learn to recognise French handwriting. They will look at some French towns and see how they differ.	**Places in town** *A Paris, il y a…* Children will learn the names of some places in town and will write simple sentences about their own town. They will be introduced to a poem about Paris by French surrealist poet, Paul Eluard.	**The Solar System** Children will be able to recognise the names of the planets and will write sentences to describe them. They will use strategies to de-code non-fiction texts.	**The Solar System** Children will build on the previous half term to write their own fact-file about the planets. They will revise and learn some body parts in order to create their own alien.	**Lions** Children will consolidate their higher numbers and use strategies to de-code non-fiction texts, in order to learn about lions and their habitats.	**The Lion King** *Le Roi Lion* Children will be able to understand a familiar story and recognise the characters and events.
SMSC	**PSHE**	**Relationships** **Families and Friendships:** what makes a healthy friendship and how they make people feel included. Strategies to manage peer influence and the need for peer approval. **Safe Relationships:** to identify what physical touch is acceptable, unacceptable, wanted or unwanted.		**Living in the wider world** **Belonging to a community**: the importance of protecting the environment and how everyday actions can either support or damage it. **Media Literacy and Digital Resilience:** to identify different types of media and their different purposes.		**Health and wellbeing** **Physical Health and Mental Wellbeing:** how sleep contributes to a healthy lifestyle and healthy sleep strategies and how to maintain them. About the benefits of being outdoors and in the sun for physical and mental health.	

		That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. **Respecting Ourselves and Others:** why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.		Basic strategies to assess whether content online. **Money and Work:** to identify jobs that they might like to do in the future and about the role ambition can play in achieving a future career.		**Growing and Changing:** about personal identity and what contributes to it. How to recognise, respect and express their individuality and personal qualities. **Keeping Safe:** to identify when situations are becoming risky, unsafe or an emergency. To identify occasions where they can help take responsibility for their own safety. To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour	
	RE	What is faith and what difference does it make?	Bible as a holy book of Christians	Christian Denominations	The Christian Way of life 1	Judaism within the home and the synagogue	Islam: Worship, Festivals and Practices
	British values	Democracy and The Rule of Law		Individual liberty		Mutual Respect, Tolerance of those with different Faiths and Beliefs	
	Music	Sing songs with a focus on phrasing and accurate pitching. Improvise freely over drones and start to create satisfying melodic shapes. Compose melodies using pairs of phrases in C Major and A Minor.	Develop understanding of the musical elements through listening. Sing a range of 3-part rounds. Improvise freely over a groove and begin to respond to the beat. Compose melodies using C Major and A Minor to create a piece of music in Binary form.	Develop understanding of the musical elements through listening. Sing songs with a focus on singing in harmony. Introduce time signatures (4/4, ¾ and 2/4) and new note values (semibreves) when reading staff notation. Compose music using chords to create a specific mood, atmosphere or environment.	Develop understanding of the musical elements through listening. Sing songs with a focus on singing in harmony. Perform simple chordal accompaniments to familiar songs using keyboards. Compose music using chordal, melodic and rhythmic elements to soundtrack a silent film scene.	Develop understanding of the musical elements through listening. Sing songs with a focus on 3-part rounds. Perform a range of pieces on tuned percussion using staff notation. Compose music that experiments with dynamics.	Develop understanding of the musical elements through listening. Sing songs with a focus on the learnt skills from this year. Perform arrangements as a *'mixed'* ensemble, combining different instruments. Compose music using C Major and A Minor to create a piece of music in Ternary form.

	PE	**Football** Children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend. **Leadership Training** Children learn the characteristics of being a good leader and how to apply these when leading a group of younger pupils **Circus Skills** Linked to the circus visit **Swimming lessons**	**Tag Rugby** Children learn how the 4 core skills of tag rugby (running, catching, passing and tagging) and use them with growing consistency in a game. **Hockey** Children learn skilful attacking and team play. They work well as a team when attacking and exploring a range of ways to defend	**Gymnastics** Children create longer sequences to perform for an audience. They learn a wider range of actions including backward roll to straddle, handstand etc. **Sportshall Athletics** Children learn how to set targets and improve their performance in a range of running, jumping and throwing activities.	**Kwik Cricket** Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, fielder and batter. **Basketball** Children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.	**Rounders** Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. **High 5 Netball** Children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.	**Tennis** Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis. **Athletics/Sports day practise** Children will be practising field events and different race types, specific to their year group.
	Enrichment	Circus/magic workshop European Day of Languages	Globe Players		Shakespeare Week		