Year 5 Curriculum Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art		Formal Elements of Art (A)	Art Skills (A)		Every Picture (A)	Design for a Purpose (A)
Outcomes		Know the meaning of design, architecture, monument, observational drawing, monoprint. Able to discuss designing a monument	Know the meaning of design, invent, collage, continuous line, self-portrait, original. Able to discuss how you can combine materials to create effects. Talk about how they can use space and compose to create artwork.		Know the meaning of: abstract art, graffiti, inkblot, emoji Able evaluate artwork, say how it makes them feel and create meaningful messages using visual symbols. Develop ideas for 3D artwork through drawing and visualisation.	Know the meaning of symbols, coat of arms, design brief, advertising, pitch. Able to to talk about why they have made certain choices in their work. Able to evaluate the work of others.
Objectives		I can draw from observation I can compose a print from an observational drawing I can recreate work in the style of a famous artist I can design in an architectural style I can design	I can develop my observational drawing skils I can design a new invention I can create a continuos line drawing I can create a collage and draw it I can upscale a drawing and paint accurately I can use my imagination to create an original piece of artwork		I can evaluate and analyse creative work I can create a symmetrical, abstract art form I can use visual symbols to create a meaningful message I can evaluate and analyse creative work I can develop ideas for 3D work through sketching and drawing	I can understand how images can represent personality and interests I can follow a design brief I can follow a design brief I can design a product I can present a product pitch
Vocab		Observation, drawing, monoprint, pattern, design, perspective, monument, legacy, shade, composition	Texture, invention, design, sel-fportrait, continuous line, composition, spacing, upscale, original		Graffiti, mural, inkblots, emoji	Symbols, represent, adverts, slogans, target audience
Artists		Friedensreich Hundertwasser			Banksy, Hermann Rorschach (Andy Warhol), John Singer Sargent, Magdalene Odundo	Morag Myerscough
DT	Stuffed Toys (Textiles) Weekly lessons			Managing a Pop-Up Book (Mechanical Systems) Block teaching	Bridges (Structures) Block teaching	
Summary	Creating their own stuffed toy is a really fun project as children can bring their drawings to life and can make them as challenging or as simple as they choose. Not only does this topic give them the chance to apply skills they have learned in previous topics, it also introduces them to a new stitch – blanket stitch.			After choosing a simple story or nursery rhyme, children create a four-page pop-up storybook design. They will also add accompanying captions, incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.	This topic develops children's understanding of secure structures and introduces them to measuring, sawing and joining wood accurately. After learning about different types of bridges and exploring how the strength of structures can be affected by the shapes used. Children create their own wooden bridge and test its durability.	
Outcome	Children have created a high-quality stuffed toy using a range of stitching techniques. They may share them with younger children and obtain feedback.			A completed pop-up book telling the story of a nursery rhyme or simple story.	Children have learned about the properties of hard and soft woods and the construction of bridge structures. They have created, tested and evaluated a high-quality bridge structure which allowed them to develop woodworking skills alongside their knowledge of structures.	
Objectives	I can design a product. I can design a product. I can practise stitching techniques. I can decorate fabric. I can use blanket stitches. I can assemble a stuffed toy.			I can evaluate existing products. I can design a pop-up book. I can follow a design brief to make a pop-up book. I can use layers and spacers to conceal mechanisms. I can create a high-quality product suitable for the target user. I can test and evaluate my product.	I can find different ways to reinforce structures. I can build a strong structure. I can construct a wooden structure. I can construct a wooden structure. I can complete and reinforce a wooden structure. I can evaluate my product.	
Vocab	Accurate ● Annotate ● Appendage ● Blanket-stitch ● Design criteria ● Detail ● Evaluation ● Fabric ● Sew ● Shape ● Stuffed toy ● Stuffing ● Template			Aesthetic ● Computer-aided design (CAD) ● Caption ● Design ● Design brief ● Design criteria ● Exploded-diagram ● Function ● Input ● Linkage ● Mechanism ● Motion ● Output ● Pivot ● Prototype ● Slider ● Structure ● Template	Abutment ● Accurate ● Arched bridge ● Beam bridge ● Coping saw ● Evaluation ● File ● Mark out ● Material properties ● Measure ● Predict ● Reinforce ● Research ● Sandpaper ● Set square ● Suspension bridge ● Tenon saw ● Test ● Truss bridge ● Wood	
Geography		Population		Oceans		Deserts
Outcome		Why does population change?		Why do oceans matter?		Would you like to live in a desert?
Objectives		How is the global population changing? What are birth and death rates?		How do we use our oceans? What is the Great Barrier Reef?		What is hot a desert biome? Where are deserts located?

		Why do people migrate? How id climate change impacting population? How is population impacting our environment? (Data collection) How is population impacting our environment? (Findings)		Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment? (Data Collection) How littered is our marine environment? (Findings)		What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?
Vocab		Population, amenities, continents, oceans, population density, environments, cartogram, distribution, migration, birth and death rates, factors, economic, social, refugee, community, UK regions, climate change, impact, tally charts, Likert scales, data points, representative, traffic, litter				
Experiences		Fieldwork – local area impact of traffic and litter		Fieldwork – local aquatic environment		
History	**Tudor Britain**		**Ancient Greece (H)**		**Maya Civilisation**	
Outcome	What was life like in Tudor England?		What did the Greeks ever do for us?		How did the Maya civilisation compare to Anglo Saxons?	
Objectives	Fair ruler or tyrant? What was Henry VIII really like? Why was Anne Boleyn killed? Why did Henry VIII have so many wives? What was a Royal Progress? What can inventories tell us about Tudor times? What can inventories tell us about Tudor times?		Who were the Greeks and when did they live? What did the Greeks believe? How was Ancient Greek governed? Did the Ancient Greeks give us democracy? How do Greek philosophers influence us today? What did the Greeks do for us?		Who were the Maya and when did they live? How did the Maya settle in the rainforest? What similarities and differences existed between Maya and Anglo Saxon homes? What did the Maya believe? What do archaeological remains tell us about Maya cities? Manmade or natural disaster?What caused the decline of the Maya cities?	
Vocab	Tudor, Battle of Bosworth, Henry VII Henry VIII Elizabeth of York, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, bias, Anne Boleyn, historical investigation, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, source, evidence, Royal Progress, secondary source, propaganda, image, litter, historical deductions, reliability, audience, purpose, accuracy, creator, reconstruction, will, inventory, valuation, merchant, pounds, shillings, pence, pewter, John Blanke, Catalena of Almondsbury, free, enslaved, tournament,		Debate, Olympics, legacy, democracy, alphabet, pediments, Corinthian, Doric, Ionic clumns, friezes, architecture, curators, exhibition, Parthenon, artefacts, Greece, period, Mediterranean Sea, Aegean Sea, Ionian Sea, Minoan Civilisation, Mycenaean Period, dark ages, golden period, Hellenistic period, Mount Olympus, Zeus, Aphrodite, Poseidon, oligarchy, location, city-state, government, Athens, Sparta, landlocked, assembly, lyre. Legacy,, achievement, Sicratic method		Civilisation, classic period, contact Spanish conquest, Maya, Maya lowlands, natural barrier, post classic period, pre-classic period, tropical rainforest, Yucatan Peninsula, canopy layeremergent layer, forest layer, rainforest, slash and burn, terrace farming, understorey layer, vegetation, clay daub, limestone, nah, abandon, conflict, deforestation, hieroglyphics, decline, drought, overpopulation,	
P.E	Gyamnastics	Fitness	Invasion Games -Tag Rugby	Net and Wall Games	Invasion Games - Netball	Athletics
PSHE						
	Lesson 1: I can understand how to form and maintain positive relationships. Lesson 2: I can explore the ups and downs of friendships. Lesson 3: I can understand the concept of marriage. Lesson 4: I can begin to understand self-respect. Lesson 5: I can begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. Lesson 6: I can understand more about bullying and how to get help. Lesson 7: I can recognise how attitudes to gender have changed over time. Lesson 8: I can explore the impact of stereotypes and how they can lead to discrimination.	Lesson 1: I can use yoga poses and breathing to relax. Lesson 2: I can understand the benefits of sleep. Lesson 3: I can understand the purpose of failure. Lesson 4: I can learn how to set short-term, medium-term and long-term goals. Lesson 5: I can take responsibility for my own feelings and actions and use vocabulary to describe these. Lesson 6: I can understand and be able to plan healthy meals. Lesson 7: I can understand risks associated with the sun and how these can be avoided, taking independence for my own sun protection.	Lesson 1: I can begin to understand some issues related to online friendships including the impact of their actions. Lesson 2: I can learn about staying safe online. Lesson 3: I can understand physical changes during puberty. Lesson 4: I can understand the menstrual cycle. Lesson 5: I can understand emotional changes during puberty. Lesson 6: I can understand how to help someone who is bleeding. Lesson 7: I can begin to understand the influence others have on us and how we can make our own decisions.	Lesson 1: I can begin to understand what happens when the law is broken. Lesson 2: I can explore the links between rights and responsibilities. Lesson 3: I can understand how reducing our use of materials and energy will help the environment. Lesson 4: I can understand how we recognise and value the contribution people make to the community. Lesson 5: I can recognise the role of pressure groups. Lesson 6: I can begin to understand how parliament works.	Lesson1: I can prioritise needs over wants. Lesson 2: I can create a weekly budget. Lesson 3: I can identify the significance of borrowing and loaning money. Lesson 4: I can examine the risks associated with handling money online. Lesson 5: I can identify and challenge stereotyping in the workplace. Lesson 6: I can explore how personal interests and skills align with different careers.	Transition Day: I can understand the skills needed to take on responsibilities in school.

R.E	Beliefs about God (Christianity – UC)	Places of Worship (Christianity, Sikhism, Islam)	Help during hard times (Hinduism, Christianity, Islam)	Jesus' Sacrifice - Christian Beliefs (Christianity – UC)	Prayer (Islam, Judaism, Hinduism)	Temptation (Christianity and Islam)
Message	The Bible helps us to understand what Christians believe about God.	How, where and why people worship.	People cope with death in different ways.	The idea of sacrifice and salvation.		That our beliefs can help us manage temptation and choose to do the right thing.
Outcome	What does it mean for Christians to believe that God is holy and loving? What do Christians believe about God?	What can we learn from sacred places?	Can religions help people when times get hard?	What did Jesus do to save human beings?		What is temptation? How does Christianity help people manage temptation? How does Islam help people manage temptation?
Objectives	I can explore what qualities a God needs. I can describe how God is represented in the Bible. I understand how a cathedral shows what Christians believe abut God. I can explain how Christians worship God. I understand what Christians believe God would like or dislike. I can represent the idea of forgiveness.	I can identify special and sacred places. I can explore why a church is sacred to Christians. I can explore why a mosque is sacred to Muslims. I can explore why a Gurdwara is holy to Sikhs. I can understand spiritual spaces. I can make connections between places of worship.	I can describe the idea of a soul. I can discuss the Hindu belief of reincarnation. I can respond to the Christian and Muslim belief in heaven. I can say how a funeral might help a Christian when someone has died. I can respond to non-religious beliefs. I can compare religious and non-religious ideas around death.	I can identify events and match them up with biblical texts. I can give an opinion and justify. I can explore the idea of sacrifice. I can explore the idea of sacrifice. I can explain symbolism in relation to salvation. I can discuss the idea of sacrifice.		I can explain what temptation is. I can give examples of resisting temptation. I can talk about what happens when I give into temptation. I can explore the idea of forgiveness. I can explore religious ideas about temptation.
Vocab	Bible, God, cathedral, beliefs, holy, loving,	Faith, sacred, holy, spiritual, worship.	Soul, reincarnation, judgement, repent, funeral.	Sacrifice, biblical texts, symbolism, salvation, Communion.		Temptation, forgiveness, Islam, Christianity, beliefs, ideas, sacrament of reconciliation, morals, choices, ritual
Science	**Properties and changes of materials**	**Forces and Magnets**	**Earth and space**	**Living things and their habitats**		**Animals including humans**
Objectives	I can explore how some materials dissolve in a liquid to form a solution I can explore reversible changes I can explore how a mixture might be separated I can explain that some changes in materials are not reversible I can explore thermal conductivity I can group materials according to their properties	I can explore the force of gravity I can identify the effects of air resistance I can identify the effects of water resistance I can identify the effects of friction I can explore how some mechanisms allow a small force to have a greater effect	I can name the planets in the solar system I can describe the movement of the planets relative to the sun I can describe the movement of the moon relative to the earth I can explain how the Earth rotates on its axis I can explain how the Earths rotation is linked to day and night I can understand how ideas about the solar system have changed	I can describe sexual reproduction in a flowering plant I can describe asexual reproduction in plants I can describe the life cycles of mammals and birds I can explore the difference between animal life cycles I can explore life cycles from around the world I can investigate the work of an animal behaviourist or naturalist		I can describe the stages in the growth and development of humans School nurse puberty talk I can describe the changes humans experience in puberty I can describe the gestation period of a variety of animals I can explore how a human grows before birth I can describe how humans change in old age
Investigations	That some materials will dissolve in a liquid. Reversible changes. Seperating materials in different ways. Irreversible changes. Exploring thermal conductivity. Grouping materials according to their properties.	Exploring gravity. Air resistence (parachutes) Water resistence. Exploring friction. Exploring how levers affect forces.	Describe the movement of the planets relative to the sun.	Flowering plant dissection. Planting different fruits and vegetables. Do they grow?		Formulate a healthy lifestyle plan for and elderly person How humans grow before birth
Key Vocab	material, properties, changes, dissolve, liquid, solution, soluble, reversible, irreversible, separate, thermal conductivity, magnetic	Force, gravity, resistance, friction, mechanism, lever, gears, water, air	Earth, space, planets, sun, rotate, axis, day, night, solar system, Geocentric, Heliocentric	Living things, plants, habitats, asexual, sexual, reproduction, life cycle, mammals, birds, behaviourist, naturalist		Animals, humans, growth, development, puberty, gestation period, birth, old age, healthy
Experiences		Making parachutes		Dissect a flower		School nurse visit

English

Half Term	Unit Fiction Non-Fiction Poetry	Links to wider curriculum	Writing, Punctuation and Grammar objectives based on the *English Programme of Study for KS1 and KS2.*
Autumn 1 (8 weeks)			- Brackets, dashes and commas for parenthesis. - Commas to demarcate main and subordinate clauses to avoid ambiguity. - Expanding noun phrases, using adjectives and relative clauses *(The teacher → The menacing, malevolent teacher with a chilling smile)* - Modal verbs - Adverbials for place, time, number and tense. - Devices to build cohesion e.g. first, next, then, after, finally. - Perfect verb form (including past, present and future perfect – *e.g. She **had** written or I **had** written / She **has** written or I **have** written / She **will have** written or I **will have** written).* - Converting nouns or adjectives into verbs using suffixes -ate -ise -ify *(e.g. mist → mystify. Terror → terrify. Solid → solidify. Elastic → elasticate).* - Verb prefixes dis, de-, mis-, over- and re- - Additional objectives from earlier in the curriculum according to gaps.
Autumn 2 (7 weeks)	Poetry: The Most Dangerous Animal in the World (approx. 18 lessons) Narrative: The Snowman (approx. 16 lessons).	Seasonal link.	
Spring 1 (6 weeks)	Balanced Argument: Screen Use (approx. 22 lessons) Adventure Story: One Small Step (approx. 21 lessons)	eSafety (Autumn 2) – Online communication Science (Spring 1) – Earth and Space	
Spring 2 (7 weeks)	Adventure Story: One Small Step (continued from Spring 1) Poetry – The Malfeasance (approx. 22 lessons)		
Summer 1 (4 weeks)	Non-Chronological Report: Emperor Penguins (approx. 23 lessons)	Science (Spring 2) – Living things and their habitats	
Summer 2 (7 weeks)	Mystery Story: The Nowhere Emporium (approx. 21 lessons) *Remaining lessons used to prepare pupils for the transition to Year 6: revise grammar, punctuation, spelling and reading.		

Maths

Place Value
Understand numbers up to 10,000
Understand numbers up to 100,000
Understand numbers up to 1,000,000
Understand the power of 10
Find up to 100,000 more than a number
Find up to 100,000 less than a number
Partition numbers to 1,000,000
Find and label numbers up to 1,000,000 on a number line
Compare and order numbers to 100,000 using greater than, less than and equal to
Compare and order numbers to 1,000,000 using greater than, less than and equal to
Round to the nearest 10, 100 or 1,000
Round within 100,000 (up to the nearest 10,000)
Round within 1,000,000 (up to the nearest 100,000)

Addition
Use known facts to calculate mentally
Add numbers with more than 4 digits
Round to check my answers
Solve multi-step addition problems

Subtraction
Use known facts to calculate mentally
Subtract numbers with more than 4 digits
Use the inverse to check my answer
Solve multi-step addition and subtraction problems
Compare calculations
Find missing numbers

Perimeter and area
Find the perimeter of rectangle and rectilinear shapes
Find the perimeter of rectilinear shapes
Find the perimeter of polygons
Find the area of rectangles
Find the area of compound shapes
Estimate area

Multiplication and division
Understand multiples
Find common multiples
Find factors of numbers
Identify common factors
Identify prime numbers
Understand square numbers
Understand cube numbers
Multiply by 10, 100 and 1000
Divide by 10, 100 and 1000
Multiply and divide by multiples of 10, 100 and 1000
Multiply a 4-digit number by a 1-digit number
Multiply a 2-digit number by a 2-digit number
Multiply a 2-digit number by a 2-digit number
Multiply a 3-digit number by a 2-digit number
Multiply a 4-digit number by a 2-digit number
Divide a 3-digit number by a 1-digit number
Divide a 4-digit number by a 1-digit number
Identify efficient methods to divide
Solve problem using multiplication and division

Fractions
Find equivalent fractions
Recognise equivalent fractions
Convert improper fractions to mixed numbers
Compare and order fractions less than 1
Compare and order fractions greater than 1
Add and subtract fractions with the same denominator
Add fractions with different denominators
Add fractions and mixed numbers
Add 2 mixed numbers
Subtract fractions
Subtract from a mixed number
Subtract 2 mixed numbers
Multiply a unit fraction by an integer
Multiply a non-unit fraction by an integer
Multiply a mixed number by an integer
Calculate a fraction of an amount
Find the whole
Use fractions as operators

Decimals and percentages
Represent numbers with 2 decimal places
Find equivalent fractions and decimals (tenths)
Find equivalent fractions and decimals (hundredths)
Understand thousandths as fractions
Understand thousandths as a decimal
Order and compare decimals with the same number of decimal places
Order and compare decimals with up to 3 places with a different number of decimal places
Round decimals to the nearest whole number
Round decimals to one decimal place
Understand percentages
Show percentages as a fraction

Show percentages as a fraction
Show percentages as decimals
Find equivalent fractions, decimals and percentages

Decimals
Add decimal with the same number of places
Add decimals with a different number of places
Subtract decimals with the same number of places
Subtract decimals with a different number of places
Identify efficient methods for addition or subtraction
Complete decimal sequences
Multiply decimals by 10, 100 or 1000
Divide decimals by 10, 100 or 1000
Find missing values in multiplication and division calculations

Statistics
Draw line graphs
Read and interpret line graphs
Read and interpret tables
Read and interpret 2-way tables
Read and interpret timetables

Shape
Use degrees
Classify angles
Estimate angles
Measure angles up to 180degrees
Draw lines and angles accurately
Calculate angles around a point
Calculate angles on a straight line
Find missing lengths or angles
Identify regular and irregular polygons
Problem solve with 3D shapes

Length and perimeter
Understand kilometres and metres
Convert between kilometres and metres
Find perimeter on a grid
Find the perimeter of a rectangle
Find the perimeter of a rectilinear shape
Find missing lengths in rectilinear shapes
Calculate perimeter
Calculate perimeter of regular polygons
Calculate perimeter of polygons

Negative numbers
Understand negative numbers
Count past zero in 1's
Count past zero in multiples

Compare and order negative numbers
Find the difference

Position and direction
Read and plot co-ordinates
Solve problems with co-ordinates
Translate a shape
Translate a shape with co-ordinates
Identify lines of symmetry (any direction)
Reflect a shape (horizontal or vertical line)

Volume
Use cubic centimetres
Compare volume
Estimate volume
Estimate capacity

Position and Direction
Describe position using co-ordinates
Plot co-ordinates
Draw 2D shapes on a grid
Translate on a grid