



Year 5 Curriculum Overview

	Autumn 1 Mental and Physical Wellbeing	Autumn 2	Spring 1 Global Citizens	Spring 2 Diversity and Inclusion	Summer 1 Resilience	Summer 2 Aspirations
Enrichment	Buckingham Palace Visiting Sikh for Q & A		Science Museum Trip to BW theatre Visit to Jain centre in Bushey	World Book Week 5th and 6th March: Woodrow Residential	Outdoor garden - Kew Gardens?	Ancient Greek Workshop
English	Theme: Genres/ writing focus: Survival Narrative (Assessed Piece) Survival Guide Text: The Lost Book of Adventure by Teddy Keen	Theme: Genres/ writing focus: Cliffhanger/ suspense narrative (Assessed Piece) Formal report Text: The Hound of the Baskervilles by	Theme: Global Citizens Genres/ writing focus: Character description (Assessed Piece) Persuasive letter Text: The Promise by Nicola Davies	Theme: Diversity and Inclusion Genres/ writing focus: Setting description Informal letter (Assessed Piece) Text: FARThER by Grahame Baker-Smith	Theme: Resilience Genres/ writing focus: Narrative Mission log report (Assessed Piece) Text: When We Walked the Moon by David Long	Theme: Aspiration Genres/ writing focus: Dilemma narrative Balanced argument (Assessed Piece) Text: King Kong by Anthony Browne
Maths	Arithmetic Diagnostic Test Place Value WR (3) Roman numerals to 1,000 Numbers to 10,000, 100,000 and 1,000,000	Fractions - NCETM (6) Recognise and find equivalent fractions for both unit and non-unit fractions using linear fraction walls and area	Arithmetic Diagnostic Test Multiplication and Division- NCETM (3) Multiply a 2-digit number by a 1-digit number using concrete	Perimeter and Area WR (2) Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons	Arithmetic Diagnostic Test Decimals and Percentages - WR (3) Decimals up to 2 decimal places Equivalent fractions	Decimals WR (2) Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1

	Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 and 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 and 1,000,000 Addition & Subtraction WR (2) Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers Multiplication and division - NCETM (2) Identify multiples and common multiples of	diagrams. Convert improper fractions (where the numerator is greater than the denominator) to mixed numbers. Convert mixed numbers back into improper fractions. Compare and order fractions whose denominators are all multiples of the same number (e.g., comparing fifths and tenths) for values both less than 1 and greater than 1. Add and subtract fractions with the same denominator within 1 whole. Add and subtract fractions with the same denominator that total more than 1 whole, expressing the answer as a mixed number. Add and subtract fractions where one denominator is a multiple of the other Add to a mixed number and add two mixed numbers together. Subtract a fraction from a mixed number, including	partitioning with place value counters. Transition to an expanded written method, keeping partial products visible. Introduce formal short multiplication with no regrouping, progressing to a single regroup (ones to tens, then tens to hundreds). Combine multiple regroups simultaneously within a formal written algorithm. Scale the short contract algorithm up to 3 and 4-digit numbers multiplied by a 1-digit number. Use rounding and approximation to estimate answers before calculating. Multiply a 2-digit number by a 2-digit number using a visual area model grid to track the four partial products. Connect the area model directly to the formal long multiplication column method, explicitly teaching the role of the placeholder zero on the second row.	Area of rectangles Area of compound shapes Estimate area Volume WR (1) Cubic centimetres Compare volume Estimate volume Estimate capacity Statistics WR (2) Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions and decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number and 1 decimal place Understand percentages Percentages as fractions and decimals Equivalent fractions, decimals and percentage Shape WR (2) Understand and use degrees Classify angles Estimate angles Measure angles up to 180 degrees Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line	Add and subtract decimals with the same number of decimal places Add and subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiplying and dividing by 10,100 and 1,000 Multiply and divide decimals with missing values Negative Numbers WR (2) Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference Converting Units WR (2) Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units
--	--	---	---	---	---	--

	numbers within the multiplication tables. Find all factor pairs of a given number, and identify common factors of two numbers. Understand the relationship between numbers using the language of factor, multiple, and product. Establish the definition of a prime number and a composite (non-prime) number. Recall prime numbers up to 19, and determine whether a given number up to 100 is prime. Identify and calculate square numbers and notation.. Identify and calculate cube numbers and notation. Multiply and divide whole numbers by 10, 100, and 1,000 using place value shifting. Apply known multiplication facts to calculate structural multiples of 10, 100, and 1,000	complex scenarios that require breaking into the whole number (regrouping a whole into fractional parts). Subtract two mixed numbers using efficient partitioning or conversion to improper fractions. Consolidation	Extend formal long multiplication to 3-digit and 4-digit numbers multiplied by a 2-digit number. Divide a 2-digit number by a 1-digit number using informal sharing and partitioning. Introduce the short division ('bus stop') notation for calculations with no exchanging and no remainders. Introduce internal column exchange (e.g., exchanging remaining tens into the ones column) with no overall remainder. Introduce calculations that result in a final remainder. Scale short division up to 3 and 4-digit dividends. Address specific calculation boundaries, such as when the first digit of the dividend is smaller than the divisor (requiring immediate exchange) or when a zero occurs in the quotient. Interpret remainders contextually (rounding up, rounding down, or expressing as a		Lengths and angles in shapes Regular and irregular polygons 3-D shapes Position and Direction WR (1) Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines	Convert units of time Calculate with timetables Consolidation
--	---	---	--	--	---	--

	Consolidation		fraction/decimal). Fractions - NCETM (3) Multiply a unit fraction by an integer, linking the calculation to repeated addition. Multiply a non-unit fraction by an integer, ensuring the denominator remains unchanged. Multiply a mixed number by an integer using two distinct strategies: partitioning (integer $\times$ integer and fraction $\times$ integer) and converting to an improper fraction first. Calculate a unit fraction of a quantity by dividing the total amount by the denominator. Calculate a non-unit fraction of a quantity (dividing by the denominator, then multiplying the resulting unit value by the numerator). Solve word problems in context involving finding a fraction of an amount. Determine the value of the whole amount			
--	---------------	--	--	--	--	--

			when given a fractional part. Understand and use fractions fluidly as structural operators in algebraic contexts.			
Science	Topic: Earth and Space Big Question: Why do we experience day, night and the seasons? NC Link: Describe the movement of the Earth and other planets relative to the Sun. Describe the movement of the Moon. Explain day and night. Main Investigation: How does the Moon appear to change over a month? Enquiry Type: Observing Over Time Main Working Scientifically Skill: Observing and Measuring	Topic: Properties and Changes of Materials Big Question: Can all materials be changed? NC Link: Compare and group materials. Understand dissolving, separating mixtures and reversible and irreversible changes. Main Investigation: Which method is best for separating mixtures? Enquiry Type: Comparative Test Main Working Scientifically Skill: Testing and Designing	Topic: Forces and Motion Big Question: How do forces affect movement? NC Link: Explain gravity, air resistance, water resistance and friction. Main Investigation: Which parachute creates the greatest air resistance? Enquiry Type: Comparative Test Main Working Scientifically Skill: Testing and Designing	Topic: Forces and Mechanisms Big Question: How do simple machines make work easier? NC Link: Recognise that mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Main Investigation: Which lever makes lifting easiest? Enquiry Type: Comparative Test Main Working Scientifically Skill: Questioning and Enquiry	Topic: Living things and their Habitats Big Question: How do living things reproduce? NC Link: Describe the life processes of reproduction in plants and animals. Main Investigation: Which seed dispersal method is most effective? Enquiry Type: Pattern Seeking Main Working Scientifically Skill: Recording and Classifying	Topic: Animals including Humans Big Question: How do humans change as they grow older? NC Link: Describe the changes as humans develop to old age. Main Investigation: Does hand span increase with age? (Collect whole-school data.) Enquiry Type: Pattern Seeking Main Working Scientifically Skill: Concluding and Explaining Evidence

Computing <i>Online Safety runs throughout the topics</i>	Online Safety (Unplugged) Pupils recall prior learning on how to stay safe online. They learn the importance of taking responsibility for online actions. 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. Pupils learn about how copyright protects original content and review the responsibilities they have when being online. Pupils focus on the business model for online games and understand accounts for devices can be linked to bank-accounts and cost money.	We are Adventure Gamers 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.	Block Coding (Scratch) We are Game Developers 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.	We are Web Developers 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.	We are VR designers Pupils use Google Street View and CoSpaces to explore and create virtual reality (VR) and augmented reality (AR) content of their own. They will explore familiar and unfamiliar locations in VR using Google Street View; create a 360 degrees photo and import it to Google Maps; record book reviews, and link them to books using QR codes, as well as learn how to use CoSpaces to create a scene.	We are Cryptographers (Unplugged) 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.
--	--	---	--	--	--	--

Geography / History	Geography: What is life like in the Alps? Focus: Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck.	History: British History 4- Were the Vikings raiders, traders or something else? Key Question: Were the Vikings raiders, traders or something else? Focus: Why did the Vikings invade Britain. What was it like to be a Viking? Building on the children's previous knowledge of the Anglo-Saxons, the children will learn about the Vikings and will learn about Viking raids, invasions and life as a Viking Soldier.	Geography: Would you like to live in the desert? Key Question: How have people and animals adapted to living in extreme heat? Focus: 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	History: British history 5: What was life like in Tudor England? Key Question: What was life like in Tudor England? Focus: Who was Henry VIII and his 6 wives, power and punishment and marriage in Tudor England, Tudor	Geography: Why do oceans matter? Key Question: How can we help to look after our oceans and keep them clean? Focus: 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.	What is the legacy of the Ancient Greek civilisation? Key Question: How did Ancient Greece influence the Western World? Focus: 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.
R.E.	<u>Sikh Dharm – The Sikh religion</u> Key Question: How far would a Sikh go for his/her religion? Are there any parts of my religion that are difficult to fulfil? Is religion the most important influence and inspiration in everyone's life? WALT compare the different ways Sikhs put	<u>Christianity</u> Key Question: Is the Christmas story true? Why do my friends and I sometimes retell an event differently? Whose version is correct? Do sacred texts have to be 'true' to help people understand their religion? WALT evaluate different accounts of	<u>Jain Dharma – The Jain Religion</u> Key Question: Is it our job to protect the world? What can I do to respect all living things? To include a visit to the Jain Education Centre in Bushey. WALT understand the Jain value of Ahimsa and how this influences their daily lives.	<u>Christianity</u> Key Question: Did God intend Jesus to be crucified and if so was Jesus aware of this? How much control do we have over our own life? Why didn't Jesus run away? WALT explore the issue of free will in the story of Easter.	<u>Sanatana Dharma – The Hindu Religion</u> Key Question: How can Brahman be everywhere and in everything? Do I have different roles in different situations? How is the Hindu view of God similar and different to my view of God? WALT understand how there are many representations of the Hindu God.	<u>Comparison Topic</u> Key Question: Is it better to give than to receive? How can I give to others? What is charity? Sikh and Christian views on charity. What does my religion teach about giving charity? WALT explore the importance of charity

	their religion into practice.	the Christmas story and understand that stories can be true in different ways.				and how we might put our religious teachings into practice.
Art / DT	Art Drawing: Depth, emotion and movement Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. Skills Use colour and line to convey emotion or movement in their sketch. Design a print, considering the composition carefully. Use a combination of marks to create tone and depth.	Art Artist study: William Morris (1834-1896) The life and works of William Morris Investigating the style Skills: Working on pattern making and colour Working with a range of mediums. Create own wallpaper designs	DT: Electrical Systems: Doodlers 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. Skills: Assembling electrical circuits, evaluate and analyse factors that affect product, writing instructions for the kit	DT: Cooking and Nutrition Learn to cook a simple recipe and adapt it to improve nutritional content. Skills: Cooking skills, measuring, evaluate types of food	Art Craft and design: Architecture Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design. Skills: Drawing and printmaking	DT: Structures – Bridges Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking. Skills: Materials analysis, using a set square and rulers for measuring, woodwork – sawing, evaluate the strength of their truss bridge
Music	Rounds and Singing 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).		African Drumming Listening skills: copying rhythmic patterns. Combining beat, cue and rhythmic patterns. Rhythmic improvisation. Playing cyclic patterns. Following musical cue.	Indian Music Identifying structure, instruments, patterns. Rhythmic and melodic improvisation within given structure. Combining melodic improvisation with rhythmic patterns.	Melodic Composition ('Viennese Clock' by Kodaly) 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).	

	Playing major and minor chords. Improving ensemble skills.		Improving ensemble skills.	Combining melodies with two-note drone. Improving ensemble skills.		
Indoor P.E.	OAA 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 of cardinal points, scale and direction to create, plan and follow routes around a course.	Gymnastics 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 Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Movement 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 able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	Yoga 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 their own flows and lead others.	Dodgeball 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 refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Fitness 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.
Outdoor P.E.	Tag Rugby Pupils develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils	Hockey Pupils improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling,	Netball Pupils develop defending and attacking play during 5-a-side netball. Pupils learn to use a range of different passes to keep	Golf Pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their	Athletics Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and	Tennis Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand,

	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.	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.	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.	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.	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.	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.
PSHE	Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy having a voice, participating	Celebrating Difference 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	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships 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.	Changing Me 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

French	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.
--------	---	--	---