







# CURRICULUM OVERVIEW

2024-2025 - Year 5

'Immersing ourselves in a culture of curiosity, creativity and compassion; building the knowledge and skills with which to make a meaningful impact on the world.'









|                  | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6  |
|------------------|---|---|---|--|--|---|
| <b>RE</b>        | Mission (1.5 weeks)<br><br>Creation    | Prayer, Saints & Feasts<br>Advent                                | Christmas Revelation   | Lent<br>Holy Week   | Easter<br>Sacraments            | Pentecost<br><br>Other Faith Focus                 |
| <b>Reading</b>   | Vipers Skills taught through numerous texts   |   | Vipers Skills taught through numerous texts   |  | Vipers Skills taught through numerous texts  |   |
| <b>Writing</b>   | Snow White in New York<br>Fiona French<br><br><b>Modern retelling of Snow White<br/>Newspaper article about Snow White</b>  | The Man Who Walked Between the Towers<br>Mordicai Gerstein<br><br><b>Narrative of the walk<br/>Biography of Philippe Petit</b>                    | Rose Blanch<br>Roberto Innocenti<br><br><b>Narrative from Rose's<br/>Point of view<br/>Write a speech about bravery</b>                               | Lovely<br>Jess Hong<br><br><b>Create a short story inspired by the book<br/>Write a short article on why being kind and positive matters</b> | Circle<br>Jeannie Baker<br><br><b>Setting Description<br/>Explain how deforestation impacts animals and people</b> | Fortunately, the Milk<br>Neil Gaiman<br><br><b>Innovative humorous time-travel story<br/>Instructions for building a time machine</b> |
| <b>Maths</b>     | * Place Value including decimals<br>* Mental Addition & Subtraction<br>* Addition & Subtraction<br>* Number Properties<br>* Mental Multiplication & Division<br>* Multiplication & Division | * Multiplication with area<br>* Geometry – Angles<br>* Geometry – 2D shape & Perimeter<br>* Addition & Subtraction with statistics<br>* Fractions | * Place Value<br>* Addition & Subtraction<br>* Multiplication & Division<br>* Geometry – 3D shape & co-ordinates<br>* Fractions, Decimals, Percentage | * Fractions, Decimals, Percentage<br>* Fractions<br>* Time and measure with 4 operations<br>* Missing information<br>* Area & Perimeter      | * Gaps & Consolidation   | * Problem Solving<br>* Transition to Y6   |
| <b>History</b>   | Were the Vikings raiders, traders or something else?  |   | What was life like in Tudor England?  |  | What is the legacy of the ancient Greek civilisation?  |   |
| <b>Geography</b> |   | What is life like in the Alps?  |   | Why do oceans matter?  |  | Would you like to live in the desert?   |
| <b>Science</b>   | Materials:<br>Mixtures and separation   | Materials:<br>Properties and changes  | Forces and space:<br>Earth and space  | Living things and their habitat:<br>Life cycles and reproduction   | Forces and space:<br>Unbalanced forces   | Animals: Human timeline<br>/ Making connections   |

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|           |  |   |  |  |   |   |
|-----------|--|---|--|--|---|---|
| Computing | Search Engines   | Programming 1- Music  | Data Handling: Mars Rover 1  | Stop-motion animation – Option 1: Stop Motion Studio                                       | Programming 2: BBC micro: bit   | Data Handling: Mars Rover 2<br>Online safety Year 5   |
| Music     | Composition notation (Ancient Egypt)   | Blues   | South and West Africa  | Compositions for the festival of colour  | Looping and mixing  | Musical Theatre   |
| PE        | Handball  | Dance  | Gymnastics  | Hockey  | Cricket  | Athletics  |
| PSHE/RHE  | Family and relationships   |   | Health and wellbeing<br>Citizenship<br>Economic wellbeing                                      |  | Safety and the changing body  |   |
| Art       | Sculpture and 3D:<br>Interactive installations   |   | Drawing: I need space  |  | Painting and mixed media: Portraits   |   |
| DT        |  | Electrical systems:<br>Doodlers   |  | Mechanical systems:<br>Making a pop-up book  |   | Cooking and nutrition:<br>What could be healthier?  |
| MFL       | Spanish  |   |  |  |   |   |