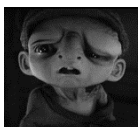
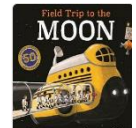
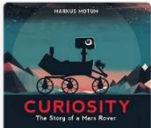
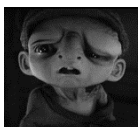
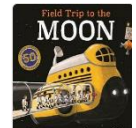
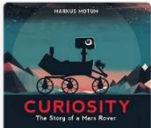
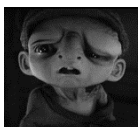
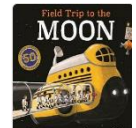
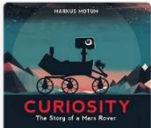


Year 5

Curriculum Overview 2024-25



AUTUMN TERM

Writing:	Maths:	Reading:	Science:								
The following will be used to support writing ideas: <table border="1"> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table> Genres of writing taught: • Retell • Setting description • Character description • Biography • Poetry • Recount -diary entry • Non- chronological report Skills we will be focusing on: Experimenting with a range of punctuation in speech sentences. Understanding how narrative uses a build up to a problem. Using long sentences for description and short sentences for suspense. Developing action through effective vocabulary choices. Understanding and using effective language to create mood/tone/feeling. Using modal verbs. Using language to create emotion. Beginning to use paragraph changes for different purposes. Maintaining purpose across a text.									This term, pupils' learning will focus on: Number: • Place value up to 1,000,000 (reading and write numbers up to 1 million, powers of 10, partition numbers to 1 million, find 10/100/1000/10,000/100,000/1,000,000 more or less, compare and order numbers, round numbers to the nearest 10/100/1000) • Addition and subtraction (add and subtract whole numbers with more than 4 digits, check answers using rounding, use inverse operations, solve multi-step problems, compare calculations and find missing numbers) • Multiplication and division (multiples, common multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiply by 10, 100 & 1000) • Multiplication and division (multiply 4 by 1, 2 by 2 and 3 by 2, solve multiplication and division problems, divide 4 by 1 using short division) • Statistics: • Graphs (draw line graphs, read and interpret line graphs and tables, problem solving with tables)	Books we will be enjoying:    Skills we will be focusing on: • Vocabulary (explore the meaning of words in context, confidently using a dictionary, use a thesaurus to find synonyms for a larger variety of words, discuss how the author's choice of language impacts the reader) • Retrieve (confidently skim and scan, and also use the skill of reading before and after to retrieve information) • Inference (draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justify inferences with evidence) • Predict (predict what might happen from details stated and implied) • Summarise (summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text)	 Forces And Mechanism In this physics topic, pupils will learn that objects are made from materials. They will identify a range of everyday materials and their sources. Pupils will investigate the properties of materials and begin to recognise that a material's properties define its use.  Earth And Space In this physics project, pupils learn about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.
											
											

Geography:	History:	RE & PSHE:	PE:
Biomes To identify the different climate zones. To understand the climate zones of the world in relation to the tropics and the equator To identify the biomes of the world. To know the features of different biomes. To locate all the various biomes in a non-European country (grassland, tundra, forest, and desert), explaining why they are located where they are. To understand the impact of human behaviour on different biomes.	Islamic Civilisation To sequence historical periods using a timeline. To identify how trade links contributed to change. To know what the Silk Road was and the major trade routes. To describe how the Silk Road enabled Baghdad to develop. To explain how certain scientific achievements influenced society. To identify the reasons for achievements made To identify the impact of Baghdad on the world. To know what the House of Wisdom is. To describe how the work from House of Wisdom spread across the world. To know other types of influence such as art. To identify the similarities between the Dark Ages and the Golden Age of Islam.	PSHE: There are 2 topics we will be exploring from the 'Health and Wellbeing' and 'Living In The Wider World' strands this term: What makes a stereotype and what does it mean to challenge them? - Recognising & respecting similarities & differences between people - That they are a range of factors that contribute to a person's identity - Stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes – gender – race – disability - Challenging stereotypes What decisions can people make with money? - How people make decisions about spending and saving money - How to recognise what makes something 'value for money' - that there are risks associated with money – online purchases – in app purchases - to recognise the risks involved in gambling related activities, and the impact it might have – also online gaming RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Caring for others, animals and the environment - Sharing and being generous - Being loyal and steadfast - Being hopeful and visionary	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Dance (perform different styles of dance fluently and clearly, refine dances including space, rhythm and expression) Handball (begin to play effectively in different positions, increase power and strength of passes, use a wide range of handball rules consistently) In the second half term, our topics will be: Gymnastics (create longer and more complex sequences, develop symmetry, compare performances and judge strengths and areas for improvement) Football (play effectively in a variety of positions and formations, relate a greater number of attacking and defensive tactics, become more skilful when performing movements at speed)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: • Systems and searching • Video production	Pupils will be completing two Charanga music units this half term: • <i>Livin' on a Prayer</i> • <i>Classroom Jazz 1</i> These units will focus on the use of: • Voice • Recorders/glockenspiels/keyboards • Composing • Improv	Clay Sculpture Pupils will create a symmetrical clay tile or plate with an Islamic inspired geometric design. Pupils will construct a 3D sculpture or vessel using coil and pinch techniques, with geometric patterns integrated into the design. Pupils will create a clay sculpture featuring detailed surface decoration, with arabesques and/or calligraphic patterns. Pupils will make a clay tile with a repeated geometric or floral pattern, inspired by Early Islamic mosaic tiles. Pupils will make a complex clay sculpture that integrates multiple clay techniques and is inspired by Islamic architecture. Pupils will have a detailed design plan for a final clay sculpture, showing the techniques, forms and patterns they intend to use.	Food - Celebrating culture and seasonality Explain how there are different substances in food and drink required for good health. Understand food can be grown, reared or caught in the UK and the wider world. Understand the seasonality of food. Understand that some foods may not be eaten raw as it is unsafe. Measure ingredients accurately using different units. Use a range of utensils and equipment to prepare a dish. Use a range of techniques to prepare and combine food (kneading and baking) in order to prepare a dish. Present and package food using a range of DT skills.

SPRING TERM

Writing:	Maths:	Reading:	Science:								
Books we will be studying: <table border="1" style="width: 100%; text-align: center;"> <tr> <td> The Secret Garden</td><td> Farming methods</td><td> Farm Boy</td><td> Real life stimulus</td></tr> <tr> <td> Broken</td><td> Broken</td><td> Broken</td><td></td></tr> </table> Genres of writing taught: • Retell • Character description • Journalistic Writing – Newspaper Report • One-sided Argument • Non-chronological report • Persuasive advert Skills we will be focusing on: Using different effects of word order within a sentence. Varying sentence structures and length for effect. Varying the lengths of paragraphs for pace / emphasis. Using layout to support the reader. Using dialogue to advance the action. Use short sentences to create suspense. Using effective noun phrases to add detail and to engage the reader. Developing viewpoint throughout a text. Commas used accurately to mark clauses. Use embedded clauses to add detail Use of persuasive language Use of show not tell techniques Use of rhetorical questions.	 The Secret Garden	 Farming methods	 Farm Boy	 Real life stimulus	 Broken	 Broken	 Broken		We follow the Maths No Problem scheme of learning: This term, pupils' learning will focus on: • Fractions (equivalent fractions, convert between mixed number and improper fractions, compare and order fractions less than and greater than 1, add and subtract fractions with the same denominator, add and subtract fractions within and greater than 1) • Decimals (thousandths as fractions and decimals, compare and order decimals up to 3 decimal places, round to 1 decimal place, equivalent fractions, decimals and percentages) • Percentages (convert fractions with a denominator of 100 to a decimal and percentage, convert simple fractions into percentages and decimals, convert fractions into percentages) Geometry: • Measurement (perimeter of rectangles, rectilinear shapes and polygons) • Measurement (area of rectangles and compound shapes, estimate area)	Books we will be enjoying:  Skills we will be focusing on: • Vocabulary (evaluate the authors use of language, investigate alternative word choices that could be made, begin to look at the use of figurative language) • Retrieve (use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts) • Inference (make inferences about actions, feelings, events or states, use figurative language to infer meaning) • Predict (support predictions with relevant evidence from the text) • Summarise (identifying key details to support the main ideas, make connections between information across the text and include this is an answer)	 Human Reproduction And Ageing Pupils will learn about animal life cycles, including the human life cycle. They will explore human growth and development to old age, including the changes experienced during puberty and human reproduction.
 The Secret Garden	 Farming methods	 Farm Boy	 Real life stimulus								
 Broken	 Broken	 Broken									

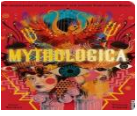
Geography:	History:	RE & PSHE:	PE:
Renewable & Non-renewable Energy To understand the difference between renewable and non-renewable energy. To use six figure grid references, symbols and keys to locate coal mining cities in the UK. To know the impact of coal-mining and wind farms on the local environment. To understand why and how energy is traded around the world. To understand the impact of non-renewable energy on the Earth's environment. To evaluate views and opinions of non-renewable energy and its impact on climate change.	Industrial Revolution in Birmingham To understand key historical vocabulary and chronology. To know what the terms industry and revolution mean. To place the Industrial Revolution on a timeline with other key time periods. To define what the industrial revolution was. LO: To understand the main changes that occurred during the industrial revolution. To describe the effects of the industrial revolution in Birmingham. To identify different interpretations of events during the industrial revolution. To explain the impact that the industrial revolution had on Birmingham.	PSHE: There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' and 'Relationships' strands: How will we grow and change? - About puberty and how bodies change during puberty, including menstruation - How puberty can affect emotions and feelings - How personal hygiene routines change during puberty - How to ask for advice and support How can friends communicate safely? - About the different types of relationships we have in our lives - How friends and family communicate together, how the internet and social media can be used positively - How knowing someone face to face differs from online - Recognising risk in relation to friendships - Safe content online, safe sharing, consent RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Being open, honest and truthful - Being attentive to the sacred as well as the precious - Participating and willing to lead - Being modest and listening to others	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Gymnastics (take responsibility for own warm up, perform more complex actions, shapes and balances with consistency, remember and repeat longer sequences with more difficult actions) Cricket (link a range of skills and use in combination, collaborate with a team to choose use and adapt rules in games,) In the second half term, our topics will be: Netball (make choices about which pass to use and where to shoot from, implement tactics to get free space, move quickly around the court) Swimming

Art	Music:	Computing	Design & Technology:
Painting Van -Gough Pupils will explore the techniques used by Van Gough to create his artwork. They will research the life of Van Gough and the determination he showed to overcome his life struggles. Pupils will learn about and practise different brush techniques. They will explain their techniques and how they create texture using technical vocabulary. The Pupils will use the new techniques t have a go at creating their own version of one of Van Goughs pieces of art work. Focus is on creating the texture. They will experiment with the amounts mixed and the effects that it has on the paint and it’s texture. Pupils will have a go at creating a seascape for an image of a Viking boat. Pupils will create their final piece combining all their knowledge across the unit.	Pupils will be completing two Charanga music units this half term: • <i>Make you feel my love</i> • <i>Fresh Prince of Bel Air</i> These units will focus on the use of: • Voice • Recorders/glockenspiels/keyboards • Composing • Improv	Pupils will be completing two computing units this half term: • <i>Introduction to vector graphics</i> • <i>Flat file databases</i>	Machines and Mechanisms - Pulley mechanism Understand that mechanical systems have an input and an output system. Develop a greater understanding of how cams, pulley or gears create movement. Design and make a product that incorporates a cam mechanism, pulleys or gears. To explain how parts of the product will work. To refine ideas by making prototypes Apply a high-quality finish. To identify the strengths and areas for improvement in their work.

SUMMER TERM

Writing:

Ideas to aid writing:

 Theseus and the Minotaur	 Theseus and the Minotaur	 Theseus and the Minotaur	 Mythologica
 Medusa Myths & Legends	 Trojan Horse	 Usain Bolt	 History of the first Olympics

Genres of writing taught:

- Retell
- Non-chronological report
- Journalistic writing – newspaper report
- Persuasive Writing – Informal Letter
- Biography

Skills we will be focusing on:

Using metaphors and personification.

Varying use of tense within a text.

Generating a range of words for precision to create specific interest.

Using a range of words and phrases to link texts.

Making subtle links for cohesion.

Using different narrative techniques to engage and entertain the reader.

Using effective noun phrases to add detail and to engage the reader.

Effectively developing and sustaining ideas across a text.

Using language to create emotion and for a clear purpose.

Using a range of techniques to engage a reader.

Use figurative language to create atmosphere.

Maths:

This term, pupils' learning will focus on:

Number:

- **Multiplication and division** (2, 5, 10, make equal groups, add equal groups, arrays)
- **Fractions** (finding $\frac{1}{2}$ $\frac{1}{4}$ of an object shape or quantity)
- **Place value within 100** (count from 50 to 100, partition into tens and ones, number line, one more, one less, comparing numbers)
- **Roman Numerals**

Geometry:

- **Position and direction** (read and plot coordinates, problem solving with coordinates, translate shapes and points, symmetry, reflection)
- **Measurement** (converting units, convert units of measure, imperial units of measure, calculate using timetables, problem solving, compare volume)

Pupils will also review and revise previously taught topics.

Reading:

Books we will be enjoying:



Skills we will be focusing on:

- **Understanding** (identifying key details to support the main ideas)
- **Vocabulary** (re-write passages using alternative word choices, read around the word and explore its meaning in the broader context of a section or paragraph)
- **Retrieve** (retrieve, record and present information from non-fiction texts, ask my own questions and follow a line of enquiry)
- **Inference** (give one or two pieces of evidence to support the point they are making, begin to draw evidence from more than one place across a text)
- **Predict** (confirm and modify predictions as they read on)
- **Summarise** (discuss the themes or conventions from a chapter or text, identify themes across a wide range of writing)

Science:



Properties And Changes Of Materials

Pupils will learn about the wider properties of materials and their uses. They will learn about mixtures and how they can be separated using sieving, filtration and evaporation. They will study reversible and irreversible changes, and use common indicators to identify irreversible changes.

Geography:	History:	RE & PSHE:	PE:
The British Empire To locate key countries that were part of the British Empire on a map. To explain the historical significance of the British Empire in a geographical context. To understand how the British Empire changed over time. To understand the economic activities and resources that were important to the British Empire. To understand the trade routes and transportation networks of the British Empire. To describe and compare the different human and physical features within different British colonies in the British empire. To discuss the lasting influence of the British Empire in terms of human geography. To explain how physical geography influences human activities and settlement patterns.	Victorian Britain To understand what the causes were for events that led to great change To find information about the history of the British Empire. To describe changes from a specific time period To explain the impact (positive and negative) that changes had on people living through them To explain how and why certain characteristics existed at the time and how they have changed To explain the societal influences at certain periods of time and explain the impact they had on beliefs, values and systems To identify the advantages of independence for Indian people To identify the disadvantages of independence for Indian people To analyse the impact of independence for India and the British Empire To identify multiple causes for nationalism	PSHE There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' and 'Living in the Wider World' strands: How can drugs common to everyday life affect health? - How drugs common to everyday life can affect health and wellbeing (smoking/vaping, alcohol, caffeine and medicines) - How laws surrounding the use of drugs exist to protect them - That drugs can become a habit which is difficult to break - Peer pressure and unsafe situations relating to drugs - Asking for help What jobs would we like? - Exploring a broad range of jobs - That some jobs are paid and others voluntary - Different ways into jobs and careers (college, apprenticeships) - About the skills, attributes, qualifications, and training needed for different jobs - Challenging stereotypes about the types of jobs people can do - How we might choose a career when we are older RE: Pupils will be learning about world religions and their teachings via the following dispositions: - Remembering temperate, self-disciplined and seeking contentment - Being accountable and living with integrity - Being thankful - Being imaginative and exploratory	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Tennis (introduce volley shots and overhead shots, apply new shots in game situations, play competitive games) Athletics (sustain pace over short and longer distances, run as part of a relay team, perform a range of jumps and throws) In the second half term, our topics will be: OAA Outdoor Adventurous Activities (explore ways of communicating in a range of challenging activities, navigate and solve problems from memory) Rounders (link together a range of skills and use in combination, collaborate with a team to choose, use and adapt rules in games, recognise how some aspects of fitness apply to rounders)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: <i>Selection in physical computing</i> <i>Selection in quizzes</i>	Pupils will be completing two Charanga music units this half term: <i>Dancing in the Street</i> <i>Reflect, Rewind, Replay</i> These units will focus on the use of: - Voice - Recorders/glockenspiels/keyboards - Composing - Improv	Surrealism Pupils will understand the difference in realism and surrealism They will know who Kusama is and be able to discuss features of his work Pupils will use a variety of sketch techniques to sketch a surrealism inspired piece. Pupils will add texture to surrealism inspired piece Pupils will add patterns, tones and shading to surrealism inspired piece Pupils to evaluate their final piece and make suggestions to improve.	Structures - Frame Structures To select materials considering intended use of product, the aesthetics, functionality and sustainability. To select materials which are best suited to stiffen and reinforce the product. To stiffen, strengthen and reinforce a range of 3D structures. To use a range of tools i.e. junior hacksaws, G clamps, bench hooks safely. To join wood for strength and stability. Communicate ideas through CAD. To explain how the product meets the design criteria. To use finishing techniques to strengthen and improve the appearance of their models.