Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MATHS White Rose Maths	**Place value** Roman numerals to 1,000 Numbers to 10,000, 100,000 & 1,000,000, read and write numbers to 1,000,000, powers of 10, 0/100/1,000/10,000/100,000 more or less, partition numbers to 1,000,000, number line to 1,000,000, Compare, order and round numbers to 1,000,000. **Addition and Subtraction** Mental strategies, add/ subtract whole numbers with more than four digits, inverse operations, multi-step addition and subtraction problems, find missing numbers	**Multiplication and Division** Common multiples/factors Prime/Square/Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 **Fractions** Find fractions equivalent to a unit/non-unit fraction, recognise equivalent fractions, convert improper fractions to mixed numbers, convert mixed numbers to improper fractions, compare/ order fractions, add and subtract fractions (mixed numbers)	**Multiplication and Division** Multiply up to a 4-digit number by a 1-digit number, multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit/3-digit/4-digit number by a 2-digit number, divide a 4-digit number by a 1-digit number, efficient division, solve problems with multiplication and division **Fractions** 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 a quantity, fraction of an amount, find the whole Use fractions as operators	**Decimals & Percentages** Decimals up to 2 decimal places, equivalent fractions and decimals (tenths) (hundredths) Thousandths as fractions/decimals Thousandths on a place value chart, order and compare decimals (same number of decimal places) up to 3 decimal places, round to the nearest whole number/1 decimal place, understand percentages/percentages as fractions/decimals, equivalent fractions, decimals and percentages **Perimeter** Perimeter of rectangles, rectilinear shapes, polygons Area of rectangles, compound shapes. **Statistics** Draw/read and interpret line graphs, read/interpret tables, two-way tables, timetables	**Shape** Understand and use degrees, classify angles, estimate / measure angles up to 180° Draw lines and angles accurately, calculate angles around a point/on a straight line, lengths and angles in shapes, regular and irregular polygons, 3-D shapes **Position and Direction** Read and plot coordinates, problem solving with coordinates, translation with coordinates, lines of symmetry, reflection in horizontal and vertical lines	**Decimals** Use known facts to add and subtract decimals within 1/ across 1/with the same number of decimal places/ with different numbers of decimal places, efficient strategies for adding and subtracting decimals, decimal sequences, multiply/divide by 10, 100 and 1,000 & missing values. **Negative numbers** Count through zero in 1s, in multiples, compare and order negative numbers, find the difference. **Converting Units** Convert units including g, kg, mm, ml, time. **Volume** Cubic centimetres, compare/ estimate volume & capacity
RELIGIOUS EDUCATION	**Sacred writings: Hinduism** Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings	**Peace** Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers	**Religious diversity: happiness** Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences	**Easter: suffering and hardship** Investigate and reflect upon a range of religious responses to suffering, hardship and death	**Wise words** Explore the origins of sacred writings and consider their importance for believers today	**Values and beliefs** Investigate the life of a person who has been inspired by their faith and make links between belief and action

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	**Text:** The Boy in the Smoke **Narrative**: Plan and write a narrative, incorporating dialogue to advance a story. **Diary entry:** Write a diary entry from the perspective of a character, infer and convey emotion in first person. **Non-chronological report**: Produce a report about the history of Wombourne, focusing on techniques, such as relative clauses and parenthesis to add extra information.	**Text:** David Attenborough: A Life Story **Biography**: Conduct research about David Attenborough and organise their research into clear paragraphs, using a range of cohesive devices. **Information text**: Produce an information text about a chosen animal, then create and record their own nature documentary. **Magazine article**: Write a persuasive journalistic report about Wombourne for a local magazine, incorporate modal verbs and parenthesis.	**Text:** Diver's Daughter Macbeth **Historical narrative**: Plan and write a narrative set in Tudor Britain, using the author's style to influence their writing. **Argument**: Apply formal language to a balanced argument about Henry VIII, giving opinions supported by evidence. **Playscript:** Explore Shakespearean playscripts, before writing their own version of Macbeth, using language appropriate to the time.	**Text:** The Cosmic Diary of a Future Space Explorer **Descriptive writing:** Create vivid imagery using a range of sentence structures and ambitious vocabulary. **Explanation**: Produce an informative space survival guide, incorporating structure features and cohesive devices. **Monologue**: Write and record an emotive transmission home from space, using techniques to show a positive mindset when you are alone and faced with a difficult situation.	**Text**: The Viewer; The Explorer **Narrative:** Use a picture book stimulus to write an opening and build-up, maintain tension, using cohesive devices and show-not-tell. **Newspaper report:** Write a report as if they were a journalist to inform the audience about the discovery of Tutankhamun. **Descriptive writing**: Describe a scene, creating atmosphere using figurative language like personification and metaphors.	**Text:** The Nowhere Emporium **Narrative:** Plan and write an adventure narrative, incorporating techniques to build suspense and dialogue to advance action. **Tourist blog**: Apply a variety of persuasive techniques to promote a location in South America in our a tourist blog. **Poetry**: Read, respond to and perform a variety of poems, exploring themes, including love, hope, hate and resilience. Write their own poem about a personal experience.
	**Invasion Games 1 –** basketball focus. **Dance –** Eco-dance stimulus.	**Invasion Games 2 –** handball focus. **Gymnastics –** movement focus.	**OAA –** outdoor and adventurous activities, including team building and problem solving. **Circuits –** circuit training working on a specific muscle group or theme.	**Invasion Games 3 –** general focus on transferrable skills across invasion games. **Yoga** - yoga poses and mindfulness.	**Athletics –** running, jumping and throwing focus. **Dance –** Dance Through the Decades stimulus. **Sports Day Prep—**practicing sports day events.	**Sports Day Prep continued —**practicing sports day events. **Striking and Fielding Games –** rounders focus. **Net/Wall Games –** tennis focus.
	**Me and My School** My achievements My goals School Council rep Class rules	**Me and My relationships** Puberty emotions Anti social behaviour Nature and consequence of bullying	**Safe and unsafe:-** When do I feel unsafe How can I deal with this Pressure including peer pressure Getting help	**Happy and Healthy Me** **My body** Physical health Emotional health What can affect our health including the media How will my body change as I grow up	**Me and Other People** Identities in the UK Celebration of diversity Racism	**Me in the World** **Money** How are laws made in the UK Parliament Public money Personal money – loans, debt and interest

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	**Systems & Searching** Learners consider small-scale systems as well as large-scale systems, explain the input, output, and process aspects of a variety of different real-world systems, how search engines work (including how they select and rank results) and what influences searching,	**Video Production** Create short videos by working in pairs or groups, develop the skills of capturing, editing, and manipulating video. Learners have the opportunity to reflect on and assess their progress in creating a video.	**Programming** Crumble programming environment - microcontroller (Crumble controller), connect and program it to control components (including out-put devices — LEDs and motors), write algorithms and programs.	**Flat file Databases** This unit looks at how a flat-file database can be used to organise data in records, use tools within a database to order and answer questions about data, create graphs and charts from their data to help solve problems, use a real-life database to answer a question, and present their work to others.	**Vector Drawing** Create vector drawings, learn how to use different drawing tools to create images, recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.	**Programming—Quizzes** Use Scratch programming environment to write programs that ask questions and use selection to control the outcomes based on the answers given, design a quiz in response to a given task and implement it as a program.
	**Properties and Changes of Materials** This unit explores the properties of everyday materials, including hardness, solubility, and conductivity. It covers reversible changes like dissolving and mixing, and irreversible changes such as burning.	**Properties and Changes of Materials (continued)** This unit explores the properties of everyday materials, including hardness, solubility, and conductivity. It covers reversible changes like dissolving and mixing, and irreversible changes such as burning.	**Earth and Space** This unit covers the movement of the Earth, moon, and planets, describing them as spherical bodies. It explains Earth's rotation, causing day and night, and the sun's apparent movement. Emphasis is on recording complex data, presenting findings, and evaluating scientific evidence.	**Earth and Space (continued)** This unit covers the movement of the Earth, moon, and planets, describing them as spherical bodies. It explains Earth's rotation, causing day and night, and the sun's apparent movement.	**Forces** This unit covers the effects of gravity, air resistance, water resistance, and friction on objects. It explores how mechanisms like levers, pulleys, and gears magnify forces. Emphasis is on taking precise measurements, recording complex data, and presenting findings.	**Living things and Habitats** Processes of reproduction in plants and animals. Life cycles of mammals, amphibians, insects, and birds, and the reproduction process in plants and animals. Changes humans undergo from birth to old age.
	Autumn 1 Rigolo 2 Unit 8 Les Vêtements (1&2) Ask and state clothes choices using vouloir. Give opinions about clothes.	Autumn 2 Rigolo 2 Unit 8 Les Vêtements (3&4) Use the verb porter to state what clothes they wear. Know numbers to 80 to describe prices.	Spring 1 Rigolo 2 Unit 9 Ma Journée (1&2) Recognise and use expressions for daily routine. State the time using minutes past and to the hour.	Spring 2 Rigolo 2 Unit 9 Ma Journée (3&4) Ask and talk about breakfast and details of a typical day.	Summer 1 Rigolo 2 Unit 4 En Ville (1&2) Name places in town. Ask for & give directions. Extra: local area leaflet.	Summer 2 Rigolo 2 Unit 4 En Ville (3&4) State where you are going & give times.

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	**DT: Structure, bridges** Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences, use triangles to create simple truss bridges that support a load (weight).	**DT: Monitoring devices** Micro:bit: Write a program that monitors ambient temperature and alerts someone when the temperature moves from a specified range, identify errors (bugs) in the code and ways to fix (debug) them. Recall and describe the name and use of key tools used in Tinkercad (CAD) software.	**DT: Mechanical systems: automata toys** Develop a design idea. Mark, saw and cut out the components and supports of their toy with varying degrees of accuracy to the intended measurements. Create neat, decorated follower toppers with some accuracy. Measure and cut panels to conceal the inner workings of the automata, decorate & evaluate.
	**Fuelling The Future: The Black Country** We explore our area's unique identity and its significance as a birthplace of the Industrial Revolution. Our learning explores major events in Britain and around the world, looking at the impact of major events had on the lives of British people.	**Tudor Tales** We will be exploring the history of the Tudor period, creating a timeline of important events in the Tudor period. Through independent research, we will discover the impact of the Tudor monarchs on Britain and how they influenced the lives of the people. Use primary and secondary sources to discover more about the everyday lives of Tudors.	**Egypt Unwrapped** This unit evaluates the degree of change and continuity over 3,000 years. It also introduces pupils to the key features of ancient Egyptian civilisation, such as its location, religion, writing, burial practices and rulers.
	**Wonderful Wombourne** Recognising physical & human features, appreciating the importance of wider geographical location & explaining how things change. We will be using 8 compass points/4&6 figure grid reference, symbols/key/Ordnance survey maps and completing fieldwork in our local area including gathering opinions and comparing human features.	**Earth's Living Tapestry** This unit supports children to build their knowledge of different environmental regions across the world. They will deepen their understanding of key components of physical geography, including: climate zones, vegetation belts, and the features of different biomes. By comparing a range of environments, including the rainforest, hot deserts, grassy savannahs, temperate forests, and the cold tundra, they will grasp how environmental patters can be seen across the Earth.	**Mountains, Maps and Maracas** This unit provides a foundation for understanding the key geographical features of North and South America: 'Why does the Amazon matter?', which extends and deepens pupils' understanding of physical and human geography across the continents. Children will focus on key regions in Brazil and compare against regions with different climates and biomes.
	Art and Design: Lettering, graphic design (design, digital, draw, print)	Art and Design: Photography and painting: facial expressions in portraiture	Art and Design: Sculpture – make a mask (draw, sculpt)
	**Christmas Carol Service** Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)	Guitar- Charanga- **The Rock school Guitar Method 1** Create simple rhythmic patterns with an awareness of timbre – Holding the string/plucking. **Overload/ Under The Radar-** Perform from simple notation **Classical: Greensleves** Recognise and describe music (including instruments) from different periods in history.	Mexico **la Bamba- Los Lobos (1987)** **La Cucaracha · The Mariachis (1910).** Explain how different musical elements have been used to create mood and effects. Compose a piece of music based on a theme – Mexican – story of an animal??