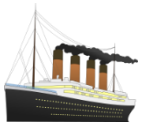
YEAR 5 CURRICULUM OVERVIEW

	Autumn **Term 1** *Pakistan* 	**Autumn** **Term 2** *Ancient Egypt* 	**Spring** **Term 1** *The Titanic* 	**Spring** **Term 2** *Earth & Space* 	**Summer** **Term 1** *Anglo Saxons* 	**Summer** **Term 2** *Mountains* 
Writing	We will begin the year using an approach that focuses on the foundations of writing - grammar and punctuation - to ensure all children have the building blocks of being a successful writer focusing on sentence structure and punctuation. **Text type: Persuasive Letter** **Context: Child Labour** Children to write a persuasive letter to a celebrity asking for their help to stop child labour. **Non-Fiction**	**Text type: Narrative** **Context: Pyramids** Children to write their own narrative about a disappearing pyramid. **Fiction** **Text Type: Description** **Context: Howard Carter** Children to write a description of Howard Carter finding Tutankhamun's tomb. **Fiction**	**Text Type: Non-Chronological Report** **Context: The Titanic** Children to write an information text about the Titanic **Non-Fiction** **Text Type: Persuasive Speech** **Context: The Titanic** Children to write a persuasive speech arguing against the class system on board the Titanic. **Non-Fiction**	**Text Type: Narrative** **Context: La Luna** Children to write a 3rd person narrative based on the short film 'La Luna'. **Fiction** **Text Type: Journal (recount)** **Context: Space** Children to write a 1st person journal based on the movie Wall-E **Non-fiction**	**Text Type: Non – Chronological Report** **Context: Anglo - Saxons** Children to create an information text about Anglo-Saxons. **Non-fiction** **Text type: Narrative** **Context: Beowulf** Children to write an alternative ending to the novel 'Beowulf.' **Fiction**	**Text Type: Suspense Narrative** **Context: Alma** Children to write a suspense narrative based on the short film, 'Alma.' **Fiction** **Whole school Narrative** Context changes each year
Reading	**Text: Malala's Magic Pencil** **Text Type: Fiction and non-fiction**	**Text: Ancient Egypt** **Text Type: Non-Fiction** These non-fiction texts will enhance the	**Text: Survivor** **Text Type: Fiction** Children will explore the story of Jimmy and Omar as they explore	**Text: Jazz Harper – Space Explorer.** **Text Type: Fiction** Children will explore the story of Jazz and her	**Text: Beowulf** **Text Type: Fiction** To link with our topic of Anglo-Saxons and to enhance our writing,	**Text: The Man Who Bought a Mountain** **Text Type: Fiction** To link with our topic of Mountains and to

	Children will explore Malala's Magic Pencil to help them develop empathy. Children will also read a fact file about Malala Yousafzai to help them understand more about her inspirational acts. **Text: Once Upon an Eid.** **Text type: Fiction** Children will explore extracts from Once Upon and Eid to help enhance their understanding of events during Eid. Children will look at differing perspectives and empathy. **Text: Asia** **Text type: Non-fiction** Children will explore non-fictions texts to understand more about Asia (in particular Pakistan).	children's understanding of Ancient Egyptian culture and customs. **Text: The Story of Osiris** **Text Type: Fiction** Children will read a story about the pharaoh Osiris and how he became God of the Afterlife.	The Titanic for the first time. They will explore different perspectives, changes in character and answer retrieval and inference questions based on the book. **Text: Titanic** **Text Type: Non-Fiction** These non-fiction texts will enhance the children's understanding of the tragic events of the Titanic.	friends as they adventure into space. They will explore how the friendship develops throughout the novel and identify the different viewpoints of each character.	children will read the story of Beowulf where they will explore Anglo-Saxon life. They will develop an understanding of how characters perspectives change as events occur.	enhance our writing, children will read the story 'The Man Who Brought a Mountain.' They will explore how characters have to make choices, the consequences of these choices and environmental issues linked to mountains and tourism. **Text: Mountains** **Text Type: Poetry** Children will read the poem about Mountains and use these to compare and contrast characters and themes. They will also compare these different poems.
Maths	**Place Value** Children deepen their understanding of place value and Roman numerals, learning to read Roman numerals up to 1,000. They work with numbers up to 1,000,000, using tools like number lines and place value charts to read, write, compare, and round them. **Addition & Subtraction**		**Multiplication & Division B** Children learn to multiply and divide larger numbers using formal written methods. They use visual models to understand the steps, estimate answers, and choose efficient strategies. Division includes working with remainders and understanding how they apply in real-life situations. **Fractions B**		**Shape** Children will recap angles as measures of turn, recognising acute, obtuse, and reflex angles. They'll explore degrees, including 360° for a full turn and begin using protractors for measuring and drawing angles accurately. **Position & Direction** Children will deepen their understanding by identifying and solving problems with	

	Children strengthen their addition and subtraction skills using both mental and written methods. They learn to manage larger numbers, estimate using rounding, and use tools like number lines and bar models. Children also solve multi-step problems and use inverse operations to check their answers. **Multiplication & Division A** Children deepen their understanding of multiples, factors, and prime numbers. They learn how to find common multiples and factors, identify prime and composite numbers, and understand square and cube numbers using visual tools and times-table knowledge. They also practise multiplying and dividing by 10, 100, and 1,000, and learn to break down more complex calculations using known facts. **Fractions A** Children build confidence working with fractions through a series of carefully structured steps. They deepen their understanding of equivalent fractions using visual models like fraction walls and number lines, and practise converting between improper fractions and mixed numbers. They learn to compare and order fractions, including those greater than one, and begin adding and subtracting fractions with the same or related denominators.	Children learn to multiply fractions and find fractions of amounts. They start by multiplying unit fractions by whole numbers using repeated addition, then progress to non-unit fractions and mixed numbers. Children also find fractions of quantities and begin to work out the whole from a known fraction. **Decimals & Percentages** Children deepen their understanding of decimals, fractions, and percentages. They work with numbers up to three decimal places, learning to read, write, compare, order, and round them. They explore how tenths, hundredths, and thousandths relate to each other and to whole numbers. Children also make links between fractions, decimals, and percentages—understanding their equivalents. **Perimeter & Area** Children build on previous learning to find the perimeters of rectangles and rectilinear shapes. They refine measuring skills using rulers, explore various methods for perimeter calculation, and use visual aids to support problem-solving. They also learn about area, estimating it for non-rectilinear shapes by counting squares. **Statistics** Children will build their graph skills, interpret line graphs and explore other types like conversion graphs. They'll learn to read data from tables and generate their own questions, enhancing their addition and subtraction skills. We'll also cover timetables related to their everyday lives.	coordinates. They'll explore translations and reflections, using mirrors to understand symmetry and improve their problem-solving skills in a fun, engaging way. **Decimals** Children will add and subtract decimals within one whole, building on prior knowledge of place value. They will learn to find complements to one and apply strategies for calculations, using concrete resources like place value charts to support understanding. **Negative Numbers** Children begin learning about negative numbers in real-life situations, like temperatures and sea levels. They'll use number lines to count forwards and backwards through zero, recognising that negative numbers are reflections of positive ones. **Converting Units** Children will revisit kilograms and kilometres, first encountered in LKS2. They'll learn about conversions using bar models, solve problems involving metric and imperial units, and will extend their understanding of time by using and creating timetables. **Volume** Children will learn that volume refers to the amount of three-dimensional space an object takes up and will estimate and measure volume using cubes.

Science	**Forces** Children will learn about gravity, air resistance and water resistance. They will then explore how levers, pulleys and gears work.	**Materials** Children will learn about different materials through hands on experiments. They will group materials based on a variety of properties including electrical and thermal conductivity. Children will explore how to create a mixture and whether reactions are reversible and irreversible based on their properties.	**Earth and Space** Children will learn about how planets move in the Solar System; they will explore night and day and understand the vast difference in size of the planets.	**Living Things and their Habitats** Children will explore the life cycles of animals and plants; they will identify the differences in life cycles and develop an understanding in how plants reproduce.	**Animals and Humans** Children will create a timeline to indicate stages of growth in humans. They will also explore reproduction in animals.

Computing	**E-safety: Safe Connections** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. **Digital Literacy: Computer Basics** Children will also explore how to use basic computer functions effectively through the use of folder organisation and internet searching.	**Scratch Boat Race** Children will recap how to use the programme Scratch. They will then learn how to use sequencing and debugging tools to create a game.		**Digital Literacy: Publisher (Update Coming 2027) and Search Engines** Children will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will explore the functions of the page design tab and choose appropriate templates. They will combine this learning to create a year group chosen project.	**CAD** Children will build on their learning from Year 4 by exploring the advanced features of Sketch Up to create a model based on our topic learning throughout the year. For example, creating a cross section of the Titanic or recreating the tomb of Tutankhamun.	
History		**Ancient Egypt** Children will explore artefacts which tell us more about what it would be like in Ancient Egypt. They will further develop their understanding of chronology and how the Egyptians fit into Ancient History.	**The Titanic** Children will study a period of modern history – the sinking of the Titanic. They will explore what it would have been like on board, understand the main events of the sinking and explore the impact this had.		**<u>The Anglo-Saxons</u>** Children will explore the Anglo-Saxons' journey to Britain, why they came to Britain and the effect it had on Britain. They will further develop their understanding of where this fits into British History.	
Geography	**Asia** Children will complete a country study of Pakistan. They will look at key cities, topographical features, biomes, vegetation belts, human impact, changes over time and natural resources			**USA** Children will complete a country study of Florida. They will look at key cities, topographical features, biomes, vegetation belts, human impact, changes over time and natural resources.		**Mountains** Children will locate mountains from around the world. They will understand how mountains are formed and the human impacts on mountains. Children will complete fieldwork within the local area during this topic.
RE Parents and carers have the right to withdraw their child from all or part of RE.		**World Views** Children will understand what a worldview is and what shapes a person's worldview in both a religious and non-religious context.		**Christianity** Children will discuss why the Bible is important to Christians and how it teaches them to be wise. Children will also learn how Christian beliefs influence the way people	**Islam** Children will develop an understanding of how sacred texts and traditions play in the life and beliefs of a Muslim. They will also learn about what it means to be a Muslim in different	

				respond to local and global issues.	parts of the world and how they respond to green issues and other issues of social justice, locally and globally.	
PSHE	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.		**Friendships, stereotypes and bullying** This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.			**Embedding healthy habits and positively engaging with our world** This unit supports pupils to recognise the benefits of healthy habits such as regular exercise and goal setting. It examines the impact that climate change can have on emotions and wellbeing.
Mental Health and Wellbeing	This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.					
Art		**The Egyptians (Picasso)** Children will design and make their own Egyptian Mask using Modroc which is inspired by Picasso's style of art.		**Earth and Space (Andy Warhol)** Children will design and draw an aspect of the Solar System using oil pastels. They will use Andy Warhol as inspiration for their work.	**Self-Identify** Children will use analogous colours of watercolours and acrylic paint to design and create a self-portrait which represents their identity.	
Design Technology	**Sewing** Children will explore how bags are made. They will learn simple sewing techniques in order to create their own bag.		**Bread** Children will explore the variety of bread products currently on the market before making their own bread roll.			**Moving Toys** Children will explore the market of moving toys. They will then design and make their own moving toy.
PE/Games	In PE, children will develop their posture, flexibility and floor moves in gymnastics.	In PE, children will develop their posture, flexibility and stamina in dance and understand shooting	In PE, children will develop their serve as well as their forehand and backhand in Badminton. They will	In PE, children will continue to build on their gymnastics moves and will learn the key areas of health-related fitness. In	In PE, children will develop a variety of athletic sports including running, throwing and jumping. In Games,	In PE, children will develop their serve as well as their forehand and backhand in tennis and they will

	In Games, children will begin to develop and consolidate their dribbling and shooting skills in hockey and football.	and footwork in netball. In Games, children will continue to develop and consolidate their dribbling and shooting skills in hockey and football.	also begin to learn to ride a bike confidently. In Games, children will start to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	Games, children will continue to develop their tackling and defending skills in tag rugby and develop their offensive and defensive skills needed in basketball.	children will develop their fielding and striking skills in rounders and applying these skills to full games	develop their problem solving and team work skills in OAA. In Games, children will continue to develop their striking and fielding skills in rounders and cricket and apply these skills to games.
French	**Animals** Children will learn how to describe pets and farmyard animals. They will learn how to ask and answer questions about their pets and will write short sentences with opinions and conjunctions. Children's learning will be aided by the book 'Aboie, Georges.'	**Animals** Children will study a text about animals and develop their independent reading skills. They will identify features in a sentence and begin to write their own paragraphs about animals.	**Fruits** Children will learn how to describe fruits referring to their colour and size. They will develop their use of conjunctions to develop opinions and create their own French poem. Children's learning will be linked to the book 'Dix Petites Graines.'	**The Planets** To link with our topic of Earth and Space, children will learn the names of the planets in French and describe them referring to size, colour and order from the sun. They will also look at whether the planets are rocky or gas and the number of moons and/or rings they have. Children will begin to develop their use of description and present their learning in the form of a concertina book.	**Responding to a Story** Children will read the story 'Berthe fait une pizza' to introduce the topic. They will practise sorting food items into gender and continue to consolidate their use of dictionaries. Children will look at a French pizza menu and design their own pizza. To consolidate their learning, they will write their own instructions for making a pizza.	**At the Snack Bar** To extend children's learning of food items, they will describe which foods they like and dislike, understand a snack menu and prices and make their own menu. To consolidate their learning, they will perform a short role play. Children's learning will be supported by the story 'Bon Appetit Monsieur Lapin.'
Music	**Singing** Pupils will learn to sing with increasing musical control, expression and confidence. They will learn to sing a song by the Pentatonix and add body percussion rhythms.	**Saint-Saens Carnival of the Animals.** Pupils will listen to different themes from the Carnival of the Animals and compare them by listening to and discussing the dimensions of music. They will develop their instrumental skills when they learn to play melodies and phrases and then use these skills when they work in an ensemble	**The Titanic** Pupils will learn about the different music that differing social classes listened to on The Titanic. They will learn to play the melody believed to have been played by a string quartet as The Titanic sank. They will look at how stringed instruments work and how they were used to play both classical music and Irish jigs.	**The Planets Suite** Pupils will compare the way that Holst uses music to depict the characteristics of the different planets. Learning to play "Mars" on the keyboard, pupils will read complex rhythms and learn about the pulse and meter of music. As a creative response to the topic, they will compose a musical theme.	**Keyboards and Chords** Pupils will develop their keyboard playing skills and focus on how to play chords and basslines. They will learn to read and play along with visual scores in a whole class ensemble.	**Ukulele** Pupils will continue to develop their chord playing and strumming patterns on the ukulele. They will learn to read TAB and sing and play together.

		to compose their own theme for a chosen animal.	Through comparing the types of music, pupils will learn increasingly complex rhythmic notation.			
Enrichment	**Pakistan Day** **In house provision** Children will have to opportunity to explore different aspects of Pakistan in a creative manner. The children will have the opportunity to learn about traditional truck art and calligraphy. They will also get the opportunity to create their own henna designs.	**Ancient Egypt Day** **In house provision** Children will be immersed in the life of an Ancient Egyptian. They will have to opportunity to explore mummifications (of a tomato), create amulets, learn hieroglyphics and creating their own pyramids.	**The Titanic Day** **In house provision/External provider** Children will have to opportunity to take part in a Titanic workshop which immerse them in life on board The Titanic in either 1st or 3rd class.	**Space Day** **In house provision** Children will have a virtual reality experience of Space, whilst spending the rest of the day learning about moon craters and making pasta rovers.	**Anglo Saxon Day** **In house provision** Children will be immersed in the life of an Anglo-Saxon, handle artefacts, learn Anglo Saxon runes, create their own tapestry and have a go at creating their own Anglo-Saxon chant.	**Residential – Whitemoor Lakes** **External provider** This is an optional residential trip which focuses on personal development and independence alongside opportunities to work in small teams to complete tasking working on their teamwork and communication skills.