



Yearly Overview

Year 5

Achieve Believe Care

	Groovy Greeks	Let's go on a Journey	Under the Canopy
Geography	How is the UK changing? • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies	Can you come on a Great American Road Trip? • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass.	What is life like in the Amazon? • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
History	What did the Greeks do for us? • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference.	What makes people go on a journey? • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time.	Why should we remember the Maya? • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time

			• develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance.
Computing	We are adventure gamers • how to plan a non-linear presentation • to create text as part of a presentation • to add and edit images in a presentation • to use hyperlinks for navigation between the slides of a presentation • to record and add audio narration to a presentation • to use commenting tools to give feedback on a presentation. We are cryptographers • be familiar with semaphore and Morse code • understand the need for private information to be encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the Internet.	We are architects • understand the work of architects, designers and engineers working in 3-D • develop familiarity with a simple CAD tool • develop spatial awareness by exploring and experimenting with a 3-D virtual environment • develop greater aesthetic awareness. We are web developers • the name and function of components making up the school's network • how information is passed between the components that make up the Internet • what the source code for a web page looks like and how it can be edited • how a website can be structured • how to add content to a web page.	We are game developers • create original artwork and sound for a game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their games • use iterative development techniques We are VR designers • explore real-world and imagined locations in VR • create 360° photosphere images • link physical objects to digital content using QR codes • create their own VR scene • program objects and interactions in VR
Science	Out of this world -Describe the movement of the Earth and other planets relative to the Sun in the Solar System -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Material world -Compare and group together everyday materials on	Let's get moving -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Amazing changes -Demonstrate that dissolving, mixing and changes	Growing up and growing old Describe the changes as humans develop to old age. Circle of life -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals.

	the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. -Demonstrate that dissolving, mixing and changes of state are reversible changes.	of state are reversible changes. -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Art	Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	Sculpture and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief.	Craft and design: Photo opportunity Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images.
Artists Studied	Hannah Hoch Edward Weston Derrick O Boateng Chuck Close		
D.T.	Textiles: Stuffed Toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a running stitch.	Mechanical systems: Making a pop-up book Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.	Food: What could be healthier? Researching and modifying a traditional Bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.
R.E.	What does it mean if Christians believe God is loving and holy? What does it mean to be a Muslim in Britain today?	Why is the Torah so important for Jewish people? What does Shabbat mean to people living in Britain today?	How can following God bring freedom and justice? What matters most to Humanists and Christians?

		What does Adon Olam mean to Jewish people? Creation and science; conflicting or complementary?	Why do some Humanists strive to make the world a better place?
P.S.H.E.	General Wellbeing Pupils should understand that people experience a range of emotions and learn to recognise and talk about their own and others' feelings. They should know that worries and low moods are normal, understand when emotions and behaviours are appropriate, and be aware that mental health difficulties are common. Pupils should also know when and how to seek support from trusted adults, including school staff, for themselves or others. Relationships Education Being Safe Pupils should learn to stay safe in relationships and interactions with adults, both online and offline, recognising who they can trust and when a situation may be harmful. They should understand the importance of personal boundaries, know that their body belongs to them, and be able to identify and report unsafe or unwanted behaviour. Pupils should also know how to seek support from trusted adults and continue asking for help until they are heard. Caring Friendships Pupils should understand how to manage conflict in a positive and respectful way, recognising that violence is never an appropriate solution. They should learn to	Health Education Personal Safety Pupils should learn to recognise hazards that could cause harm, including fire risks, and understand how to reduce these risks to keep themselves safe. They should also develop the skills to assess danger and stay safe around roads, railways, level crossings and water, including understanding and following the Water Safety Code. Health Protection and Prevention Pupils should understand the importance of good personal hygiene, including handwashing, to help prevent the spread of germs such as bacteria and viruses. They should learn how infections can be spread and treated and understand the role of vaccination and immunisation in protecting individuals and communities from disease. Developing Bodies Pupils should understand how their bodies grow and change throughout life, particularly during adolescence and puberty. They should learn the correct scientific names for body parts, understand that these areas are private, and develop the confidence to set and	Health Education Personal Safety Pupils should learn to recognise hazards, including fire risks, and understand how to reduce the risk of harm or injury. They should also know how to identify dangers and stay safe around roads, railways, level crossings and water by following appropriate safety rules and guidance. Online Wellbeing Pupils should understand that the internet is an important part of everyday life and recognise both its benefits and risks. They should learn how online relationships can support, but not replace, positive face-to-face relationships, and understand the importance of behaving respectfully online. Pupils should develop the skills to think critically about online content, make safe and responsible choices, protect their privacy and personal information, and recognise online bullying, abuse and harassment. They should also know how and where to report concerns and seek support from trusted adults when needed. Economic Education Pupils should understand how money can affect emotional wellbeing by recognising that financial decisions and worries can influence how people feel. They should also learn to be critical consumers by questioning advertising, understanding how products and information

	identify when a friendship is having a negative impact on their wellbeing, making them feel unhappy, uncomfortable or unsafe, and know when and how to seek support from trusted adults or other sources to help address their concerns and maintain healthy relationships. Respectful, kind relationships Pupils should understand that stereotypes can be harmful and learn how to challenge them respectfully. They should develop positive relationships by respecting others' needs, setting healthy boundaries, communicating kindly, managing conflict, and expressing their own needs appropriately. They should also learn practical skills to build and maintain healthy relationships.	communicate personal boundaries. Pupils should also learn about the menstrual cycle, including the physical and emotional changes it can bring, so that they are prepared for puberty and understand what to expect.	are marketed, and making informed choices about spending and consumption. General Wellbeing Pupils should understand that change and loss, including bereavement, can lead to a range of emotions. They should learn that grief is a natural response to loss and that people may experience and express it in different ways.
Outdoor P.E.	Invaders <i>Knowledge, skills and concepts</i> In this unit, pupils will learn: - to demonstrate basic passing and receiving skills using a netball. -to develop an understanding and knowledge of the basic footwork rule of netball. - to use good hand/eye co-ordination to pass and receive a ball successfully. -to develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. -to understand the importance of 'getting free' in order to receive a pass. -to understand how to make space by moving away and coming back and by dodging. -to be able to demonstrate a range of defending skills and understand how to mark an opponent.	Nimble Nets - to identify and apply techniques for hitting a tennis ball. - to develop the techniques for ground strokes and volleys. - to develop a backhand technique and use it in a game. -to practise techniques for all strokes. -to use the scoring system and court for singles tennis. - to play a tennis game using an overhead serve and the correct selections of shots. - to understand and use doubles scoring in a tennis game. Supplementary - Netball <i>Passing and small sided games 2v2, introduce pivot and introduce high 5 netball positions (GD, C, GA), once competent with those positions introduction of (GK, WD, WA, GS) all games in 7v7</i>	Mighty Movers - to perform a boxercise routine demonstrating good technique. - to understand the principles of dynamic stretching. - to improve fitness by raising the heart rate and strengthening the legs and arms. - to create and apply compositional ideas to the sequence. - to perform actions and moves fluently to music in order to improve personal fitness. - to learn how boxercise moves can be adapted and used in a different format. Supplementary - Rounders <i>Introduce 7 v 7 matches and learn basic rules of the game and how scoring works. Enter year 5 team alongside year 6 team in school games competition.</i>

	-to understand how to intercept a pass. - to learn how to shoot. - to understand the different positions in a netball team (five-a-side). -to recognise which positions are attacking and which are defending. Supplementary - Tag Rugby <i>Revisit passing techniques and Introduce Tagging, play any direction rugby, (no offside) ball can be passed in any direction and understand how to regain possession (Tagging). Encourage children with ball to be brave and run with the ball until tagged, focus on the rule of tagging (stop, pass, retain tag). Progress higher ability children to small sided games with offside and enter Year 5 team in school games competition alongside year 6 team.</i> Boot Camp - Understand how to prepare the body for exercise. - Understand what fitness means. - To complete a range of circuit-based activities and understand the reason for doing them. - To understand what happens to the heart rate during exercise. -To complete a circuit that includes activities practised previously with balance and co-ordination. Supplementary – Sports Hall Athletics Competition	<i>format. Introduce and create understanding of all rules and learn through play. Progress higher ability children to Year 6 school games competition.</i> Striking and Fielding - to develop skills in batting and fielding. -to choose fielding techniques. -to run between the wickets. -to run, throw and catch. -to develop a safe and effective overarm throw. - to learn batting control. -to use all the skills learned by playing in a mini tournament. Supplementary - Cricket <i>Play small sided cricket games, starting with paired cricket before moving on to 4v4 or 5v5 cricket matches with a full understanding of rules.</i>	Young Olympians - to use correct technique to run at speed. -to develop the ability to run for distance. - to throw with accuracy and power. -to identify and apply techniques of relay running. -to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. -how to use skills to improve the distance of a pull throw. -to demonstrate good techniques in a competitive situation. Supplementary - Athletics <i>Cover all primary athletics program including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Large focus on exchanging relay batons and the best techniques to improve speed and time. Leading to school games competition.</i>
Indoor PE	Gym Sequences - to identify and practise body shapes and balances. - to identify and practise symmetrical and asymmetrical body shapes. - to use and refine the following skills: flexibility, strength, balance, power and mental focus. -to develop skills for movement, including rolling, bridging and dynamic movement. - to perform movements in canon and in unison. Step to the beat	Dynamic Dance - to identify and practise the patterns and actions of the Bollywood dance style. - to demonstrate an awareness of the music's rhythm and phrasing when improvising. -to create partnered dances that reflect the Bollywood dancing style and apply the key components of dance. - to create group dances that reflect the Bollywood dance style.	Fitness Frenzy - to complete a circuit that includes a range of activities. -to learn how boxercise moves can be adapted and used in a different format. -to perform a sequence of steps in time with the music. -to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).

	<u>Knowledge, skills and concepts</u> In this unit, pupils will learn: - to understand the importance of a warm-up. -to develop co-ordination and balance. - to develop co-ordination, balance and timing. -to improve general fitness levels. - to understand the benefits of improving muscle tone in the abdominals and legs. -to learn new strength-based moves. - to develop understanding of the value of this type of exercise. -to construct own moves from knowledge gained in the previous lessons. -to perform a sequence of steps in time with the music. -to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).	- to perform a Bollywood dance using a range of movement patterns. -to perform and evaluate own and others' work. Cool Core (Pilates) - to identify techniques to improve balance and core strength. -to improve co-ordination.		-to understand why fitness is good for health and wellbeing. -to identify techniques to improve balance and core strength. -to improve co-ordination. -to perform a sequence of moves at each station within a circuit with increased accuracy. Gymfit Circuits - to understand why fitness is good for health and wellbeing. - to develop consistency in technique. -to develop personal fitness in an obstacle-style circuit.	
French	Phonetics 3 The Date	Do You Have a Pet? My Home		The Olympics Clothes	
Music	The children will take part in Young Voices choir concert.	Sing, Play, Perform Learning to sing in parts for performance.	Compose and rehearse Explore minimalist music by creating, refining and rehearsing short musical patterns.	Playing together Pupils to work as an ensemble, using beatboxing and a range of vocal sounds to build texture, keep in time, improvise, and perform confidently with others.	Singing for performance Pupils to sing and perform confidently as part of an ensemble, using effective rehearsal skills to create an engaging performance.
Cooking		Fruit muffins			
Trips	History Man	Young Voices Concert		Careers Fair	

Texts used	'Who Let the Gods Out' by Maz Evans 'Percy Jackson and the Lightening Thief' by Rick Riordan	'The Boy at the Back of the Class' by Onjali Q. Rauf 'The Last Thing' by Shaun Tan	'The Explorer' by Katherine Rundell 'London Eye Mystery' by Siobhan Dowd
------------	---	---	---