Year 5 Overview 2024 – 2025

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| **Subject** | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** | * Setting description & Character description - Floodland
* Persuasive Letter – The Greener Tomorrow
 | * Non-chronology report -Vikings
* Alternative retell - Beowulf
* Kennings Poetry - Vikings
 | * Biography – David Attenborough
* Explanation Text – Life cycles
 | * Balanced Argument - Kensuke’s Kingdom-
* Narrative retell - Kensuke’s Kingdom
* Poetry
 | * Narrative Science fiction – A Chilly Day
* Diary - Neil Armstrong
 | * Playscript - Macbeth
* Newspaper report- Macbeth
* Letter - Macbeth
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| **Maths** | * Place Value
* Addition and Subtraction
 | * Multiplication and Division
* Fractions
 | * Multiplication and Division
* Fractions
 | * Decimals and Percentages
* Perimeter
* Statistics
 | * Shape
* Position and

 Direction* Decimals
 | * Negative numbers
* Converting Units
* Volume
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| **Spelling** | * Words with the letter string ‘ough’
* Words with ‘silent’ letters: dictation
* Words ending in ‘-able’ and ‘-ible’
* Homophones
* words from statutory lists
 | * plurals (adding ‘-s’, ‘-es’ and ‘-ies’)
* apostrophe for contraction and possession
* Use of the hyphen
* learning word roots, derivations and spelling patterns
* building new words from known morphemes
 | * apostrophe for possession
* Rare GPCs
* Words ending in ‘-ably’ and ‘-ibly’
* Homophones
 | * Building words from root words
* words from statutory lists
* Homophones
* Words with the /i:/ sound spelt ‘ei’
 | * using etymological/ morphological strategies for spelling
* Proofreading for words on statutory list
* Homophones
 | * Proofreading: use of dictionary to check words
* Problem suffixes
* Homophones
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| **Science** | Reversible and irreversible changes | Life cycles of living things including plants and humans | Earth and Space  | Forces |
| **History** |  | Anglo-Saxons and Vikings |  | Islamic civilization |
| **Geography** | Climate Change |  | Biomes |  |
| **Art** |  | SculptureWire Sculpture |  | PaintingSurreal Art | DrawingPerspectives |  |
| **DT** | Recycled materials-European landmark |  | Textiles – Applique – 3 stitches |  |  | Food TechApple Crumble |
| **Music** | Three units from the Sing-Up! curriculum | Learning to play the recorder | The Planets SuiteBy Gustav Holst |
| **French** | PhoneticsSeasons | Ice-Creams | Presenting Myself | My Family | At the CaféAt the RestaurantAt the Tea Room | My Home |
| **PSHE** | Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine … Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware | Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured! | Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank | Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios | Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive | Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips |
| **RE** | U2.1 Why do some people believe God exists? (Believing) Christians and Humanists | U2.4 If God is everywhere, why go to a place of worship? (Expressing) Christians, Hindus and Jewish  | U2.6 What does it mean to be a Muslim in Britain today? (Living) Muslims  |
| **Computing** | On-line safetyConcept Maps | Coding | Game Generator | Modelling | Spreadsheets | Data Bases |
| **PE** | DanceTennis | AthleticsHealth Related Fitness | DodgeballGymnastics | BasketballHockey | CricketRounders | Skittle ballOAA |