



## Year 5 Curriculum Overview

English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books used to teach writing</b>					
Fiction fantastical story book: <b>The Lost Thing - Shaun Tan</b>  Non-fiction story book: <b>Hidden Figures- Margot Lee Shetterly</b>  Longer poetry book: <b>Cloud Busting - Malorie Blackman</b>	Fiction Chapter book with historical setting: <b>Beowulf - Michael Morpurgo</b>  Seasonal picture book: <b>Father Christmas Goes on Holiday (Raymond Briggs)</b>	Non-fiction text: <b>Alcatraz: True Escape Stories by Paul Dowswell</b>  Alternative Fairytale: <b>The lost Happy Endings - Carol Ann Duphy</b>  Historical Poem: <b>The Highwayman - Alfred Noyes</b>	Adapted historical classic: <b>The Tempest - William Shakespeare (Retold by Helen Street) Abridged version</b>  Picture book. No words: <b>Unspoken by Henry Cole</b>	Fiction Story book: <b>Du Iz Tak - Carson Ellis</b>  Non-fiction picture book: <b>The Man Who Walked Between the Towers - Mordicai Gerstein</b>  Non-fiction Geographical text: <b>This is London - M. Sasek</b>	Fictional chapter book with historical setting: <b>War Horse - Micheal Morpurgo</b>  Poetry anthology: <b>A Kid in My Class: Poems by Rachel Rooney</b>
<b>Writing</b> Write for a range of purposes and audiences, confidently selecting appropriate organisation and structure. Describe settings, characters and atmosphere to consciously engage the reader. Select and use organisational and presentation devices that are relevant to the text type, eg. headings, bullet points. Begin to proof-read work to remove repetition or irrelevant details. Create paragraphs that are usually suitably linked. Proof-read work to assess effectiveness and make corrections and improvements.					
<b>Punctuation</b> Use the full range of punctuation from previous year groups. Use commas to clarify meaning or to avoid ambiguity. Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion, including adverbials for time, place and number, eg. later, nearby, secondly. Use relative clauses beginning with a pronoun, eg. Professor Scriffle, who was an inventor, had made a breakthrough. Use brackets, dashes or commas to begin to indicate parenthesis. Use adverbs and modal verbs to indicate degrees of possibility, eg. surely, perhaps, should, ought.					
<b>Spelling</b> In addition to learning some of the Year 5/6 words from the National Curriculum lists: Spell many verb prefixes correctly, eg. deactivate, overturn, misconduct. Convert nouns or adjectives into verbs using suffixes, eg. classify, criticise.					
<b>Reading</b> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting some unusual correspondences between spelling and sound. Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning. Talk about a wide range of books and text types, including myths, legends and books from other cultures and traditions, discussing the features of each. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. Identify significant ideas, events and characters and discuss their significance. Recite					

poems by heart, eg. narrative verse, haiku. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action

## Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value Addition & subtraction	Multiplication & division Fractions	Multiplication & division Fractions	Decimals & percentages Perimeter & area Statistics	Shape Position & direction	Decimals Negative numbers Converting units Volume
<i>Fluency: scaled multiplication and division</i>	<i>Fluency: doubles and halves of 2-digit numbers</i>	<i>Fluency: factors and factor pairs</i>	<i>Fluency: equivalent fractions, decimals and percentages</i>	<i>Fluency: Decimal bonds to 1</i>	<i>Fluency: conversions of metric units</i>

## Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Earth, Sun and Moon</b> <i>Katherine Johnson</i> What is the relationship between the sun, moon and earth?	<b>Forces</b> <i>Isaac Newton</i> How could forces keep us safe?	<b>Properties of materials</b> <i>Stephanie Kwolek</i> What materials should we use?	<b>Changes of materials</b> <i>Ruth Benerito</i> Would you want to be a CSI investigator?	<b>Animals including humans</b> <i>Eva Crane</i> How different will you be when you are old?	<b>Living things and their habitats</b> <i>Gregor Mendel</i> Do all species start as an egg?

## Geography

Autumn 1	Spring 1	Summer 1
<b>Human geography: Richmond and population</b> <i>Who lives in Richmond?</i> The children will build their understanding of our local area by considering who lives in Richmond and why, with fieldwork opportunities.	<b>Human geography: Trade</b> <i>Where does our food come from?</i> Focusing on El Salvador, the children will revisit trade in depth to explore how commodities bring countries together.	<b>North America: Tectonics</b> <i>The Caribbean</i> This accumulative unit will question the impact of physical geography on a region, looking at climate and tectonics in detail.

## History

Autumn 2	Spring 2	Summer 2
<b>Local history: Richmond and WW1</b> <i>Remembrance and Richmond</i> Children will develop their understanding of our <b>local</b> history, to explore the <b>legacy</b> of WW1 within Richmond.	<b>Contrasting histories: Ancient Greece</b> <i>Expanding Empires: the Greeks</i> Emphasising concepts of <b>legacy</b> , children will consider the significance of Ancient Greece whilst developing their understanding of civilisations and empires.	<b>British history: turbulent times</b> <i>Viking invasions</i> Children will delve into the 'next chapter' of British history and consider the challenges Anglo Saxons faced as vikings attempted to <b>invade</b> .

<b>Computing</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>Filming using imovie</b> Can I plan, film and edit a short film?		<b>Sharing information Online</b> Computer networks and systems		<b>Selection in quizzes - Scratch</b> Can I create a program? They learn how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'.	
<b>RE</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>How do people live their faith? Islam/Judaism</b>  The children will describe and discuss rites of passage in both faiths. They will explore the religious clothing these faiths wear and understand its history. They will also learn that different religions have different dietary laws and that both the Bible and Qu'ran state rules for people to live by.		<b>Can good conquer evil? Hinduism/Sikhism</b>  In this unit the children will learn that both Hindus and Sikhs celebrate Diwali and the story behind the festival. They will explore how each faith celebrates the festival and discuss how we can apply stories about 'Good conquering Evil ' to our everyday lives. As part of this unit the children will visit a Mandir.		<b>What does it mean to forgive? Christianity/Buddhism</b>  The children will explore Christian and Buddhist teachings of forgiveness. They will also explore stories of forgiveness from their sacred texts and consider why it is important to forgive and if it is always possible to forgive.	
<b>PSHE</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Being Me in my World</b> Children revisit how their behaviour impacts the group, their responsibilities in school and as a citizen of their country. They know how democracy and having a voice benefits the school community.	<b>Celebrating Differences</b> Children discuss cultural differences, how these can cause conflict and the importance of respecting other cultures. They revisit racism and discuss the impact of name calling and rumour- spreading.	<b>Dreams and Goals</b> Children consider how they might want their life to be when they grow up and the qualifications, jobs and money they will need to achieve their dreams.	<b>Healthy Me</b> Children will learn some facts about why smoking and alcohol are harmful. They will continue to think about the things that might impact their physical and mental health including social media and healthy eating habits.	<b>Relationships</b> Children will learn about how to stay safe and interact with others appropriately online. They will think about the positive and negative consequences of belonging to an online community.	<b>Changing Me</b> Children discuss how the bodies of boys and girls change during puberty, and understand how to look after themselves physically and emotionally during this time.
<b>Art</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	

<b>Drawing - Fernando Botero</b> What techniques can be used to achieve perspective?		<b>Sculpture - Caroline Gregson</b> How can we combine sculpture and textiles together?		<b>Painting - Frida Kahlo</b> How accurately can I paint myself?	
<b>DT</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p style="text-align: center;"><b><u>Bridges</u></b></p> <p>Children explore how pillars and beams are used to span gaps; investigate ways in which trestles can be used to strengthen bridges and how suspension bridges are able to span long distances.</p>		<p style="text-align: center;"><b><u>Textiles - Sewing pencil or phone cases</u></b></p> <p>Children secure their knowledge of basic sewing skills and learn how to measure and cut the correct shapes to make their pencil or phone case. Introduce the blanket stitch and secure their knowledge of the cross stitch.</p>		<p style="text-align: center;"><b><u>Seasonal food - curry</u></b></p> <p>Children understand how to use different food combinations to create complementary flavours while learning about one of the different types of food cultures - curry.</p>	
<b>Music</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p style="text-align: center;"><b><u>What Shall We Do With A Drunken Sailor // Christmas Carol Concert</u></b></p> <p>What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p>		<p style="text-align: center;"><b><u>African Djembe Drumming Project</u></b></p> <p>In this unit, students will explore the rich musical traditions of West Africa. They will learn about the cultural significance of drumming in West African communities, focusing on the role of the djembe in traditional music and ceremonies.</p> <p>This unit will culminate in a performance that highlights the students' progress and understanding of West African drumming traditions, showcasing their compositions and collaborative efforts.</p>		<p style="text-align: center;"><b><u>Songwriting</u></b></p> <p>In the songwriting unit, students will deepen their understanding of creating, editing, and structuring song lyrics through the study of existing case studies. They will learn to build chords and create chord sequences, forming the harmonic foundation of their songs. Additionally, students will develop skills in crafting melodies that complement their lyrics and chord progressions. The unit will culminate in performances where students showcase their original songs with accuracy and confidence, demonstrating their comprehensive songwriting abilities..</p>	
<b>PE</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Kickstart - recap of key movement skills	Throwing and catching	Gymnastics Invasion games - rules and tactics	Team building skills Striking	Athletics Strike and field	Orienteering and adventure Sustained Activity Festival of sport
<b>French</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

Salut Gustave	A l'école	La nourriture	En ville	En vacances	Chez moi
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