Year 5 Curriculum Overview Spring Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13
MATHEMATICS	**On-going application of mental, communication, problem solving and reasoning skills** **Multiplication and Division** • To multiply up to a 4-digit number by a 1-digit number • To multiply a 2-digit number by a 2-digit number (area model) • To multiply a 2-digit number by a 2-digit number • To multiply a 3-digit number by a 2-digit number • To multiply a 4-digit number by a 2 –digit number • To solve problems with multiplication • To understand short division • To divide a 4-digit number by a 1-digit number • To divide with remainders • To use efficient division • To solve problems with multiplication and division **Fractions** • To multiply a unit fraction by an integer • To multiply a non-unit fraction by an integer • To multiply a mixed number by an integer • To calculate a fraction of a quantity • To know fractions of an amount • To find the whole • To use fractions as operators.					**Assessment Week**	**HALF TERM**	**On-going application of mental, communication, problem solving and reasoning skills** **Decimals and Percentages** • To know decimals up to 2 decimal places • To know equivalent fractions and decimals (tenths and hundredths) • To know equivalent fractions and decimals • To use thousandths as fractions and decimals • To understand thousandths on a place value chart • To order and compare decimals (same number of decimal places) • To order and compare decimals with up to 3 decimal places • To round to the nearest whole number • To round to 1 decimal place • To understand percentages • To know percentages as fractions • To know percentages as decimals • To learn equivalent fractions, decimals and percentages **Perimeter and Area** • To identify perimeter of rectangles and rectilinear shapes • To identify perimeter of polygons • To identify the area of rectangles and compound shapes • To estimate the area of a shape **Statistics** • To draw line graphs • To read and interpret line graphs • To read and interpret tables • To understand two way tables • To read and interpret timetables						**Assessment Week**
ENGLISH	Rooftoppers by Katherine Rundell • To engage children with a story with which they will empathise • To explore themes and issues, and develop and sustain ideas through discussion • To develop creative responses to the text through drama, storytelling and artwork • To compose poetry • To write in role in order to explore and develop empathy for characters • To write with confidence for real purposes and audiences. Possible writing outcomes • Diary writing • Writing in role • Newspaper writing • Poetry • Explanation.							The London Eye Mystery by Siobhan Dowd • To enjoy exciting stories with memorable characters • Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Explain and discuss understanding of what has been read • To write a range of texts based on fictional experiences • To write a character study • To write in a chosen form for a selected audience. Possible writing outcomes • Recount • Conversation/ Discussion • Poetry • Character study • Writing in a chosen form for a chosen audience • Persuasion.						

SCIENCE	**Living Things and their Habitat** • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • To describe the life process of reproduction in some animals and plants. Star scientist: Eva Crane	**Animals including Humans** • To describe the changes as humans develop to old age. Star scientist - Jane Goodall
HISTORY		**Was the Anglo-Saxon period really a Dark Age?** • To know who the Anglo-Saxons were, and why and when they chose to settle in England • To discover how the Anglo-Saxons lived using archaeological evidence • To be able to explain why the Staffordshire Hoard was so significant • To know about some of the key documents related to Anglo-Saxon times and their limitations • To produce a valid argument about whether this period deserves to be called a 'Dark Age' • To understand what can be discovered about the past from archaeological remains.
GEOGRAPHY	**Europe – Where should we go on holiday? - A study of the Alpine region** • To be able to locate and identify a region in Europe • To understand and interpret both physical and political maps • To understand how fold mountain ranges are formed • To know that mountains form over millions of years • To understand that the Earth is continually changing • To understand that houses are built to suit their location and purpose • To understand the importance of the tourist industry to Alpine communities • To understand that tourism also brings disadvantages To understand how glaciers and avalanches have influenced the Alpine landscape.	
ART	**Cityscapes** • Work in a sustained and independent way from observation, experience and imagination • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape • Use a sketchbook to develop ideas • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours • Create imaginative work from a variety of sources • Use digital media to show a variety of roof tops • How has architecture changed over the past 500 years • Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. **Artists** Alain Carnu (photographer)	**Illusions** • Use a variety of source material for their work • Study how artists across the centuries have used illusion in art • Explore the potential properties of the visual illusion art elements, hidden, triangle, perspective, tilt, etc • Carry out independent research of illusion artist • Use a sketchbook to develop ideas • Work on preliminary studies to test visual illusions • Create imaginative work from a variety of source • Organise their work in terms of pattern, repetition, symmetry • Investigate with familiar and unfamiliar tools to learn new skills • Use technical learning to create work which shows their ideas and intentions • Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. **Artists** M.C.Escher
DT		

COMPUTING	**COMPUTING STRANDS: Computer Science & Information Technology** **Unit 5.5 Game Creator - Program; 2DIY 3D** - To introduce the 2DIY 3D tool - To begin planning a game - To design the game environment - To design the game quest to make it a playable game - To finish and share the game - To self- and peer-evaluate.	**COMPUTING STRANDS:** **Computer Science &** **Information Technology** **Unit 5.5 Game Creator -** **Program; 2DIY 3D** - To finish and share the game - To self- and peer-evaluate. **COMPUTING STRAND: Information Technology** **Unit 5.4 Databases – Programs; 2Investigate (database), Avatar creator** - To learn how to search for information on a database - To contribute to a class database - To create a database around a chosen topic
PE	**Dodgeball** - To throw under pressure and apply this to a target game. - To select the appropriate dodging skill for the situation. - To develop catching with increasing consistency under pressure. - To develop defensive techniques and select the appropriate action for the situation. - To understand and apply tactics in a game. - To develop officiating skills and referee a game.	**Rounders** - To sprint with power to run between zones. - To direct the ball to hit targets. - To throw a ball for accuracy. - To position to catch the ball on a base to stump. - To follow the path of a bowled ball. - To apply the backwards hit rule as a batter. - To find gaps in the field in a game situation. - To recognise fielders positioned for left and right handed players.
MUSIC	**Unit: South and West Africa** Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth. **MUSIC STRAND:** **Listening, appraising and responding** *Listening to a range of high-quality live and recorded music* - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary - Comparing, discussing and evaluating music using detailed musical vocabulary. *Listening with attention to detail and recall sounds with increasing aural memory* - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. **Composing** *Create sounds and music using the interrelated dimensions of music* - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) - Improvising coherently within a given style - Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest - Using staff notation to record rhythms and melodies - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work.	**Unit: Composition to represent the festival of colour** **Theme: Holi Festival** Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth. **MUSIC STRAND:** **Listening, appraising and responding** *Listening to a range of high-quality live and recorded music* - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary - Comparing, discussing and evaluating music using detailed musical vocabulary. *Listening with attention to detail and recall sounds with increasing aural memory* - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. **Composing** *Create sounds and music using the interrelated dimensions of music* - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) - Improvising coherently within a given style - Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest - Using staff notation to record rhythms and melodies - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. **Performing**

Performing

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.

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SRE/ PSHE

Internet Safety

- To know how to keep themselves safe and protect their personal identities online
- To understand appropriate and inappropriate use of the Internet including excessive use
- To recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use
- To understand the need to respect the rights of other users and understand their own responsibility for information that is shared and how it may impact on others.

Children's Mental Health Week – 3rd – 9th February 2025 – 'Know Yourself, Grow Yourself'

- To identify ways they can self-improve
- To respond positively to new challenges/situations
To identify some factors that affect emotional health and well-being.

RSHE

- To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty
- To know why puberty happens. They can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen
- To know that young people can experience puberty differently and at different times. They can describe some of the different emotions young people can have at puberty and how they might manage them
- To know how to stay clean during puberty. They know how to get help and support during puberty.

Emotional/Mental Health/ Neurodiversity Week

- To recognise that anyone can experience mental health difficulties and identify factors that affect emotional health and well-being. They should know that it's important to discuss feelings with a trusted adult.
- To challenge the stigma around mental health and well-being.
- To identify ways they can improve and setting goals and targets for themselves and responding positively to such changes. They will learn strategies to be more resilient and have a growth mind-set.
- To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism.

British Values – Mutual Respect and Tolerance

FRENCH

Les Vêtements (Clothes)
• To repeat and recognise the vocabulary for a variety of clothes in French
• To use the appropriate genders and articles for these clothes
• To use the verb porter in French with increasing confidence
• To say what they wear in different weather/situations
• To describe clothes in terms of their colour and apply adjectival agreement
• To use the possessives with increased accuracy.

Olympics (The Olympic Games)
• To tell somebody in French the key facts of the history of the Olympics
• To tell somebody in French the key facts of the modern Olympic games
• To look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French
• To say the nouns in French for key sports in the current Olympic games
• To conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play
• To understand the concept of de la, de l' and du when you say you play a sport in French.

JS

Parasha
- Vayechi: To understand the importance of behaving according to Jewish values
- Shemot: To understand the key pasuk of the Parasha
- Va'era: To know and understand the first 7 plagues
- Bo: To explain what Yirat Shamayim means and how that makes someone a great Jewish leader

Skills:
- To be able to read every Rashi letter and simple one syllable words in Rashi.

Chagim: Purim
- To know that the events in the story of Purim took place in the period between the first and the second Batei Mikdash
- To know which pesukim are recited aloud during the reading of the Megillah
- To know that Megillat Esther is one of the Chamesh Megillot and is in Ketuvim

- Beshalach: To learn about how the Jewish people showed trust in Hashem during the splitting of the sea
- Yitro: To understand how to give and how to accept advice based around the relationship of Yitro and Moshe.

Skills:

- To recognise the difference between the Rashi bet and caf
- To recognise the difference between the Rashi dalet and reish
- To recognise the difference between Rashi vav and zayin
- To recognise the difference between Rashi samech and final mem
- To recognise the difference between Rashi final tzadi and nun.

Topic: Etgar

- To know the different countries Jews have lived in throughout Jewish history
- To be able to link different numbers to different Jewish events and mitzvot
- To know what the Mishnah and Talmud are
- To understand what the Mishnah is and how it is split up
- To understand what the Talmud is and why it was written
- To know at least 1 statement made in the Talmud and its link to the Torah
- Tanach Overview: To know what the books of the Tanach are and the important people spoken about
- Important Mitzvot: To know basic mitzvot about how we view other people and their sources in the Torah
- To know the basics of Kashrut laws.

Chagim: Tu BiShvat

- To appreciate why and how we commemorate / celebrate Tu B'Shvat
- To revise the Shivat Haminim and to appreciate the value that we place on them due to their link with Israel (where they grow). To reference the source in the Torah and study the source
- To understand the order of priority of Brachot i.e. when we have different types of food in front of us which should we eat first etc
- To learn the 'Al Hamichya' prayer and know how and when we say it.

- To know that when there is a leap year (a second month of Adar is added), Purim is celebrated in Adar Sheni
- To know that Purim is celebrated in Yerushalayim on Shushan Purim as it is a walled city
- To knows the three brachot that are recited before the reading of the Megillah
- To know which brachah is recited immediately after the reading of the Megillah
- To understand the nature of the miracle was a hidden one over time and that Hashem runs the world – Hashgacha .

Chagim: Pesach

- To know that Nissan is the first month of the Jewish year according to the Torah
- To be able to formulate questions, deliver appropriate responses and discuss issues arising from the study of the Haggadah linked to the word *haggadah*
- To know specific topics and songs from the Haggadah in more depth, including Ha lachma Anya, Achad Mi Yodeah, Rabban Gamliel
- To be able to identify characters and events in the Pesach story and make the connection between Pesach and Matan Torah
- To know that the mitzvah of Korban Pesach cannot be fulfilled without a Bet HaMikdash
- To know that the Omer was the barley offering brought on Pesach to the Bet HaMikdash and how to count the Omer correctly.