

Year 5 Overview Year

Year 2023/2024	Autumn Term		Spring Term		Summer Term	
CUSP Reading	Shackleton's Journey Blocks 1,2,3	Secrets of a Sun King If – Rudyard Kipling Blocks 4,5,6	A midsummer night's dream Block 7 I am not a label Blocks 8, 9	The Boy in the Tower (including Daffodils – William Wordsworth) Blocks 10, 11, 12	The Explorer Blocks 13, 14,15	Five Children and It Blocks 16, 17, 18
CUSP Writing	Flexible Week 1 Third person stories set in another culture A Formal letters of application Poems that use word play A Curriculum link History Ancient Greece	Dialogue in narrative A Poems which explore form A Balanced argument A Curriculum link History	Third person stories set in another culture B Formal letters of application B Curriculum link Life Skills	Playscripts (Shakespeare retelling) A Biography A Poems that use word play B Curriculum link	Playscripts B Dialogue in narrative (first person myths and legends) B Curriculum link Science	Balanced argument B Biography B Poems which explore form B Curriculum link
Spelling	Year 3 and 4 Statutory word list – revisited Prefixes Suffixes	Homophones -revisited Words ending <i>-sion, -tion, -ssion, -cian, revisited</i> Statutory word list	Words ending with <i>-cial, -tia</i> Words ending with <i>-coius, -tious,</i>	Statutory word list Homophones Words ending <i>-ant, -ance, -ancy -ent, -ency, ence</i>	Statutory word list Homophones Words ending – <i>able, -ible</i>	Words ending <i>-ably, -ibly</i> Homophones

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Mathematics White Rose	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and division Number: Fractions A	Number: Multiplication and division Number: Fraction B	Number: Decimals and percentages Measurement: Area and perimeter Statistics	Geometry: Shape Geometry: Position and direction Number: Decimals	Number: Negative numbers Measurement: Converting units Number: Volume
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<p>Science CUSP</p>	<p>Properties and changes of materials</p> <p>What properties do materials have? What is a solution and a mixture? How can we separate materials, from a mixture/solution? What changes are reversible? What changes are irreversible?</p>	<p>Animals, including humans</p> <p>What is the human timeline? How do we change into adults? How does human and animal lifespan compare?</p> <p><i>How does human and animal gestation and lifespan compare?</i></p> <p><i>How do animal life cycles compare?</i></p> <p><i>Understand ways of healthy living.</i></p>	<p>Forces (Gravity and Galileo)</p> <p>When is friction helpful/not helpful? What is the affect of air resistance? What is the affect of water resistance? Who was Galileo Galilei?</p>	<p>Earth and space</p> <p>What are the planets in our solar system? How does our view of the moon change in a lunar month? Why does the rotation of the Earth result in night and day? Why is the Earth's tilt (axis) responsible for the seasons? Present what you know</p>	<p>Living things and their habitats</p> <p>Life cycle differences – what's the difference between a mammal and an amphibian?</p> <p>Life cycle differences – what's the difference between an insect and a bird? What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird? Summer birds – who was Maria Merion and what did she do? The science of life - how do living things reproduce?</p> <p>Plant and animals: what is the life process of reproduction?</p>	<p>Forces continued</p> <p>How do levers help us? How do pulleys and gears help us?</p>
<p>Working scientifically</p>	<p>Plan enquiries, including recognising and controlling variables where necessary</p>	<p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models</p>	<p>Present findings in written form, displays and other presentations</p>	<p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p>

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<p>History CUSP</p>	<p>Ancient Greece</p> <ol style="list-style-type: none"> 1. Who were the Ancient Greeks and when did they rule? 2. What beliefs did the Ancient Greeks hold? 3. City-states: what was the difference between Athens and Sparta? 4. What was democracy like in Athens? 5. Why was the theatre important to the Ancient Greeks? 6. What myths and fables did the Ancient Greeks create? 7. What happened at the Battles of Marathon and Salamis? Why were they important? 	<p>Ancient Greece</p> <ol style="list-style-type: none"> 8. Why were the Olympic games invented by the Ancient Greeks? 9. Who was Alexander the Great and why was he so renowned? 		<p>Maya civilisation and compare to the Anglo-Saxons c. AD 900</p> <ol style="list-style-type: none"> 1. Where did the Maya live? 2. What were the significant events in the Maya's history? 3. What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza 4. What did the Maya invent? 5. What happened to the Maya citystates? 6. Compare location, settlement, people, culture and invention between AngloSaxons and Maya c. AD 900 		<p>A non-European society that provides contrasts with British history Benin (West Africa) c. AD 900 -1300</p> <ol style="list-style-type: none"> 1. Where was the ancient kingdom of Benin located? Who were the first rulers of the Edo people? 2. Who were the Oba and what did they do? 3. What features did the kingdom of Benin's capital city have? 4. What was life like in ancient Benin City? What was the significance of trade in the city? 5. Remember: What do you
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						<p>know about Anglo-Saxons and William the Conqueror?</p> <p>6. What was similar and different between Benin and Anglo-Saxon Britain?</p> <p>7. What happened to the mighty Benin City?</p>
Geography		<p>World countries – biomes and environmental regions</p> <ol style="list-style-type: none"> 1. Where would you find some of the major countries of the world? 2. Where would you find some of the major cities of the world? 3. What is a biome? 4. What are the human characteristics that define Europe, North and South America? 	<p>4 and 6 figure grid references</p> <ol style="list-style-type: none"> 1. Why do we need latitude and longitude? 2. What are 4 and 6 figure grid references and how do we use them? 3. How can I precisely describe locations, landmarks and places as a geographer? 		<p>OS Maps</p> <ol style="list-style-type: none"> 1. Remember: what are OS maps and how do we use them? 2. What are four and six figure grid references? 3. What are contour lines? 4. What does the land look in my local area? 5. What is the land like in a contrasting locality? 	

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		5. What are physical characteristics that define Europe, North and South America?			6. Structured Explanative Assessment Task.	
Art and Design CUSP	<p>Drawing & Painting 1. Explore materials 2. Explicit teaching of techniques 3. Applying knowledge, skills and techniques</p> <p>Children will be able to: Combine drawing techniques, making informed decisions based on knowledge of what could happen Transfer and enlarge an image Work in the style of an artist</p>	<p>Printmaking</p> <ol style="list-style-type: none"> 1. Exploration of materials 2. Explicit teaching of techniques of reduction printing 3. Application of knowledge and techniques previously learned <p>Children will be able to: Create reduction prints and explain and record the process.</p>	<p>Textiles & Collage</p> <ol style="list-style-type: none"> 1. Exploration of materials, texture and natural objects 2. Explicit teaching of techniques such as loom making and raffia work 3. Applying knowledge, skills and techniques. <p>Children will be able to: Combine fabrics in a range of ways. Weave, braid and construct art using natural objects.</p>	<p>3D</p> <ol style="list-style-type: none"> 1. Exploration of materials and techniques 2. Explicit teaching of techniques 3. Applying knowledge, skills and techniques <p>Children will be able to: Use armatures to produce 3D forms Join two or more pieces of clay</p>	<p>Painting</p> <ol style="list-style-type: none"> 1. Exploration of materials and techniques 2. Explicit teaching of techniques Exploration of materials and techniques 3. Applying knowledge skills and techniques Evaluating outcomes <p>Children will be able to: Select materials to create specific marks using watercolour paint.</p>	<p>Creative Response</p> <ol style="list-style-type: none"> 1. Introducing a stimulus. Reflecting on skills and techniques 2. Responding to a stimulus Revisiting and refining skills and techniques 3. Applying knowledge, skills and techniques <p>Children will be able to: Refer to previous knowledge and skills to make creative choices. Apply and refine printmaking and collage techniques.</p>

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Design and Technology CUSP	Food and Nutrition 1. Exploring nutrition Explicit teaching of culinary skills and techniques.	Systems 1.Understanding and selecting materials 2.Using fixings and	Textiles 1. Identification of a problem - how to waterproof cotton fabric. Exploring materials	Food and Nutrition 1. Exploring diets from different cultures. 2. Explicit teaching of	Structures 1. Identification of the problem. 2. Explicit teaching of skills relating to the brief.	Mechanisms 1. Exploring pulleys and gears and their applications.
	2. Exploring diets from different cultures 3. Exploring diets from different cultures Applying skills	fastenings 3. Using knowledge of programming to control a product	2. Specific teaching of skills relating to the brief. 3. Application of skills Evaluation and adaptation	culinary skills and techniques 3. Exploring the health qualities of spices.	Engineers use a range of methods to strengthen and reinforce structures 3. Application of skills. Identify and describe ways that frames are strengthened and reinforced	2. Developing designing and problem-solving skills. 3. Developing designing and problem-solving skills. Developing and applying practical skills
PSHE/RSHE	Health and Wellbeing What makes up our identity?	Living in the Wider World What jobs would we like?	Living in the Wider World What decisions can people make with money?	Relationship, Sex and Health Education	Relationships How can we be a good friend?	Health and Wellbeing How can we help in an accident or emergency?

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Computing	Spreadsheets	Physical Computing - Microbits	Scratch Off	Rainforest Powerpoint	Animation	Data Analysis and Graphing
Music CUSP	Untuned percussion	Siniging	Keyboard	Singing	Ranges of instruments studied	Keyboard
Languages French	Rigalo - french	Rigalo - French	Rigalo - French	Rigalo - French	Rigalo - French	Rigalo - French
PE	Team Games/ Paralympic Sports Swimming/Netball		Mission X/Gymnastics Hockey/Swimming		OAA/ Dance Athletcis/Football	
RE	SIKHISM/HUMANISM - <i>BELIEF INTO ACTION</i> KQ: What is the best way for a Sikh to show commitment to God and how far would a Sikh go for his/her religion?	BUDDHISM/ CHRISTIANITY K.Q. What can we learn about the world / knowledge / meaning of life from the great philosophers? (Buddhist/Christian)	SIKHISM <i>BELIEFS AND MORAL VALUES</i> KQ: Are Sikh stories important today?	CHRISTIANITY KQ: How significant is it for Christians to believe God intended Jesus to die? NAS: What differences does the resurrection make for Christians?	JUDAISM KQ: Is it possible for religions to change the world for the better?	CHRISTIANITY – WHAT IS TRINITY? KQ: Does belief in the Trinity help Christians make better sense of God as a whole?