Curriculum Overview 2024/2025 Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics/Power Maths WRM	**Unit 1: Place Value Within 1,000,000** **Unit 2: Place Value Within 1,000,000** **Unit 3: Addition and Subtraction**	**Unit 4: Multiplication and Division** **Unit 7: Multiplication and Division**	**Unit 5: Fractions** **Unit 6: Fractions** **Unit 8: Fractions**	**Unit 10: Measure perimeter and area** **Unit 11: Graphs and tables**	**Unit 12: Geometry- properties of shapes** **Unit 13: Geometry- position and Direction** **Unit 9: Decimals and Percentages** **Unit 14: Decimals**	**Unit 15: Negative Numbers** **Unit 16: Measure- converting units** **Unit 17: Measure- Volume**
English Writing Units	Extended Stories Viking Boy • diary entries • Myth • setting and Character descriptions • Poetry • Informal letter • Recount	**Poetry - Remembrance Day** **Tanka poems** **Information text: Rhiswanozebtah** **Instructions: Christmas**	**Film unit – literacy shed - The Alchemists letter** **Writing to persuade: Information leaflet on Colchester** **Poetry**	**Our Tower – Joseph Coelho** **Writing a story based around magic**	**Stories from other cultures** **Settings and character descriptions** **Clockwork – Phillip Pullman**	**Biography** **Film based unit: Treasure**

Science	**Earth and Space**	**Materials: Properties and changes**	**Forces and space: Earth and space**	**Animals: Human timeline**	**Materials: Mixtures and separation**	**Living things: Life cycles and reproduction**
RE - SAFFRON	**Unit 5.1 – Philosophy – Is believing in God reasonable?** Children will learn about differing beliefs about God. They will also understand the importance of respecting differences in opinions and how to compose a balanced argument.	**Unit 5.2 – Human and Social Sciences – How has belief in Christianity & Islam impacted on music and through history?** Children will examine different types of artistic expressions throughout Islamic and Christian cultures. They will analyse the impact of different cultures on significant architectural sites. Children will compose and conduct a debate which encompasses conflicting viewpoints.	**Unit 5.3 – Philosophy – Why should we be good? – What do the great philosophers teach about the meaning of life?** Children will explore and interpret different philosophers and their beliefs around what it means to be good. Children will compose an argument which includes ideas from religious and philosophical concepts.	**Understanding Christianity – Salvation** • Explain Jesus' death as a sacrifice • Narrative meanings for Jesus' death/resurrection - and Christians' interpretations of it. • Connections between Jesus' death and Holy Communion • How Christians put their beliefs into practice • Weigh up the value and impact of sacrifice in our own lives today.	**Unit 5.4 – Theology – What difference does the resurrection make to Christians?** Children will be learning about celebrations and festivals across cultures with a view to understanding the significance of Easter to Christians. Children will develop a way to convey their findings to others.	**Unit 5.5 – Theology – How do Hindus make sense of the world?** Children to learn about the beliefs within Hinduism and explain how these beliefs shape their lives. Children will design artwork to represent the four Yogic paths of freedom.

Computing – NCCE/KAPOW	**1. Computing systems and networks - systems and searching**	NCCE – Creating Media: Filming techniques	Data handling: Mars Rover 1	Online safety (3 safety rules) + **Cyber Sprinters** Practitioner-led activities - NCSC.GOV.UK (3 lessons)	Computing systems and networks: Search engines (Shakespeare)	Creating media: Stop motion animation (woodland creatures)
History – IPC 900CE	**Early Civilisations – Mayans; Kingdom of Benin; Birth of Islam/Golden age of Islam. Children will learn to g**	**How did the Mayan civilisation compare to the Anglo-Saxons?**		**What does the census tell us about our local area?**		
Geography – IPC Earth as an Island			**What is life like in the Alps?**		**Why do oceans matter?**	**Would you like to live on the desert?**
Art – IPC Art: Create from Waste	**Islamic Inspired Art – Colours and Shapes:** Children will explore the Benin Bronzes and use shading to create 3D effects.		**Drawing – I need space (futuristic images)**	**Sculpture and 3D: Interactive installation (linked to life experiences)**		
Design & Technology – Across IPC units	**Structures:** Create pyramids with spaghetti Replicate Golden age of Islam inventions - sundials Design a toga Design and create a longship	**Mechanical systems: Pop-up book (linked to Mayan Mask)**			**Structure: Bridges (over water / oceans link)**	**Textiles: Stuffed toys (woodland animals)**
RealPE	**Unit 1 - Personal** Ball skills Reaction/ response	**Unit 2 - Social** Dynamic balance Counter balance	**Unit 3 - Cognitive** Stance Footwork	**Unit 4 - Creative** Seated balance Floor work	**Unit 5 - Physical** Jumping & landing One leg balance	**Unit 6 - Fitness** Sending & receiving Ball chasing

Gym **Dance** **Sports**	**Gym** **Unit 1 - Fitness** Hand apparatus Low apparatus	**Gym** **Unit 2 - Fitness** Partner work Large apparatus	**Dance** **Unit 1 - Fitness** Shapes, circles artistry, partnering	Athletics	Football	Rugby
Music – Charanga/KAPOW		**Livin' on a Prayer** Rock anthems.		**Musical Theatre**		**Looping and Remixing – Linked to Charanga tools**
PSHE	**PATHS** **Unit 1** Self-esteem, self-control, reflective thinking, working co-operatively, the difference between feelings and behaviours and emotional states	**PATHS** **Unit 2** Competency in the steps of social problem-solving, encouraging reflective thinking, recognise and interpret similarities and differences between feelings, reactions and points of view of self and others	**PATHS** **Unit 3** Setting and achieving relevant goals, build character through 'role-models', develop citizenship skills, develop competency in steps of social problem-solving	**PATHS** **Unit 4** Improve peer relations, communicating emotional states, work more co-operatively in groups, generalise the use of problem solving to real life situations	**PATHS** **Unit 5** Develop citizen skills in the domains of social responsibility, Improve peer relations, communicating emotional states, work more co-operatively in groups, generalise the use of problem solving to real life situations	Relationship and Sex education
MFL – French Language Angels	**Portraits: describing in French. Getting dressed.**		**French numbers. Calendars and birthdays**		**French Food**	