Easebourne Church of England Primary School
Year 5 Curriculum Overview

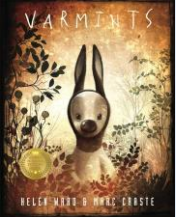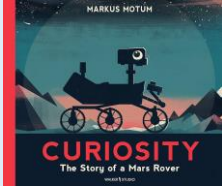|	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS						
Key texts	In Our Hands — Lucy Farfort	The Journey; The Silver Donkey — Sonya Hartnett	VARMINTS — Helen Ward & Marc Craste	PAX — Sara Pennypacker, illus. Jon Klassen	CURIOSITY: The Story of a Mars Rover — Markus Motum	The Song from Somewhere Else — A. F. Harrold, illus. Levi Pinfold
Writing Purpose		Writing to persuade: persuasive letter Writing to entertain: Poetry	Writing to persuade: public awareness campaign Writing to entertain: Diary entry Writing to discuss: Balanced argument	Writing to entertain: Poetry Writing to persuade: Letter Writing to inform: Report (non-chronological)	Writing to inform: Report (non-chronological) Writing to entertain: poetry Writing to discuss: Balanced argument	Writing to entertain: Poetry Other
Writing Skill	Consider how authors have developed characters and settings. Use expanded noun phrases to convey complicated information concisely. In narrative, describe settings, characters and atmosphere (nouns,	Identify the audience and purpose for writing, selecting appropriate form. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.	Use brackets, dashes or commas to indicate parenthesis. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. Use further organisational and presentation devices to	Use brackets, dashes or commas to indicate parenthesis. Use devices to build cohesion, including adverbials of time, place and number. Convert nouns or adjectives into verbs. Use verb prefixes.	Begin to use active/ passive voice Fronted adverbials Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Ensure correct subject and verb agreement when using	Use the perfect form of verbs to mark relationships of time and cause. Describe setting, characters and atmosphere and integrate dialogue to convey character and advance the character and action.

	adjectives, expanded noun phrases etc). Use commas to clarify meaning or avoid ambiguity in writing.	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Consistent and correct use of tense throughout a piece of writing.	structure text and guide the reader. Describe setting, characters and atmosphere and integrate dialogue to convey character and advance the character and action. Use modal verbs to indicate degrees of possibility.	Use commas to clarify meaning or avoid ambiguity in writing.	singular and plural, distinguishing between the language of speech and writing. Use expanded noun phrases to convey complicated information concisely. Indicating degrees of possibility using adverbs [for example, perhaps, surely	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.
Grammar						
Spelling	• Words ending in '-tious' and '-ious' • Words ending in '-cious' • Words ending in '-cial' • Words ending in '-tial'	• Words ending in '-ant' • Words ending in '-ance' and '-ancy' • Words ending in '-ent' and '-ence' • Words ending in '-able' and '-ible' • Words ending in '-ably' and '-ibly'	• Words ending in '-able', where the 'e' from the root word remains • Words that are adverbs of time • Words with suffixes where the base word ends in '-fer' • Words with 'silent' first letters • Words with 'silent' letters	• Words with 'ie' after 'c' • Words where 'ei' can make an /ee/ sound • : Words where 'ough' makes an /or/ sound • Words containing 'ough' • Adverbs of possibility and frequency	• Words that are homophones or near homophones	• Words with hyphens
Handwriting	Pupils will focus on maintaining a consistent and fluent style. They will work towards earning a 'pen licence'. Pupils will practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.					
Reading						
MATHS	**Place Value** • Numbers to 10,000 • Roman numerals to 1,000		**Multiplication and division** • Multiply 4-digits by 1-digit • Multiply 2-digits (area model)		**Shape** **Position and direction** • Position in the first quadrant	

- Round to the nearest 10, 100, and 1,000
- Numbers to 100,000
- Compare and order numbers to 100,000
- Round numbers within 100,000
- Numbers to 1,000,000
- Compare and order numbers to 1,000,000
- Round numbers within 1,000,000

Addition and subtraction
- Add whole numbers with more than 4 digits (column method)
- Subtract whole numbers with more than 4 digits (column method)
- Round to estimate and approximate
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems

Multiplication and division
- Multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply by 10, 100, and 1,000
- Divide by 10, 100, and 1,000
- Multiples of 10, 100, and 1,000

Fractions
- Equivalent fractions
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Number sequences
- Compare and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions (same denominator)

- Multiply 2-digits by 2-digits
- Multiply 3-digits by 2-digits
- Multiply 4-digits by 2-digits
- Divide 4-digits by 1-digit
- Divide with remainders

Fractions
- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Thousandths as fractions
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Equivalent fractions, decimals, and percentages

Decimals and percentages
- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100, and 1,000
- Dividing decimals by 10, 100, and 1,000

- Reflection
- Reflection with coordinates
- Translation
- Translation with coordinates

Negative numbers
- Understand negative numbers
- Count through zero in 1s
- Complete number lines with negative numbers
- Order positive and negative numbers
- Compare positive and negative numbers

Converting units
- Kilograms and kilometres
- Milligrams and millilitres
- Metric units
- Imperial units
- Converting units of time
- Timetables

Volume
- What is volume?
- Compare volume
- Estimate volume
- Estimate capacity
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- Add and subtract fractions (different denominators)
- Add and subtract mixed numbers
- Multiply fractions by integers
- Fraction of an amount
- Using fractions as operators

Perimeter and area
- Perimeter of rectangles: Measuring and calculating the perimeter of rectangles
- Perimeter of rectilinear shapes: Extending perimeter calculations to more complex shapes
- Perimeter of polygons: Calculating the perimeter of various polygons
- Area of rectangles: Understanding and calculating the area of rectangles
- Area of compound shapes: Finding the area of shapes composed of rectangles
- Estimate area: Approximating the area of irregular shape

Statistics
- Read and interpret line graphs
- Draw line graphs
- Use line graphs to solve problems
- Read and interpret tables
- Two-way tables
- Timetables

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SCIENCE	Properties and Changes in Materials	Earth & space	Living things and habitats	Forces & mechanisms	Animals including Humans
	- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	- describe the movement of the Earth and other planets relative to the sun in the solar system - describe the movement of the moon relative to the Earth - describe the sun, Earth and moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals	- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	describe the changes as humans develop to old age

COMPUTING					
Systems and Searching • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To experiment with search engines • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom	**Video Production** • To explain what makes a video effective • To identify digital devices that can record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video	**Selection in physical computing** • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met • To explain that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection • To create a program that controls a physical computing project	**Flat File Databases** • To use a form to record information • To compare paper and computer-based databases • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To use a real-world database to answer questions	**Introduction to Vector Graphics** • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes • To use tools to achieve a desired effect • To recognise that vector drawings consist of layers • To group objects to make them easier to work with • To apply what I have learned about vector drawings	**Selection in Quizes** • To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program which uses selection • To create a program which uses selection • To evaluate my program

HISTORY			
Overall Theme: Anglo Saxons History Enquiry Question: How was Anglo Saxon England ruled? Focus Significant Historical Individual: Alfred the Great	**Overall Theme: Volcanoes and Earthquakes** History Enquiry Question: Which significant historical volcanic eruption do you think had the biggest impact? Focus Significant Historical Individual: Pliny the Younger	**Overall Theme: Vikings** History Enquiry Question: Did the Vikings deserve their reputation? Focus Significant Historical Individual: King Alfred and King Guthrum.	

GEORGAPHY		
Overall Theme: Rivers, water cycle Geography Enquiry Question: How do rivers shape the land?	**Overall Theme: Earthquakes and Volcanoes** Geography Enquiry Question: How do volcanoes help and hinder a country?	**Overall Theme: Northern Europe inc. Russia.** Geography Enquiry Question: How do different countries in Europe create their energy?

ART AND DESIGN		
Typography & Maps	**Mixed Media Land & City Scapes**	**Set Design**

	Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. <mark>Link to Geography / English</mark>		Explore how artists use a variety of media to capture spirit of the place. <mark>Link to Landscapes / Environmental</mark>		Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. <mark>Link to English / History</mark>	
DESIGN AND TECHNOLOGY	**Frame Structures** Designing and making a small-scale bird hide for children to use in the school wildlife area		**Food: Culture & Seasonality** Designing, making and evaluating a yeast-based snack for parents and children participating in the school sports day		**Mechanical Systems: Pulleys or Gears** Designing, making and evaluating a new toy vehicle for children in a particular age range	
RELIGIOUS EDUCATION	Who does it mean if God is holy and caring? **Understanding Christianity: God**	Was Jesus the Messiah? **Understanding Christianity: Incarnation**	What does the Qur'an reveal to Muslims about Allah and his guidance? **Emmanuel Project Islam**	What did Jesus do to save human beings? **Understanding Christianity**:	How did Buddha teach his followers to find enlightenment? **Emmanuel Project Buddhism**	What would Jesus do? **Understanding Christianity: Gosp**el
PHYSICAL EDUCATION	**Hockey** Unit focus: Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including defence. Increase power and strength of passes, moving the ball over longer distances.	**Gymnastics (Unit 1)** Unit focus: Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.	**Dance (unit 1)** Unit focus: Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression.	**Fitness (Unit 1)** Unit focus: show determination to keep moving even when tired. Challenge themselves to improve scores	**Athletics** Unit focus: Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws	**Rounders** Unit focus: Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders
MUSIC	**Notation Games** Use rhythmic notation to play pieces combining instruments **Recorder** Play melodies following staff notation Compose and record creative ideas **Singing**		**Recorder** Play a range of repertoire pieces following staff notation Perform in two parts **Classroom Jazz 1** Play melodies and improvise using tuned percussion (glockenspiels)		**World Music** Develop knowledge and understanding of music traditions including African drumming, Balinese Gamelan and Brazilian Samba **Singing** For a musical performance Summer Production	

	To perform at the Rother Valley Music Festival, Tree of Hope, Harvest and Christmas events					
RSHE	**Being Me in My World** • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, • participating	**Celebrating Difference** • Cultural differences and how • they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	**Dreams & Goals** • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	**Healthy Me** • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour	**Relationships** • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules	**Changing Me** • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
MFL	**The Date** • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar.	**At the tearoom** • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.	**Do you have a pet** • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet • Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	**What is the weather** • Repeat and recognise the vocabulary for weather in French. • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.	**My Home** • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in	**Habitats** • Tell somebody in French the key elements that animals and plants need to survive in their habitat. • Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in French which animals live in these different habitats. • Tell somebody in French which plants live in these different habitats.

their home. ⬜ Ask somebody else in French what rooms they have in their home.

- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).