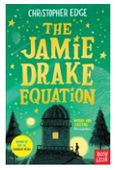
Topic Overview
Year 5

Autumn 1 – Space	Autumn 2 – Explorers	Spring 1 – Vikings	Spring 2 – Locations	Summer 1 – Ancient Greece	Summer 2 – Tudors (TBC)
Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	English	English
Science	Science	Science	Science	Science	Science
Geography	Geography	Geography	Geography	Geography	Geography
History	History	History	History	History	History
Art	Art	Art	Art	Art	Art
DT	DT	DT	DT	DT	DT
Computing	Computing	Computing	Computing	Computing	Computing
Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies
Music	Music	Music	Music	Music	Music
MFL	MFL	MFL	MFL	MFL	MFL
PE	PE	PE	PE	PE	PE
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE

Topic Overview
Year 5

Topic Autumn 1	To Infinity and Beyond! (Space) (7 weeks)				
Key Texts	**English**		**Maths**	**Wider Curriculum**	**Enrichment Opportunities**
	Grammar	**Reading**	**Year 5**		
 The Jamie Drake Equation by Christopher Edge	• To understand the elements of a main clause. • To use expanded noun phrases to communicate complicated information concisely. • To identify and use coordinating conjunctions. • To identify and use subordinating conjunctions. • To identify and use semi colons, colons or dashes to mark boundaries between independent clauses. • To assess the effectiveness of their own and other's' writing.	• To infer characters' thoughts, feelings and motives from their actions. • To provide reasoned justification for their views. • To predict what might happen from details stated and implied. • To ask questions to improve understanding of a text.	**Place Value** • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals **Addition and Subtraction** • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. **Multiplication and Division** • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers to 19. • recognise and use square numbers and cube numbers.	**Science** • 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. Working Scientifically • Comparing the time of day at different places on the Earth • Create simple models of the solar system • Construct simple shadow clocks and sundials **History** • Identifying when key events happened in space travel including the first moon landing and the space race. • To understand the impact of significant figures in space travel including Mae Jamison, Neil Armstrong and Tim Peake. • To understand changes over time in space travel. • To describe the consequences of significant space expeditions. **Art:** • To be able to colour match accurately. • To be able to mix a full range of secondary, tertiary colours, tints and tones. • To apply learnt skills to create an abstract space scape. **Computing:** • Make internet searches with inverted commas to modify and streamline search results • Use skills already developed to publish work in a variety of ways • Use bullet points and numbering tools • Copy and paste text images thinking carefully about what information is required and what can be left out **PSHE:** **Me and My Relationships** • Collaboration Challenge • Give and Take • How Good a friend are you? • Relationships • Being Assertive	• Chichester Planetarium • Swimming

Topic Overview
Year 5

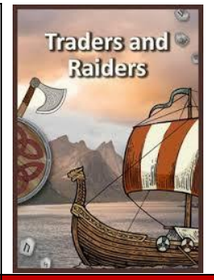
				• Our Emotional Needs • Communication **MFL** • Les planetes (The planets) **Music:** • To identify and move with pulse with ease • To name some of the instruments they heard in the songs • To identify musical dimensions featured in the songs and where they are used (texture, dynamics, tempo)	

Topic Overview
Year 5

Topic Autumn 2	Explorers (Adventure) (6 weeks)	

Key Texts	English		Maths	Wider Curriculum	Enrichment Opportunities
	Grammar	Reading	Year 5		
 Ice Trap by Meredith Hooper  Shackleton's Journey by William Grill	• To identify and use a range of persuasive devices. • To identify and use expanded noun phrases to convey complicated information concisely. • To use a wide range of devices to build cohesion within and across paragraphs. • To identify and use nouns and noun phrases as a cohesive device. • To identify and use a range of nouns and pronouns to develop cohesion. • To identify and use relative pronouns (who, which, where, when, whose, that or with an implied relative pronoun). • To use relative clauses (and identify independent clauses): - Fronted adverbials - 'drop in' clauses - As conjunctions • To identify and use adverbs (time, place, manner, degree) • To identify and use adverbials for cohesion.	• To be able to retrieve and record information from a text. • To check a text makes sense by discussing the meaning of words in context. • Making comparisons within and across books. • To participate in discussions about books, building on their own and others' ideas and challenging views courteously. • To participate in discussions about books, building on their own and others' ideas and challenging views courteously.	**<u>Multiplication and Division</u>** • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers to 19. • recognise and use square numbers and cube numbers. • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems, including scaling by simple fractions and problems involving simple rates **<u>Fractions</u>** • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • recognise mixed numbers and improper fractions and convert from one form to the other. • write mathematical statements > 1 as a mixed number. • compare and order fractions whose denominators are all multiples of the same number	**<u>Science</u>** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals. <u>Working scientifically</u> • Observing and comparing the lifecycles of plants and animals in their local environment with animals and plants around the world – suggesting reasons for similarities and differences. • Observe changes in an animal over a period f time (hatching and rearing chicks). • Comparing how different animals reproduce and grow. **<u>Geography</u>** • To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. **<u>DT</u>** • To use a variety of stitching techniques to join fabrics. • To understand the purpose of and include a seam allowance when sewing **<u>RE</u>** **Sacred and Secular (Christmas)** • What does Christmas mean to me • Compare my celebrations of Christmas to how Christians celebrate • Explain the spiritual significance of Christmas to Christians **<u>MFL</u>** • Les habitats (Habitats) **<u>PSHE</u>** **<u>Valuing Difference</u>** • Qualities of Friendship • Kind Conversations • Happy Being Me • Diversity • Is it True? • It Could Happen to Anyone	• Arctic explorer visit

Topic Overview
Year 5

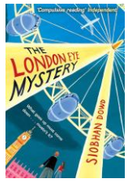
Topic Spring 1	Raiders or Traders? (Vikings) (6 weeks)				
Key Texts	**English**		**Maths**	**Wider Curriculum**	**Enrichment Opportunities**
	Grammar	**Reading**	**Year 5**		
 How to Train Your Dragon by Cressida Cowell	• To identify and use prepositions. • To punctuate bullet points consistently. • To use organisational and presentational devices to structure a text in order to guide the reader. • To identify and use parenthesis (brackets, commas, dashes). • To understand the difference between facts and opinions. • To note and develop initial ideas, drawing on reading and research. • To precis longer passages.	• To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • To retrieve, record and present information from non-fiction. • To distinguish between statements of fact and opinion. • To learn a wider range of poetry by heart.	**Multiplication and Division** • Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number • Divide with remainders • Efficient division • Solve problems with multiplication and division **Fractions** • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators **Decimals and Percentages** • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals, and percentages	**Science** • 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. • Understand 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. Working Scientifically • Carrying out tests to answer questions eg Which material would be most effective for insulating a lunch box. • Research how chemical changes have. **History (The Viking struggle for the kingdom of England to the time of Edward Confessor)** • To show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • To understand that continuity and change occurs over time - add evidence and dates to timeline to represent this. • To develop subject related vocabulary e.g. legacy, period • To appreciate that there is not always a single answer to historical questions. • To understand that continuity and change occurs over time – add evidence and dates to timeline to represent this.	• Viking dress-up day

Topic Overview
Year 5

				Geography • To locate countries within Europe with a focus on environmental regions, key physical and human characteristics, countries and other major cities. • To describe and understand key aspects of human geography including trade and settlements **Art** • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay). **MFL** • Les Vikings (The Vikings) **PSHE** **Keeping Myself Safe** • Habits • Spot Bullying • Decision Dilemmas • Play, Like, Share • Drugs True or False? (Smoking What's Normal) • Would you Risk It?	

Topic Overview
Year 5

Topic Spring 2	Location, Location, Location (cities) (6 weeks)				

Key Texts	English		Maths	Wider Curriculum	Enrichment Opportunities
	Grammar	Reading	Year 5		
The London Eye Mystery by Siobhan Dowd 	• To understand how to identify and apply the perfect tense. • To use a consistent and correct use of tense throughout a piece of writing. • To use the perfect form of verbs to mark relationships of time and cause. • To identify and use a range of verbs. • To use the subjunctive mood and verb form. • To understand how to use and punctuate direct speech. • To understand how to use direct speech to advance action. • To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	• To infer characters' thoughts, feelings and motives from their actions. • To provide reasoned justification for their views. • To understand how authors can use language to convey emotion. • To discuss and evaluate how authors use language, including figurative language, considering the impact of the reader. • To use evidence from the text to make comparisons. • To explain and discuss their understanding of what they have read, including through formal presentations and debates. • To consider how the author has developed characters and settings.	**Decimals and Percentages** • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages **Perimeter and Area** • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons • Area of rectangles • Area of compound shapes • Estimate area **Statistics** • Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables	**Science** • 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. Working Scientifically • Explore falling paper cones or cup cases • Design and make a variety of parachutes – carrying out fair tests to determine which designs are most effective • Explore water resistance by making boats of different shapes • Design and make products that use levers, pulleys, gears and/or springs. **Geography** • To compare a region in UK with a region in North America with significant differences and similarities. • To locate North America and locate/name principal cities. **Computer Science** • Design, write and refine programs that meet a specific brief • Use repeat commands and variables to improve the running of a program. • Continue to debug programs with increased confidence and explain why something has happened by giving examples. • Begin to write and amend instructions that can be followed by others. **Spreadsheets** • Use spreadsheets to help solve problems, collect and enter data, and follow a recipe algorithm. **Art** • To develop their techniques particularly with their control and their use of materials. • To develop an awareness of different types of art. **MFL**	• Paulton's Park – forces and computer programming workshop

Topic Overview
Year 5

				• La date (The date) **PSHE** **Rights and Responsibilities** • What's the Story • Fact or Opinion • Rights Responsibilities and Duties • Spending Wisely • Lend us a Fiver • Local Councils	

Topic Overview
Year 5

Topic Summer 1	Who Let the Gods Out? (Greeks) (6 + 6 weeks)

Key Texts	English		Maths	Wider Curriculum	Enrichment Opportunities
	Grammar	Reading	Year 5		
Who Let the Gods Out? By Maz Evans 	• To understand and use the passive and active voice. • To understand and use passive and active verbs to affect the presentation of information in a sentence. • To use colons (list, link clauses, extended quotes).	• To predict what might happen from details stated and implied. • To identify how language, structure and presentation contribute to meaning. • To recommend books that they have read to their peers, giving reasons for their choices.	**Shape** • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles. • recognise, describe and build simple 3-D shapes, including making nets **Position and Direction** • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • know angles are measured in degrees • estimate and compare acute, obtuse and reflex angles • draw and measure them in degrees • identify angles at a point and one whole turn (total 360°) • identify angles at a point on a straight line (total 180°) • identify other multiples of 90° **Decimals** • read and write decimal numbers as fractions. • recognise and use thousandths and relate them to tenth and hundredths • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places	**Science** • Describe the changes as humans develop from birth to old age. **RE** • Influential Leaders (Special People) • To look at influential religious leaders from all of the above religions (e.g. Mother Teresa, Gandhi). **History** • To identify significant changes within and across historical periods studied. • To select reliable sources of evidence to answer questions about the past. • To begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. • To describe causes and consequences of the main events, situations and changes in the period studied. • To develop subject related vocabulary e.g. legacy, period. **DT** • To understand how to store and handle food ingredients properly. • To invent and modify own recipes including ingredients, methods, cooking times and temperatures. **MFL** • Les Jeux Olympiques (The Olympic Games) **PSHE** **Being My Best** • Getting Fit • It All Adds Up • Different Skills • Independence and Responsibility • Star Qualities • Basic First Aid	• Residential visit

Topic Overview
Year 5

Topic Summer 2	The Tudors				
Key Texts	**English**		**Maths**	**Wider Curriculum**	**Enrichment Opportunities**
	Grammar	**Reading**	**Year 5**		
TBC	Coming soon	Coming soon	**Decimals** • read and write decimal numbers as fractions. • recognise and use thousandths and relate them to tenth and hundredths • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places **Negative Numbers** • count forwards and backwards with positive and negative whole numbers, including through zero **Converting Units** • **Volume** •	Coming soon	Coming soon