Year 5 Curriculum Overview 2022-2023

Subject	Autumn Term	Spring Term	Summer Term
Maths	**Place value – within 100,00** Children will find values of each digit in numbers to 100,000 and partition numbers in different ways. They will round numbers and compare and order numbers up to 100,000. Children will represent numbers in different ways, including with Roman numerals. **Place value – within1,000,000** Children will understand the value of any digit in a number up to 1,000,000 and compare and order numbers to 1,000,000. They will round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000 and use negative numbers. Children will create number sequences. **Addition and subtraction** Children will add and subtract numbers with up to 5 digits and use the column method for addition and subtraction. They will round numbers to estimate answers to problems and add and subtract mentally. Children will solve problems involving addition and subtraction. **Graphs and tables** Children will read information from tables and understand and create two-way tables. They will read information from line graphs and answer questions relating to the information in graphs and tables. Children will draw simple line graphs. **Multiplication and division (1)** Children will recognise and find multiples and factors and recognise and identify prime numbers. They will calculate square and cube numbers and use inverse operations. Children	**Multiplication and division (2)** Children will multiply a number up to 4 digits by a 1- or 2-digit number and divide a number up to 4 digits by a 1-digit number. They will interpret remainders and solve problems involving multiplication, division and remainders. **Fractions (1)** Children will find and use equivalent fractions and convert between improper fractions and mixed numbers. They will compare and order fractions and understand fractions as division. Children will use fractions to show remainders. **Fractions (2)** Children will add and subtract fractions with the same denominator and add and subtract fractions, including mixed numbers, where one denominator is a multiple of the other. They will solve word problems involving fractions. **Fractions (3)** Children will multiply proper fractions and mixed numbers by whole numbers and find a fraction of an amount. They will understand how fractions can be operations and solve word problems involving fractions. **Decimals and percentages** Children will read and write decimals up to three decimal places, including numbers greater than 1 and round decimals to the nearest whole number and to one decimal place. They will order and compare decimal numbers up to three decimal places and write percentages as fractions and as decimals.	**Decimals** Children will add and subtract decimals with the same number of digits after the decimal point and add and subtract decimals with a different number of digits after the decimal point. They will add whole numbers to decimals and subtract decimals from whole numbers. Children will solve problems involving addition and subtraction of decimals including money problems and multiply and divide decimals and whole numbers by 10, 100 and 1000. **Geometry – properties of shapes (1)** Children will measure angles in degrees and learn to measure angles with a protractor. They will draw lines and angles accurately and calculate missing angles. Children learn about angles in shapes. **Geometry – properties of shapes (2)** Children will recognise and draw parallel lines and recognise and draw perpendicular lines. They will label parallel and perpendicular lines with the correct notation and accurately identify regular and irregular polygons. Children will recognise different 3D shapes from different views. **Geometry – position and direction** Children will learn to reflect simple 2D shapes in vertical and horizontal lines and plot and find coordinates of a reflected point on a grid. They will use coordinates to calculate new points of a reflected shape and translate 2D shapes on grid paper. Children will use coordinates to find translations.

	will multiply and divide by 10, 100 and 1000 and multiply and divide by multiples of 10, 100 and 1000. **Measure – area and perimeter** Children will measure shapes to find their perimeter and calculate the perimeter of squares, rectangles and other rectilinear shapes. They will use a formula to find the area of squares and rectangles and estimate the area of different shapes.		**Measure – converting units** Children will convert between metric units of length, mass and capacity and recognise imperial units and understand how to convert them into metric units. They will convert between units of time and read timetables and understand the information they show. Children will solve problems based on measures. **Measure – volume and capacity** Children will learn what the volume of a shape is and find volumes of shapes by counting unit cubes. They will draw shapes with different volumes and compare the volume of different shapes. Children will estimate the capacity of different shapes.
English	**Where Once We Stood by Chris Riley and Martin Impey** F: Exploration Narrative NF: Formal Non-chronological Report **The Promise by Nicola Davies** F: Character Narrative NF: Newspaper Report	**The Errand by Leo LaFleur** F: Cliff Hanger Narrative NF: Instruction Manual **Greta and the Giants by by Zoë Tucker and Zoe Persico** F: Restoring the Environment Narrative. NF:	**The Lost book of Adventures by Teddy Keen** F: Survival Narrative NF: Information: Survival Guide **King Kong by Anthony Browne** F: Dilemma Narrative NF: Balanced Argument
Science	**Earth and space** The Earth, Sun and Moon The Earth's rotation **Properties and changes of materials** Mixtures and solutions Reversible and irreversible changes	**Forces** Types of forces Gravity Mechanisms **Living things and their habitats** Life cycles and reproduction in animals and plants	**Animals inc Humans** Stages of human life and puberty
History	**Ancient Greeks** (880 BCE-332 BCE)	**Britain's Settlements by Anglo Saxons and Scots** (Withdrawal of the Roman Empire)	**The Viking and Anglo-Saxon struggle for the kingdom of England** (Anglo-Saxon resistance to the invasion)
Geography	**Up in the Clouds – Mountains and North America**		**The Ever-Changing World – Climate Through Cities and Countries**

	(tourism, biomes, mapping, movement, culture) Children will learn further about boundaries between tectonic plates and the opportunities and challenges of mountains to human life, with a specific focus and comparison from North America and the UK.		*(sustainability, biomes, climate change, resources, mapping)* Children will learn about the importance of awareness that the climate is subject to change and the role humans play in reducing it but also adapting to it.
Art	**Drawing** Portraits- Frida Kahlo	**Painting** Portraits with a painting element	**Textiles** Modern day artists that use textiles. Judy Perez.
DT	**Structures (frame)– Bird feeder** – Projects on a page **Design – using Tinker CAD**	**Mechanisms** Design and make a catapult to use in an Anglo-Saxon siege on a castle.	**Food technology –**Making Burgers Burgers – Plan Bee **Links** - Geog topic – Climate change Sustainability - Plant based foods
Computing	**Binary Messages (IT)** **Desktop (6)** This activity introduces binary code. It explains what binary code is and how it is used. The children then challenge each other to solve word problems **Web Designer (CS)** **Desktop (6)** In this activity the children will learn about the history of the web, basic HTML, how to create their own graphics and how to publish their own website	**My Online Life** **Ipads (DL (8)** This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.	**STEAM Challenges (CS)** **Desktop (6)** This activity will pit the girls against the boys in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving.
Music	**Singing - Christmas Performance for families.** Children to rehearse seasonal songs and perform to a live audience with increased confidence – observing correct breathing and posture. • Sing as part of an ensemble with confidence and precision.	**Instrument Unit - Samba drumming (3).** Children to complete 5-week performance unit. • Play and perform in solo or ensemble contexts, with increasing accuracy, control, fluency and expression. • Understand the correlation between written notation and musical performance.	**Composition Unit – Garage Band (1).** • Develop an increasing understanding of the history and context of music. • Create and compare compositions using the interrelated dimensions of music (rhythm, pulse, tempo, pitch, dynamics, timbre, duration).

		• Listen with attention to detail, and recall sounds with increasing aural memory.	
French	**Family** En famille	**Clothes** Les vêtements	**What is the date?** Quelle est la date aujourd'hui?
PSHE	**Being me in my world** Rules, rights and responsibilities **Celebrating Difference** Bullying	**Dreams and Goals** Hopes and dreams **Healthy Me** The roles of food and substances, body image, smoking and alcohol misuse.	**Relationships** Different types of friendships, how to stay safe on technology, peer pressure. **Changing Me** Puberty and conception.
RE	**SIKHISM: BELIEFS INTO ACTION** Understand the different ways Sikhs put their beliefs into practice. **CHRISTIANITY: CHRISTMAS** Evaluate different accounts of the Christmas story	**SIKHISM: BELIEFS AND MORAL VALUES** How are Sikh stories relevant today? **CHRISTIANITY: EASTER** Did God intend Jesus to be crucified?	**SIKHISM: PRAYER & WORSHIP** To Investigate how Sikhs show their commitment to God and to evaluate if there is a best way. **CHRISTIANITY: BELIEFS & PRACTICES** How Christians show commitment to God.
PE	**Invasion Games** **Hockey** To pass, dribble and shoot with control and make attempts to intercept the ball in small sided games. **Swimming** To swim competently, confidently and proficiently over a distance of at least 25 metres To perform safe self-rescue in different water-based situations **Aspects of Fitness** Cardiovascular Vascular fitness, flexibility and strength.	**Principles, tactics, attacking and defending** **Health Education, Movement and Fitness** **Gymnastics** To be able to perform a sequence with up to 8 elements that includes changes in level and direction both on the floor and incorporating apparatus	**Physical Competitions and challenges** **Dance** To compose motifs and plan dances creatively and collaboratively in groups **Outdoor adventure and active learning** **Gymnastics** To perform a synchronised sequence with partner that moves from floor to apparatus

For more detail on curriculum coverage please see individual subject overviews.