**2024/2025 Year 5 Yearly Overview**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| RE | * **Ourselves** * **Passover** | * **Life Choices** * **Hope** | * **Mission** * **Memorial Sacrifice** | * **Sacrifice** * **Pilgrimage** | * **Transformation** * **Freedom and Responsibility** | * Stewardship |
| Sci | Earth and Space   * Describe the movement of the Earth and other planets around the sun * Describe the movement of the moon relative to the Earth * Describe the sun, Earth and moon as approximately spherical bodies * Know that objects like planets, moons and stars spin * Describe the idea of the earth’s rotation to explain day and night (and the apparent movement of the sun across the sky) | Forces   * Know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object * Know the effect of gravity on our lives * Know how friction, air resistance and water resistance act between moving surfaces * Know that some objects require large forces to make them move * Describe how some mechanisms, including pulleys, levers and gears can enable e a smaller force to have a greater effect | Changes in Humans   * Describe the stages within the growth and development of humans * Know the changes that occur to humans during puberty * Describe the changes human may experience during old age * Compare gestation periods between humans and other animals | Living Things   * Know the life cycle of different living things e,g. mammal, amphibian, insect, bird * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * Know the process of reproduction in plants * Know the process of reproduction in animals | Materials   * Describe materials by their properties: e.g. hardness, solubility, transparency, conductivity, magnetism * 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 * Know how fair and /or comparative tests can be used to select materials for everyday use * Demonstrate that dissolving, mixing and changes of state are reversible changes * Give examples to explain reversible and non-reversible changes |  |
| Geog |  | Changes in the local environment   * To know physical features of the local area in the past and present. * Know how economic activity within the local area changes * To know that the local area will continue to change and give personal opinions. * Conduct fieldwork using ordnance survey maps * To use 4 and 6 figure grid references and digital maps to locate local landmarks on a map |  | The Alps   * Locate European countries on a map * Know that the Alps were formed over a long period of time, through Tectonic movement * Identify lines of latitude and understand climate in the temperate zone * Know physical features of the Alpine region including plantlife and animals * Know, share and compare the local area with a European region (The Alps) that may be useful to tourists | Journeys - Trade   * Use an atlas to locate countries * Know the journey of how a product gets to their home. * Explain how ‘fair trade’ affects trade from other parts of the world * Explain where in the world several different fruits grow due to differences in climate * Name and locate several countries where their clothes and food originate. |  |
| His | Anglo Saxon Britain  A look at life during the Anglo-Saxon period in Britain. |  | The Vikings  Building upon the Anglo-Saxon topic, a look at how Britain changed during the Viking invasion. |  |  | Journeys - People  People migration and movement throughout history. What makes people choose to make a journey |
| Art | **William Morris**  **Drawing**  Looking at designer William Morris and his love of nature to build drawing skills. | **Antoni Gaudi**  **Architecture and Design**  Building upon prior drawing and natural forms work, designing a building in the style of an architect. |  | **Maria Sibylla Merian**  **Painting Focus**  Learning to paint with realism with watercolour based upon the work of scientific illustrator, Merian. |  | **Henry Moore**  **Sculpture Focus**  Based upon work of Henry Moore, designing maquettes for a public sculpture.  **Elizabeth Catlett**  Print Focus  Learning about printmaking and making a printer’s block based upon Catlett’s work. |
| Music | Living on a prayer | Classroom Jazz | Make You Feel My Love | Fresh Prince of Bel-Air | Dancing in the Street | Rewind |
| PSHE | Calming the storm  Faith | Gifts and Talents |  | RSE |  | Online Safety |
| Comp | **Sharing information** | **Vector Drawing** | **Video Editing** | **Flat File Databases** | **Selection in Computing** | **Selection in Quizzes** |
| Other | Harvest | Christmas | Feast Day  World Book Day |  |  |  |