

Year 5 Curriculum Overview 2024-2025



Year 5	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: <ul style="list-style-type: none"> The Lion, the Witch and the Wardrobe -Non-chronological report -Narrative based on a model text Autumn 2: <ul style="list-style-type: none"> Legends Persuasion 	Spring 1: <ul style="list-style-type: none"> Stories with Historical Settings Film and Playscripts Classic Narrative Poetry Spring 2: <ul style="list-style-type: none"> Science Fiction Stories Information Booklets Poems with a Structure 	Summer 1: <ul style="list-style-type: none"> Novel as a Theme Magazine: Information Text Hybrid Summer 2: <ul style="list-style-type: none"> Stories from other Cultures Debate
Maths (WRM)	<ul style="list-style-type: none"> Place Value Addition & Subtraction Multiplication & Division Fractions 	<ul style="list-style-type: none"> Multiplication & Division Fractions Decimals & Percentages Perimeter & Area Statistics 	<ul style="list-style-type: none"> Shape Position & Direction Decimals Negative Numbers Converting Units Volume
RE	<ul style="list-style-type: none"> 5.1 How and why do Christians read the Bible? (11 hrs 6+5) Non Christian faith unit: Sacred Books (5) 5.2 – How do our celebrations reflect the true meaning of Christmas? (4) 	<ul style="list-style-type: none"> 5.3 Why do Christians believe Jesus was a great teacher? (6) 5.4 Why do Christians believe that Easter is a celebration of Victory? (5) 	<ul style="list-style-type: none"> 5.5 Did she make the right choice? (7 hrs 5+2) Non Christian faith unit: Judaism (2) 5.8 – Daniel (6) 5.6 - Is death an ending or a beginning?
Geog	<p><u>What choices do I have about my food?</u></p> <p>-Where do the goods on our supermarket shelves come from and why should a distributor consider food miles when selling a product? (recap continents, countries of the world and introduce hemispheres, tropics)</p> <p>-What is Fairtrade? (Fairtrade fortnight)</p> <p>-What do we mean by import and export?</p>		<p><u>Why do so many people go to The Mediterranean on their holidays?</u></p> <p>-Where is the Mediterranean? (recap continents, countries of the world and climate zones, hemispheres, tropics, introduce time zones-Europe *difference between Europe and EU)</p> <p>-Which countries are on the Mediterranean coast?</p> <p>-How do the human and physical features and climate of the UK and Greece differ?</p>

Year 5 Curriculum Overview 2024-2025



	<p><i>-How do climate zones affect the availability of food globally?</i></p> <p><i>- How is land usage linked to food in the UK?</i></p> <p>Fairtrade Fortnight 9th-24th September</p>	<p><i>-How does Blackpool differ from a holiday resort in Greece? (Choose specific resort)</i></p> <p><i>-What are the differences in food, language, lifestyle, and jobs between the UK and Greece? (trade and tourism)</i></p>	
<p>History</p>	<p><u>What was life like in Blackburn during the industrial revolution?</u></p> <p><i>-What was life like before the Industrial Revolution?</i></p> <p><i>-What was the industrial revolution and what caused it?</i></p> <p><i>-How did the cotton industry grow in the 20th century and what was the impact of the growth of the cotton industry to the North West of England?</i></p> <p><i>-What was life like inside the cotton mills?</i></p> <p><i>-What was the impact of the industrial revolution?</i></p>	<p><u>What was the legacy of the Ancient Greeks?</u></p> <p><i>-Who were the Ancient Greeks and what was happening in Britain at the same time?</i></p> <p><i>-What did the Ancient Greeks introduce that has impacted us today?</i></p> <p><i>-What were the main characteristics of the city states including Sparta and Athens?</i></p> <p><i>-How do we know about the Ancient Greeks?</i></p> <p><i>-Why was fishing a vital industry for the Greeks?</i></p>	
<p>Sci</p>	<p>Materials -</p> <p><u>Which materials can or cannot be changed back to their original form?</u></p> <p><i>-Known what a reversible and irreversible change means</i></p> <p><i>-Give examples of reversible and irreversible changes</i></p> <p><i>-Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</i></p> <p><i>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p>Forces -</p> <p><u>What is a force and how does it impact on the way things move?</u></p> <p><i>-Know what gravity is and its impact</i></p>	<p>Earth and Space -</p> <p><u>How do we know about the Sun, Earth, Moon and the Planets?</u></p> <p><i>-Know about and explain the movement of the Earth and other planets relative to the sun</i></p> <p><i>-Know about and explain the movement of the Moon relative to the Earth</i></p> <p><i>-Know and demonstrate how night and day are created</i></p> <p><i>-Describe the Sun, Earth and Moon (using the term spherical)</i></p> <p><i>-know information about the planets</i></p>	<p>Living things and their habitat -</p> <p>Animals including humans -</p> <p><u>What do we know about the life cycles of humans and various animals?</u></p> <p><i>-Know about the life cycle of a human being</i></p> <p><i>-Know what the terms puberty, gestation and reproduction mean</i></p> <p><i>-Know the life cycle of different things e.g. mammal, amphibian, insect and bird</i></p> <p><i>-Know about the process of reproduction in plants</i></p> <p><i>-Know about the process of reproduction in animals</i></p>

Year 5 Curriculum Overview 2024-2025



	<p>on our lives</p> <ul style="list-style-type: none"> -Identify and know the effect of friction -Identify and know the effect of water resistance -Identify and know the effect of air resistance -Explain how levers, pulleys and gears allow a smaller force to have a greater effect 		
Art	<p>Printing</p> <ul style="list-style-type: none"> To produce a reduction print block using press-print. 2b To produce a reduction print block using press-print. 2b To discuss work as it progresses and develop ideas. 3a, 3b To produce a reduction print block using press-print. 2b To identify what they might change in their current work. 3b To record and reflect on the reduction printing process. 1c, 3a To combine different printmaking processes in developing their work. 2a, 5a To research and respond to the work of printmakers. 5d, 4c <p>Artist - Dale Devereux-Barker. John Brunson, Belinda King. - Print</p>	<p>Painting</p> <ul style="list-style-type: none"> To produce multi-surface images in response to the work of the artist Chris Ofili. 4b, 4c To apply their experience of materials and processes developing their control of tools and techniques for painting. 2b To compare ideas, methods and approaches in Fauvist paintings. 3a To use a sketchbook to develop ideas in response to Fauvist imagery. 1c To question and make thoughtful observation about using the work of the Fauvists as a starting point and select ideas to use in their work. 1b To review and modify work as it progresses. 3a, 3b To mix, match and extend colours and patterns. 4a, 5a, 5c To apply their experience to mix and match colours and experiment with different tools and techniques. 2b 	<p>Drawing-</p> <ul style="list-style-type: none"> To investigate and collect visual information from Hundertwasser images to develop ideas. 4c To enlarge and develop own work using layering methods to communicate ideas and make images. 2c To use a natural form as a starting point for imaginative drawings. 1a To select and enlarge drawings and use a variety of mark makers to develop work. 1a, 2a To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer. 1a To use positive and negative drawing techniques in response to the work of Frank Auerbach. 5d <p>Artist - Hundertwasser - Drawing Frank Auerbach - Drawing</p>
DT	<p>Which Fairtrade produce could be used to make a savoury dish?</p> <ul style="list-style-type: none"> -Find out about different fairtrade foods and recipes 	<p>How can we make a model to show how a planet rotates?</p> <ul style="list-style-type: none"> -Research how planets rotate -Research different CAM mechanisms 	<p>How can we use different stitches to create a textile flower for a floral display?</p> <ul style="list-style-type: none"> -Research structures of flowers and how stems support flowers

Year 5 Curriculum Overview 2024-2025



	<ul style="list-style-type: none"> -Research and taste different produce -Design an initial idea, which focuses on selecting ingredients -Gather resources and make the product -Evaluate the final product against the original brief 	<ul style="list-style-type: none"> -Design an initial idea, which focuses on using a CAM mechanism -Consider the best way to create and make the model -Evaluate the finished model and consider how it could be improved 	<ul style="list-style-type: none"> -Research different stitches and materials -Create initial designs of different ideas for discussions - Show the correct techniques when stitching, knowing how to join different materials -Evaluate the flower against their original idea and make suggestions about improvements
<p>Music (Bolton music service)</p>			
<p>IT (Purple Mash)</p>	<ul style="list-style-type: none"> ● Unit 5.2 - Online Safety ● Unit 5.4 - Databases ● Unit 5.6 - 3D Modelling ● Unit 5.7 - Concept Maps 	<ul style="list-style-type: none"> ● Unit 5.1 - Coding ● Unit 5.9 - Using External Devices 	<ul style="list-style-type: none"> ● Unit 5.3 - Spreadsheets ● Unit 5.8 - Word ● Unit 5.5 - Game Creator
<p>French (Mrs Wardle)</p>	<p><u>Unit 15 – On the way to school</u> Describe a journey to school – learn to say and write accurately places in the town, observing sound/spelling patterns. Learn the alphabet to develop understanding of spelling of words and start to predict spelling of words from the unit. To spell words aloud in front of the group in a spelling bee. Understand and give simple directions and follow them on a map</p>	<p><u>Unit 10 – Healthy living –</u> To say what we eat to stay healthy and give justified opinions of a range of food items in spoken and written form following a model. Revise days of the week, learn some after-school activities/sports. Verbs in the first person sing eg je fais, je joue, Regular ER verbs, je danse, je saute, je marche. Use the new elements to extend our sentences about how we stay healthy – compound/complex sentences with justified opinions</p>	<p><u>Unit 8 – Shopping for toys</u> Numbers to 59 in and out of sequence and as prices. Learn a range of toy vocab. Give a qualified positive and negative opinion about the toys. Using adjectives with expression to persuade in written and spoken form. Ask for an item politely, ask how much it is and to pay with Euros. Role- play the customer and the sales assistant using persuasive techniques to buy and sell. Create an advert and present to the class.</p>

Year 5 Curriculum Overview 2024-2025



<p>PSHEC Jigsaw</p>	<p><u>Being Me in My World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p><u>Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p><u>Celebrating Differences</u> 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</p> <p><u>Healthy Me</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p><u>Relationships</u> 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</p> <p><u>Changing Me</u> 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</p>
<p>PE</p>	<ul style="list-style-type: none"> ● Jagtag ● Dodgeball 	<ul style="list-style-type: none"> ● Basketball ● Rounders ● Swimming 	<ul style="list-style-type: none"> ● Handball ● Athletics