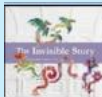


Year 5 (2026-2027) Yearly Overview						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	One Day <i>by Michael Rosen</i>  -Diary -Letter	A Story Like the Wind <i>by Gill Lewis</i>  -Flashback Narrative -Newspaper Report	The Station Cat <i>by Stephen Hogtun</i>  -Restoring Happiness Narrative Night Shift <i>by Debi Gliori</i>  -Journal	The Invisible Story <i>by Jaime Gamboa</i>  -First person narrative The Mysteries of Harris Burdick <i>by Chris Van Allsburg</i>  -Private Investigator Report	The Ways of the Wolf <i>by Smriti Prasadam-Halls</i>  -Documentary Narrative -Balanced Argument -Hunted Narrative	Varmints <i>by Helen Ward</i>  -Environmental Change Narrative
Whole Class Reading	Fiction: Between Worlds Secrets of a son king Non-Fiction: Against the odds Poetry: Where my wellies take me Wicked World	Fiction: Wonder The Goldfish Boy Non-Fiction: A world of flavour Knowledge encyclopaedia space Poetry: A poem for every night of the year We are family	Fiction: The Explorer October, October Non-Fiction: The moon Three lionesses Poetry: Tiger, tiger burning light The highwayman	Fiction: The storm keeper's island Sky Song Non-Fiction: A Romani Story Magic your mind happy Poetry: Inside out and back again Fia and the last snow deer	Fiction: The Nowhere Emporium Kick Non-Fiction: Mythologica The illustrated encyclopaedia of ugly animals Poetry: Alice in Wonderland The Puffin book of utterly brilliant poetry	Fiction: Ballet shoes No ballet shoes in Syria Non-Fiction: Windrush child Sports legends Poetry: 100 bets poems Bright burst of colour

Maths 	Year 5 -Place Value -Addition and subtraction	Year 5 -Multiplication and Division (A) -Fractions (A)	Year 5 -Multiplication and division (B) -Fractions (B) -Decimals and percentages	Year 5 -Perimeter and area -Statistics	Year 5 -Shape -Position and direction -Decimals	Year 5 -Negative numbers -Converting units -Volume
Science 	Materials: Separation and Mixtures -To describe mixtures -To describe the process of sieving -To explain the process of filtering -To describe solutions and how they can be identified -To describe the factors effecting how long it takes to dissolve -To describe evaporation	Materials: Properties and changes -To determine the hardness of materials -To determine the transparency of materials -To determine the conductivity of different materials -To demonstrate reversible changes -To demonstrate irreversible changes (burning and rusting) -To demonstrate irreversible changes (mixing)	Forces: Space and Earth -To explore the contributions made by Ptolemy, Alhazen and Copernicus -To describe the movement and shapes of celestial bodies in our solar system -To describe the movement of the moon relative to the earth -To describe the cause of night and day -To design a sun dial to tell the time -To describe the use of satellites	Living Things: Life Cycles -To describe the life cycle of a plant -To describe the life cycle of a mammal -To describe the life cycle of a bird -To describe the life cycle of an amphibian -To describe the life cycle of an insect -To describe asexual production in plants	Animals Including Humans: Human Timeline -To describe how humans change from babies through to adults -To identify changes in males and females during puberty -To explore gestation periods of animals and humans	Making Connections: Does the size of an asteroid affect the size of its impact crater? -To plan an investigation -To gather data -To analyse, conclude and evaluate
Computing 	Quizzing -To explore different types of quizzes and identify their	Game Creator -To evaluate features of a successful video game	Graphing -To create comparative bar charts using graphing software	Spreadsheets -To understand and use basic formatting in Excel	Coding -To understand some ways that code can be simplified so that it	3D Modelling -To explore and develop simple 3D models using CAD software

	features, strengths and weaknesses -To explore features of 2Quiz and experiment with creating quiz questions -To explore additional features of quizzes, such as title screens and content pages - To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic -To be able to refine, test and share completed quizzes Online safety: Online Identities	-To plan a game in 2DIY3D -To design a game using sprites -To add features to a game world and check playability -To evaluate games created by others Online safety: Health, well-being and lifestyle	-To create pie charts using graphing software -To create line graphs using graphing software -To present data in graphs to support an argument Online safety: Managing online information	-To develop skills in using basic functions in Excel -To create and format charts in Excel -To sort and filter data within spreadsheets -To understand and use advanced functions in Excel -To combine Excel skills to create an effective spreadsheet for a given purpose Online safety: Copyright and ownership	is easier to read and runs more efficiently -To program a computer simulation using 2code -To understand what datatypes are and how they are used when coding with variables -To read code, predict outcomes and identify and fix bugs -To use program design documentation to produce a program Online safety: Online relationships	-To explore the effect of moving points when designing -To plan, design and begin creating packaging to meet a design brief -To refine, assemble and evaluate the finished packaging prototype Online safety: Online bullying
PE	Swimming LSSP	Swimming LSSP	Swimming LSSP	Netball -To develop ability to send and receive a netball -To create an understanding of the travelling rule in netball	Gymnastics LSSP	Athletics LSSP

				-To develop the correct pivoting technique -To develop the correct shooting technique -To defend and intercept -To play a competitive match		
History 	<i>British History 4: Were the Vikings raiders, traders or something else?</i> -To explain when and why the Vikings came to Britain. -To evaluate ideas about the Vikings using sources. -To understand the importance of Viking trade and trading routes. -To compare different versions of Viking sagas. -To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources		<i>British History 5: What was life like in Tudor England?</i> -To interpret sources to understand more about the character of Henry VIII. -To explore why Henry VIII had many wives using secondary sources. -To make deductions about power and punishment using a range of sources. -To explore the use of propaganda by a Tudor monarch. -To make deductions about people in Tudor England using inventories. -To create an inventory for a person from the Tudor times.		<i>British History 6: What was the impact of World War 2 on the people of Britain?</i> -To identify the causes of World War 2 using a timeline. -To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. -To make inferences about the Blitz using photographs. -To investigate evacuation experiences using oral and printed records. -To investigate the impact of WW2 on women's lives using	

	and case studies. -To evaluate achievements of the Vikings.				visual and written sources. -To explore the lives of migrants after WW2 through podcasts, posters and photographs.	
Geography 		<i>Mountains</i> -Describe what a mountain is and locate the world's 'Seven Summits' on a map. -Describe the key features of mountains and how they are formed. -Describe the climate of the mountains and explore mountain life. -Explore and locate the UK's highest mountains. -Recognise the importance of the Himalayas		<i>Europe (Greece and Athens)</i> -Locate Europe and investigate key information about its principal countries - Explore tourism in the Mediterranean region. -To understand some of the factors affecting migration into Europe through Greece -To investigate the landscape of Greece, its features and how it is used -To investigate some of the main features of Athens -Compare life in Athens with my life and my local area.		<i>World Trade and Natural Resources</i> -Understand what is meant by 'natural resources' and to understand the term renewable and non-renewable -To understand the distribution of natural resources. -To explore some of the reasons for trade in different parts of the world -To investigate global trade processes and trade routes *Fieldwork day activity

Art 	<i>Sculpture and 3D: Interactive installation</i> -To identify and compare features of art installations -To investigate the effect of space and scale when creating 3D art -To problem solve when constructing 3D artworks -To plan an installation that communicates an idea -To apply knowledge of installation art and develop ideas into a finished piece		<i>Drawing: Depth, emotion and movement</i> -To apply an understanding of expressive and gestural lines to capture movement -To understand how lines and marks can communicate emotion -To understand how artists use mark making and shading to create depth -To apply an understanding of composition to plan a print -To develop drawn ideas through printmaking -To explore how portraits can show expression and emotion and affect how we see the artwork		<i>Painting and mixed media: Expressive portraits</i>	
DT 		<i>Electrical Systems: Wobble Bots</i> -To investigate motors by creating circuits -To make a motorised product		<i>Mechanical Systems: Gears and Pulleys</i> -To create a working gear system and explain its function -To improve a working gear		<i>Structures: Bridges</i> -To explore how to reinforce a beam (structure) to improve its strength -To build a spaghetti truss bridge

		and test its function -To apply knowledge of circuits to experiment with product design -To design a motorised product for a specific purpose -To make and evaluate the effectiveness of a motorised product		system and suggest some applications -To create a working pulley system and explain its function -To conduct market research to discover useful tasks an eco-gadget bike could perform -To design and evaluate an eco-gadget bike using design criteria		-To measure, mark out and cut materials ready to build a truss bridge -To complete, reinforce and evaluate my truss bridge
RE 	<i>Why are there several Holy Books and not just one?</i> -To ask good questions that improve my learning -To describe how what I have learnt inspires and influences me -To use religious vocabulary to show I understand texts from the Holy Books I have investigated -To recognise and talk about the	<i>How does the birth of Jesus fit into God's Big Story?</i> -To identify which parts of the nativity story can be found in each Gospel -To tell you about the audiences Matthew and Luke were writing for -To identify the influence the two stories have on Christmas celebrations -To describe the Christian beliefs	<i>Why do Christians believe Jesus was a great teacher?</i> -To ask important and relevant questions that improve my learning -To describe the Christian beliefs revealed in Jesus' teaching -To explain how Jesus' teaching is used to answer the big questions in life -To use religious vocabulary to show an understanding of Jesus' teaching -To identify one of Jesus' parables that has a	<i>Why do Christians believe that Easter is a celebration of victory?</i> -To retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians -To ask important questions about Christian belief -To talk about and describe feelings in	<i>Did she make the right choice?</i> -To respond sensitively to questions about my own experiences and those of others -To make a link between my own values and the values and commitments of the women in the Bible -To use religious vocabulary to show that I understand the actions and beliefs of the women in the Old Testament	<i>Is death an ending or a beginning?</i> -To express my own opinion about what I think happens when you die -To talk about what I think heaven is like -To talk about similarities and differences between what World Faiths and World Views say on the subject of death and heaven -To use the right language to show I understand what World Faiths and

	similarities and differences between Holy Books/Sacred Texts -To explain how the teaching in the Holy Books helps to answer ultimate and ethical questions -To interpret and discuss quotes from Sacred Scriptures in the light of a current situation in the news	revealed in the nativity story	strong message for today and explain my choice	relation to situations of victory -To make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory -To reflect thoughtfully on the answers to big questions about Jesus' death and resurrection -To explain why Christians believe Jesus' death and resurrection are a victory -To explain the impact of believing in Jesus' death and resurrection on a person's life	-To ask good questions and suggest answers about belonging, commitment, truth and values -To talk about the impact the lives of the women whose stories we explored had on God's great salvation plan -To describe what inspires me about the lives of the women in the Bible	World Views believe about death and heaven -To describe the funeral traditions of the World Faiths and World Views I have explored
PSHE 	<i>Connecting with others: Why are healthy relationships important?</i> -What makes who I am?	<i>The online world: How am I being influenced by what I see online?</i> -How do adverts try to influence us online?	<i>How can we be in control of our money?</i> -Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop	<i>Connecting with others: What does it mean to stand up for myself and others?</i> -How does self-esteem help me?	<i>The online world: How do I feel about the things I see online?</i> -How do online platforms keep users engaged?	<i>Staying safe: How can I stay safe as I grow up?</i> -How can I stay safe at home on my own? -How can I stay safe outside on my own?

	-How do families show commitment to each other? -How can families support and protect each other? -What helps us make and maintain healthy friendships? -How can we manage challenges in friendships? -How can I be assertive and respectful?	-How are adverts chosen for me online? -How else am I influenced online? -How do online trends shape our choices offline? -How does what we see online influence our viewpoints? -How can some online messages be misleading?	budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.	-How can I be respectful in different situations? -How can I set and respect boundaries? -How can we challenge unfairness? -How can we work together to stop bullying? -When and how should I seek help?	-How can I make safe choices if I am gaming online? -Is online content always realistic? -What is harmful online behaviour? -Does what we post online matter? -How does being online make me feel?	-How can I travel safely on my own? -How can I stay safe in, on and around water? -How can I stay safe when I feel peer pressure? -How can I stay safe around drugs?
Music 	Ukulele Taught by Resonate	Singing Taught by Resonate	Sounds dramatic -Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines and sound effects to create a specific atmosphere or mood -Reflect on and evaluate musical decisions by performing compositions individually or in groups, considering both creative and technical choices to enhance the	Decoding Sound and Notation -Develop and expand musical understanding through critical listening and analysis of contrasting pieces. -Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm and musical expression <u>Songs</u>	Carnival Time -Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively -Compose and perform original call and response sections <u>Songs</u> <u>Carnival Time</u>	Singing Taught by Resonate

			piece's overall quality and effectiveness Songs A Spooky Story	Heal the Earth Portsmouth		
Spanish 	Welcome to School -To ask and answer several questions about myself -To recall and say classroom commands -To say and read some numbers between 0 and 20 -To remember days and month in Spanish -To say and write names of rooms in a school -To say and write nouns for classroom objects	My town, your town -To write a fireworks poem -To say and understand classroom commands -To say and write places in town -To ask 'where is...?' and answer with 'here is + place' -To understand more nouns of shops in Spanish	Alien faces and family -To learn about Epiphany celebrations in Spain -To learn some nouns for family members -To write some personal information about a family member -To understand and say some parts of the face -To understand simple sentences using numbers and parts of the face -To write some simple sentences to describe an alien	Moving our bodies -To say nouns for parts of the body -To understand how to use colours to describe an alien -To write a describe of an alien including numbers and colours -To join in and create a body scan sequence -To join in a yoga sequence in Spanish -To create a yoga sequence in Spanish	At the doctors and jungle animals -To say why we don't feel well -To take part in a roleplay at the doctors -To understand some jungle animal nouns in Spanish -To listen and join in with a story about jungle animals -To write a sentence to describe a jungle animal -To create own jungle explorer's story	Summertime -To understand and say some weather phrases -To understand and say some more weather phrases -To give a weather forecast -To take part in a survey about favourite ice creams -To say which ice-cream we like and dislike -To take part in an 'ice cream van' role play