

## **Year 5 Curriculum Overview 2024-2025**



## **Autumn 1<sup>st</sup> Half Term**

	02.09.24	09.09.24	16.09.24	23.09.24	30.09.24	07.10.24	14.10.24	
Key Events								
Focus weeks								
Room of Wonders/ Trip/ Visitor								
English	Narrative non fiction picture book – The Dam							
Maths	Number an	nd Place Value	Addition and	d Subtraction Multiplication a		and division A	Decimals A	
RE		Jesus The Teacher Why did Jesus tell this Story?	Jesus The Teacher What can we learn from this Story?	Jesus The Teacher How does this Story help us to understand Christian beliefs?		Jesus The Teacher How does this Story impact on the lives of believer?		
PSHE	Classroom environment and Golden Rules	Relationships  What makes a healthy friendship and how they make people feel included?		Relationships Do you know any strategies to help someone feel included?		Relationships Can peer influences affect how people behave or feel?		
Science	Animals including Humans What is gestation? Can you identify patterns between animals?	Animals including Humans Can you describe foetal development?	Animals including Humans Can you describe changes during puberty?	Animals including Humans Can you describe changes during old age?	Animals including Humans Can you describe the changes as humans develop to old age?	Animals including Humans Can you record data using specific diagrams and labels?	Animals including Humans Assessment	
Geography	European Region Can you locate and identify the characteristics of		European Region Can you identify key locations of Greek myths using a range of maps?		European Region What is Athens like today?		European Region Can you compare life in Athens with your life in the local area?	

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	Greece using maps?							
History		Ancient Greece How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?		Ancient Greece What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?		Ancient Greece Why was Athens able to be so strong at this time?		
Art & Design	Typography & Maps What is Typography?		Typography & Maps Can you explore different shapes to create the alphabet?		Typography & Maps  How can we use maps to represent locations and text?		Typography & Maps Can you use typography to enhance the quality of your work?	
D&T							WOTK:	
Music	Reflect, Rewind and Replay							
Computing	<b>iProgram</b> iMove	<b>iProgram</b> iSense	<b>iProgram</b> iNavigate	<b>iProgram</b> iVary	<b>iProgram</b> iScore	<b>iProgram</b> iDesign	iProgram iCode & iTest	
MFL	Salut: On Holiday							
PE		Teamwork and problem solving To demonstrate working as part of	Teamwork and problem solving	Teamwork and problem solving	Teamwork and problem solving To show encouragement to	Teamwork and problem solving	Teamwork and problem solving To demonstrate how to work as a team	



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	a team to solve	To co-operate and	To cooperate and	support team	To explain how they	using individual
	challenges.	•	work together to	members. To	worked as a team to	strengths. To
	-	complete challenges.	complete challenges	demonstrate concise	solve challenges.	explain how they
	1 Toblem Solving	Problem solving	Problem solving	instructions.	Problem solving.	chose their team
				Problem solving.		roles.
stics Gy	iymnastics	Gymnastics	Gymnastics		Gymnastics	
orm To	o perform a range	To know the	To create a gymnastic sequence with		To create a gymnastic sequence with	
r balances. of	f counter-balance	difference between	counter balances and counter tension		counter balances and counter tension	
ite a simple ac	ctions with a	counter balance	with a partner.		with a partner.	
ice of pa	artner.	and counter	Evaluation - To identify strengths and		To evaluate and recognise their own	
ed and A	A willingness to try	tension.	areas for improvement through using		success.	
ed partner <b>o</b> u	ut different partner	To perform a range	the success criteria.		Evaluation - To recognise strengths	
es.	balances with a	of counter-tension			and areas for improvement in their	
nunication -	partner.	actions with a			perform	ance.
eak clearly,		partner.				
confidence,		A willingness to try				
when		out different				
nstrating a		partner balances				
shape.		with a partner.				
	form T on the state of the stat	challenges. Problem solving  Gymnastics To perform a range of counter-balance actions with a partner. A willingness to try out different partner balances with a partner.  eak clearly, confidence, when enstrating a	challenges. Problem solving  Gymnastics Form To perform a range of counter-balance actions with a partner.  A willingness to try out different partner balances with a partner.  A willingness to try out different partner.  Confidence, when constrating a  Challenges.  Bymnastics To know the difference between counter balance and counter tension.  To perform a range of counter-tension actions with a partner.  A willingness to try out different partner.  A willingness to try out different partner.  A willingness to try out different partner balances	challenges. Problem solving  Gymnastics Form r balances. ate a simple actions with a partner. act d and ad per partner ess. anunication - peak clearly, confidence, when anstrating a  challenges. Problem solving  Gymnastics To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner.  A willingness to try out different partner balances  A willingness to try out different partner balances  A willingness to try out different partner balances	challenges. Problem solving  Stics Form To perform a range of counter-balance actions with a partner.  and and ed partner ess. Inunication - park celearly, confidence, when solving  Challenges. Problem solving  Solving	challenges. Problem solving  Gymnastics form r balances. ate a simple and and ed partner ess. builded partner ess. nunication - geak clearly, confidence, when instrating a  challenges. Problem solving  work together to complete challenges instructions. Problem solving  Gymnastics To perform a range of counter-balance actions with a partner.  A willingness to try out different partner balances  work together to complete challenges. Problem solving  Gymnastics To create a gymnastic sequence with counter balances and counter tension with a partner.  Evaluation - To identify strengths and areas for improvement through using the success criteria.  Evaluation - To rece and areas for improvement through using the success criteria.  Worked as a team to solve challenges. Problem solving.  Gymnastics To create a gymnastic sequence with counter balances and counter tension with a partner.  Evaluation - To identify strengths and areas for improvement through using the success criteria.  Evaluation - To rece and areas for improvement through using the success criteria.  A willingness to try out different partner balances  and areas for improvement through using the success criteria.  Evaluation - To rece and areas for improvement through using the success.  Evaluation - To rece and areas for improvement through using the success.  Evaluation - To rece and areas for improvement through using the success.  Evaluation - To rece and areas for improvement through using the success criteria.