

Year 5 Curriculum Overview Summer Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.							Assessment Week
	Shape <ul style="list-style-type: none"> • To understand and use degrees • To classify angles • To estimate angles • To measure angles up to 180 degrees • To draw lines and angles accurately • To calculate angles around a point • To calculate angles on a straight line • To look at lengths and angles in shapes • To identify regular and irregular polygons • To look at 3D shapes 				Decimals <ul style="list-style-type: none"> • To use known facts to add and subtract decimals within 1 • To complement to 1 • To add and subtract decimals across 1 • To add decimals with the same number of decimal places • To add decimals with different numbers of decimal places • To look at efficient strategies for adding and subtracting decimals • To look at decimal sequences • To multiply by 10,100 and 1,000 • To divide by 10,100 and 1,000 • To multiply and divide decimals – missing values. 							
	Position and Direction <ul style="list-style-type: none"> • To read and plot coordinates • To problem solve with coordinates • To use translation • To use translation with coordinates • To look at lines of symmetry • To reflect in horizontal and vertical lines 				Negative Numbers <ul style="list-style-type: none"> • To understand negative numbers • To count through zero in 1s • To count through zero in multiples • To compare and order negative numbers • To find the difference 							
					Converting Units <ul style="list-style-type: none"> • To convert units of measurement • To look at kilograms and kilometres • To look at millimetres and millilitres • To convert units of length • To convert between metric and imperial units • To convert units of time • To calculate with timetables 							
					Volume <ul style="list-style-type: none"> • To understand volume • To look at cubic centimetres • To compare volume • To estimate volume • To estimate capacity. 							

HALF TERM

Year 5 Curriculum Overview Summer Term 2025

ENGLISH	<p><u>The London Eye Mystery by Siobhan Dowd</u></p> <ul style="list-style-type: none"> To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence Explain and discuss understanding of what has been read To write a range of texts based on fictional experiences To write a character study To write in a chosen form for a selected audience. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 			
SCIENCE	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> To describe the movement of the earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>Star Scientists – Galileo Galilei, Ptolemy, Copernicus and Tim Peake.</p>			
HISTORY				
GEOGRAPHY	<p><u>Why do Oceans matter?</u></p> <ul style="list-style-type: none"> To explain the importance of the oceans and how we use them. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry on the types of litter polluting a marine environment. To collect data on the types of litter polluting a marine environment. To know what fast fashion is and why is it a problem? To explore sustainable fashion by working in a team to plan a clothes swap or upcycling project. 			

<p><u>The London Eye Mystery by Siobhan Dowd</u></p> <ul style="list-style-type: none"> To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence Explain and discuss understanding of what has been read To write a range of texts based on fictional experiences To write a character study To write in a chosen form for a selected audience. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 						
<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> To describe the movement of the earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>Star Scientists – Galileo Galilei, Ptolemy, Copernicus and Tim Peake.</p>						
<p><u>Would the Vikings do anything for money?</u></p> <ul style="list-style-type: none"> To understand why there are differing accounts of what happened during the raid on Lindisfarne To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave To know when, where and why the Vikings settled in Britain To present a valid argument for whether King Alfred deserved the title 'Great' To know what evidence we have about the Vikings, and to evaluate the quality of the evidence To create a Viking saga reflecting what you know about the Vikings. 						

Year 5 Curriculum Overview Summer Term 2025

ART										
DT	<p>Space (pneumatics):</p> <ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • Draw up a specification for their design, link with other subjects • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • Understand that mechanical and pneumatic systems have an input, process (inflation) and output • Begin to measure and mark out more accurately • Select the most appropriate techniques and tools to make my product • Build and explore a variety of pneumatic devices • Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product • Come up with solutions to problems as they happen • Describe the qualities of my material and say why it will be the most suitable choice • I have used a number of materials and joined them so they are strong • Recognise that many different materials can be used on a product e.g. a bag, some to stiffen, some to provide comfort and some for appearance • I use my art skills to add design or detail to my product • Evaluate their work both during and at the end of the assignment • Evaluate the key designs of individuals in design and technology has helped shape the world. 				<p>Salads:</p> <ul style="list-style-type: none"> • Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • Start to understand how much products cost to make, <i>Is it good value for money?</i> • With growing confidence select appropriate materials, tools and techniques. • Weigh and measure accurately (time, dry ingredients and liquids). • Prepare and cook, mainly savoury salads using skills learnt across the key stage to produce a balanced, healthy lunch. • Start to evaluate a product against the original design specification and ask for audience feedback. <p>Chefs: School Kitchen, Jamie Oliver</p>					
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 5.7 Concept Maps – Programs; 2Connect</p> <ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas • To understand and use the correct vocabulary when creating a concept map • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience. 				<p>COMPUTING STRAND: Information Technology Unit 5.6 3D Modelling – Programs; 2Design and Make</p> <ul style="list-style-type: none"> • To be introduced to 2Design and Make • To explore the effect of moving points when designing • To understand designing for a purpose • To understand printing and making. 					
PE	<p>Athletics</p> <ul style="list-style-type: none"> • To understand pace and apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To build momentum and power in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique. 				<p>Volleyball</p> <ul style="list-style-type: none"> • To use the serve with consideration of attacking principles. • To develop the fast catch volley with consideration of attacking principles. • To develop the set shot and use it to pass to a teammate. • To recap the set shot and develop the dig, identifying when to use each. • To use a variety of shots to keep a continuous rally going. • To apply rules, skills and principles to play against an opponent. 					

Year 5 Curriculum Overview Summer Term 2025

MUSIC	<p>Unit: Looping and remixing: Dance music</p> <p>Ongoing Focus: Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it.</p> <p>Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> • Performing • Listening <p>Composing</p>	<p>Unit: Musical theatre</p> <p>Ongoing Focus: Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p> <p>Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> • Performing • Listening • Composing
SRE/ PSHE	<p>Healthy Living</p> <ul style="list-style-type: none"> • To know why and how to keep safe in the sun and protect skin from sun damage • To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. <p>Preparing to be citizens in society</p> <ul style="list-style-type: none"> • To respond to, or challenge, negative behaviours such as stereotyping and aggression. • To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial, and religious diversity, age, sex, gender identity, sexual orientation, and disability. • To appreciate the range of national, regional, religious, and ethnic identities in the UK. • To begin to understand how the media influences people choices and decisions. They are aware that people can feel pressured by media, including social networking. <p>British Values – The Rule of Law</p>	<p>Cross – Curricular links with English (London-Eye Mysteries)</p> <ul style="list-style-type: none"> • To know about different types of relationships (friends, families, couples, marriage, civil partnership) • To know about the factors that make people the same or different. <p>Cross-Curricular links with D&T – Making Salads</p> <ul style="list-style-type: none"> • To understand the concept of ‘self-control’ to help them manage a healthy lifestyle • To learn what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity. <p>Cross-Curricular with Science – Human Body and Circle of Life</p> <ul style="list-style-type: none"> • RSHE objectives from earlier in the summer term are consolidated through this Science topic. <p>Transition</p> <ul style="list-style-type: none"> • To be given strategies to manage the transition between Year 5 and Year 6. <p>Money Week</p> <ul style="list-style-type: none"> • To know that some things are better value for money than others and to make comparisons between prices when deciding what is best value for money • To know that people’s spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) • To be able to discuss how making informed choices can help us make the most of our money • To run a simple marketing project in teams. <p>British Values – Individual Liberty</p>

Year 5 Curriculum Overview Summer Term 2025

MENTAL HEALTH & WELLBEING	<p>Module Engage</p> <p>Children will learn –</p> <ul style="list-style-type: none"> • That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. • When we engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. • Why their engagement levels may drop if their Amygdala takes over. • How their feelings affect their ability to do well in an activity, and how Cortisol or Dopamine is released. • About the difference between a team and individual goal, and how it is just as important to work as a team to set goals. • Why the skill of perseverance is critical when working as part of a group. • How understanding other people's Character Strengths can also help with team goals 	
	<p>Module Engage</p> <p>Children will learn –</p> <ul style="list-style-type: none"> • That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. • When we engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. • Why their engagement levels may drop if their Amygdala takes over. • How their feelings affect their ability to do well in an activity, and how Cortisol or Dopamine is released. • About the difference between a team and individual goal, and how it is just as important to work as a team to set goals. • Why the skill of perseverance is critical when working as part of a group. • How understanding other people's Character Strengths can also help with team goals 	
FRENCH	<p>Les Habitats (Habitats)</p> <ul style="list-style-type: none"> • To tell somebody in French the key elements that animals and plants need to survive in their habitat • To tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats • To tell somebody in French which animals live in these different habitats • To tell somebody in French which plants live in these different habitats. 	
	<p>Les Habitats (Habitats)</p> <ul style="list-style-type: none"> • To tell somebody in French the key elements that animals and plants need to survive in their habitat • To tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats • To tell somebody in French which animals live in these different habitats • To tell somebody in French which plants live in these different habitats. 	<p>Les Planètes (The Planets)</p> <ul style="list-style-type: none"> • To name and recognise the planets in French on a solar system map • To spell at least 5 planets in French • To say an interesting fact about at least 4 of the planets • To explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.

Year 5 Curriculum Overview Summer Term 2025

Chagim: Yom Ha'atzmaut

- To be familiar with the following names + their key contribution: Theodore Herzl, Chaim Weizmann, Rav Kook, Eliezer Ben Yehudah and David Ben Gurion (Etgar)
- Know what trouble the Jewish people had living in exile before the state of Israel and how that motivated Herzl to find a solution
- Know why Israel was chosen by the Zionist movement.

Chagim: Lag B'omer

- To understand why bonfires are made on Lag B'omer
- To understand what restrictions we have during the omer.

Chagim: Shavuot

- To appreciate that the Torah contains 613 Mitzvot in total (248- positive laws +365 negative laws).
- Knows the main characters and their roles in the story of Rut
- Knows the names of the five Megillot and when each are read
- Knows the difference between Shavuot in Eretz Yisrael and Shavuot in Chutz La'aretz.

Parasha:

- Acherai Mot/Kedoshim: To understand how important honesty is in Judaism
- Emor: To understand why it is important to be sensitive to the needy
- Behar/Bechukotai: Everything that happens is for the best

Topics Etgar

- Israel: To know who the important leaders of Israel are
- Jewish History: To know where Jews have lived in the past and who Sephardim and Ashkenazim are
- Brachot: To know the various brachot we say on things other than food.

Skills:

- To identify a Rashi script letter from block and normal script
- To know how to translate 15 common Rashi words
- To be able to read a two syllable word in Rashi script.

Parasha:

- Naso: Everyone is important and unique in the eyes of Hashem
- Behalotecha: To understand why the leaders of the tribe were chosen
- Shalach-Lecha: To learn an important lesson about how we view ourselves from the parasha
- Korach: To understand why the community's interest can be more important than our own sometimes
- Chukat: To understand why we are all role models
- Balak: To know people have differences and that we should acknowledge them
- Pinchas: Rosh Chodesh and its importance.

Topics Etgar

- Tanach Overview: To know what the books of the Tanach are and the important people spoken about
- Important Mitzvot: To know basic mitzvot about how we view other people and their sources in the Torah
- To understand what Tzitzit, Tefillin and Mezuzah are and what components make them up
- To understand which numbers in Judaism are special
- To know the Hebrew dates and chaggim corresponding to each Hebrew month.

Skills:

- To be fluent in the first part of Asheri and be familiar with the start of the Amidah.

Chagim: Three Weeks

- Knows the ways in which we remember the destruction of the Bet HaMikdash today i.e. breaking a glass under the chupah, leaving a section of a wall in one's home undecorated
- Knows that Megillat Eichah is read in the evening of Tisha B'Av
- Knows the general outline of Megillat Eichah and examples of the special tune used
- Knows what the term "zecher le'churban" means – remembering where we came from.