



# Year 5 Overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Approach: Read to Write</b>	<i>When we Walked on the Moon</i>  Exploration Narrative  Formal Report Recount	<i>FarTHER</i>  Setting Narrative  Letter Recount	<i>The Hound of the Baskervilles</i>  Cliff Hanger Narrative  Information Report	<i>The Promise</i>  Character Narrative  Newspaper Report Recount	<i>The Lost book of Adventure</i>  Survival Narrative  Explanation	<i>King Kong</i>  Dilemma Narrative  Balanced Argument
<b>Maths Approach: White Rose Maths</b>	Place Value  Addition & Subtraction  Multiplication & Division	Multiplication & Division  Fractions	Multiplication & Division  Fractions	Decimals & Percentages  Measurement - Perimeter & Area  Statistics	Geometry - Shape  Geometry - Position & Direction  Decimals	Negative Numbers  Measurement - Converting units  Measurement - Volume
<b>Science Approach: White Rose Science</b>	Forces	Space Global warming Consolidation	Properties of materials Animals including humans	Animals including humans (continued)  Life cycles	Reproduction A Reversible and irreversible changes	Reversible and irreversible changes (continued) Plastic pollution Reproduction B Consolidation
<b>Computing Approach: Teach computing</b>	Systems and searching	Video production	Selection in physical computing	Flat-file database	Vector drawing	Selection in quizzes
<b>RE Approach: Leics. Agreed Syllabus</b>	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was The Messiah?	U2.9 Why is the Torah so important to Jewish People?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?
<b>No Outsiders/ Everyone's Welcome Text/s: Approach: Everyone's Welcome</b>	<i>How to heal a broken wing</i>  <b>Focus:</b> To recognise when someone needs help	<i>The girls</i>  <b>Focus:</b> To explore friendship	<i>Mixed</i>  <b>Focus:</b> To consider responses to racist behaviour	<i>Kenny lives with Erica and Martina</i>  <b>Focus:</b> To consider consequences	<i>And Tango makes three</i>  <b>Focus:</b> To exchange dialogue and express an opinion	<i>Leaf</i>  <b>Focus:</b> fears about difference
<b>PSHE Approach:</b>	Myself and my relationships –	Myself and my relationships - my emotions	Citizenship – diversity and communities	Citizenship – working together	Healthy and safer lifestyles – managing	Healthy and safer lifestyles – relationships



<b>Cambs SoW</b>	Beginning and belonging				safety and risk and safety contexts	and sex education Healthy lifestyles
<b>History Approach: Key Stage History</b>	The Mayan civilization		Timebox 3 Building chronological understanding		Ancient Greece	
<b>Geography Approach: Based on a bespoke scheme by Chris Trevor</b>		South America	The Water Cycle and Rivers		OS maps and fieldwork unit linked to residential visit	
<b>PE Approach: Get Set 4 PE</b>	Football  Tennis	Basketball/ Dodgeball  Fitness/Yoga	Hockey  Swimming	Tag rugby  Netball	Athletics  Dance	Cricket  Rounders
<b>Music Approach: Music Express</b>	Our Community	Our Community	Solar System <i>Planets suite</i>	Solar System <i>Planets suite</i>	Lifecycles	Lifecycles
<b>Art Approach: Based on a bespoke curriculum</b>	Greek urn / vase  Clay / sculpture / colour mixing / sketching	Lentil mosaic tile  Repeating patterns / form and texture	Artist: Hokusai  'The Great wave' – cross stitch  Repeating patterns / sewing / colour choices	Artist: William Morris  Colour mixing / block printing – repeating patterns / sketching	Artist: Andy Goldworthy Outside contemporary art  Sculpture – clay / material choices / manipulation of materials	
<b>DT Approach: Projects on a page</b>	Food – Celebrating Culture		Structures – frame structures		Mechanical Systems – Pulleys and Gears	
<b>French Approach: Language Angels</b>	Quelle Temp fait-il?  (The weather)	Chez moi  (At home)	Les Habitats  (habitats)	Les vetements  (Clothes)	Au salon de the  (The Tea Room)	Les Jeux Olympiques  (The Olmypics)