



Year 5 Curriculum Overview Term 1.1

Teaching Team:

Class Teachers: Miss Begum, Miss Fowler and Miss Nur

Teaching Assistant: Mrs Patel

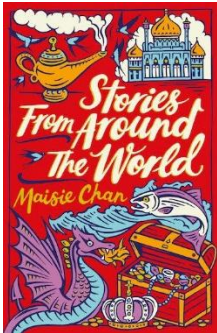
SLT: Mr Mazhar

PE: PE lessons are on **Monday**.

On this day, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on this day.

Homework: Homework is set on **Friday** and completed by **Wednesday**.

**Please see below an overview of the main themes, knowledge,
and skills we will be covering this half term.**

Significant People	Jacinda Ardern (linked to the value of respect)
Class Texts	Stories From Around the World by Maisie Chan Despite vast cultural, geographic and historical differences, these narratives share common overarching themes, including Identity and Self-Exploration, Relationships, Cultural Heritage, Power Dynamics, and Nature 
Reading	Reading Domains 2b – retrieve and record information/identify key details from fiction and non-fiction 2e – predict what might happen from details stated and implied 2d: Make inferences from the text/explain and justify inferences with evidence from the text In Reading, the children will be introduced to the new class text for the term and will begin by learning strategies to decipher unknown vocabulary in context. The children will then move onto retrieval, where we will be focussing on our comprehension skills and will explore the themes from the book. We will focus on looking at the choice of language used and the intended effect on the audience. Finally, in the last three weeks of the half term, we will look at inference, based on how characters are feeling. We will focus on how authors show how characters are feeling through their actions.
Writing	In Writing, the children will be writing a narrative based on the class text, they will use a range of descriptive language choices including speech, expanded noun phrases, similes and metaphors. In doing this, the children will learn how to engage the reader and create a descriptive image in the reader's mind. As the term continues, the children will be writing diary entries, these shall be linked to our class text and will teach the children how to write informally, in the first person. They will also teach the children how to write in a chatty style, speaking to the diary as if it was a friend/family member.
Maths	This term Year 5 will focus on place value, we will read and write numbers up to 1 million confidently, round numbers to the nearest 10, 100 and 1000 including decimal numbers. As well as this, the children will learn the formal methods of addition and subtraction as well as multiplication and division, this will involve solving real life problems and test style questions.

Geography	In this unit, pupils will explore the world's major biomes, including tropical rainforests, deserts, tundra, grasslands, and temperate forests. They will learn how climate, location, and physical geography influence the characteristics of each biome, including the types of plants, animals, and human activities found there. Pupils will use maps, atlases, and digital resources to locate biomes globally and understand their distribution. Through case studies, they will investigate how biomes are affected by environmental changes such as deforestation and climate change. The unit encourages critical thinking about sustainability and the importance of protecting natural environments. Pupils will develop geographical vocabulary and enquiry skills, comparing biomes and drawing conclusions about the relationships between people and the environment.
Science	In this unit, pupils will develop a deeper understanding of our solar system and the relationship between the Earth, Moon, and Sun. They will learn about the planets, their movements, and key features, using models and diagrams to support their understanding. Pupils will explore how the Earth's rotation causes day and night, and how its orbit around the Sun leads to seasonal changes. They will investigate the phases of the Moon and understand how shadows change throughout the day. Through practical activities, observations, and secondary sources, pupils will develop scientific enquiry skills and use appropriate vocabulary to describe celestial phenomena. The unit encourages curiosity about space and builds foundational knowledge for future learning in physics. Pupils will also consider how scientific ideas about space have changed over time, linking to historical figures and discoveries.
Art	In this unit, pupils will explore the rich artistic heritage of Islamic civilisation, focusing on the intricate patterns, geometry, and symbolism found in Islamic art and architecture. They will study examples of decorative tiles, calligraphy, and carved motifs from historical Islamic cultures, developing an understanding of how art reflects cultural identity and religious beliefs. Pupils will apply this knowledge to design and create their own clay sculptures, incorporating repeating patterns, symmetry, and texture. They will learn and refine clay techniques such as coiling, carving, and joining, while experimenting with surface decoration and glazing. The unit encourages creativity, cultural appreciation, and attention to detail. Pupils will evaluate their own and others' work, using appropriate artistic vocabulary.
Music	This half term focuses on improvisation, composition, and notation using "My Best Friend" as the primary song and stimulus. The children will explore improvisation over a drone (notes A and E) and work on composing a ternary piece (ABA) using Music Notepad. The unit encourages children to use electronic dance music (EDM) principles, focusing on groove, rhythm, and expression. Children will also reflect on the themes of friendship through music, working both individually and in groups to create

	their compositions. The unit culminates in a performance of both "My Best Friend" and their own compositions, highlighting creativity and collaboration.
Computing	During this half term, the children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. The children will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching and through comparing different search engines.
PSHE	During this half term, the children will be looking at health and well-being. They will begin by looking at identity and what makes them unique. They will then look at stereotypes and how they can have a negative effect on someone.
RE	This half term we will focus on two topics: Caring for others, animals and then environment as well as Sharing and Being Generous. We will look at Hinduism, Sikhism, Christianity and Islam.
PE	This half term the children will be focussing on invasion games through the teaching of Netball and Football. These two units will challenge pupils to apply their prior learning of passing and moving in netball and passing, moving and dribbling in football to create attacks that result in shooting opportunities. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.

Information:

Homework Books

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 5 and 6. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Thursday.

Knowledge Organisers:



Deciduous forest



- Warm and cold seasons. It rains all year and the soil is fertile.
- The UK is in the deciduous forest biome, and was once covered in deciduous forests.

Tropical rainforest



- Along the Equator.
- Hot and humid all year.
- Very fertile soil.

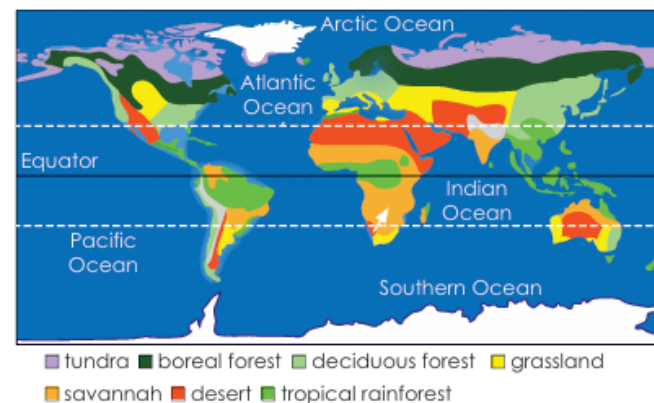
Desert

- Dry all year with almost no rainfall or water.
- Infertile soil.



Biomes

- A biome is a large ecosystem with factors such as climate, soils, plants, animals, and vegetation.
- Flora and fauna are adapted to survive in each biome.
- Biomes are influenced by climate zones.
- Each biome is different for the humans living there with positive and negative characteristics.



Savannah



- Often located either side of the tropical rainforest biome.
- A wet summer season and a dry winter season.

Tundra



- Furthest from the Equator.
- Always cold and windy.
- The soil is frozen.

Boreal Forest



- Long, cold winters; short, dry summers.
- Fires may start in summer

Grassland



- Cold winters and warm summers.
- It does not rain very often.

Word	Definition
adaptation	Adaptation is how a group of animals or plants change to suit their environment.
camouflage	Camouflage colouring on an animal helps it to blend into its background so it is hard to see.
climate	The climate of a place is the most usual weather it has over many years.
deforestation	Deforestation is the removal of trees from land which is then used for a non-forest purpose.
drought	A long period of dry weather.
ecosystem	An ecosystem includes the living things and non-living things in one place, and their relationship to each other.
fauna	The animals that live in an area or during a period of time.
fieldwork	Practical work or research that is done in various places, not in a school, library, or laboratory.
flora	The plants that live in an area or during a period of time.
hibernate	Animals hibernate when they sleep for a long time during cold weather.
migrate	To migrate is to move from one place to another with the changing of the seasons.
predator	An animal that catches and eats other animals is a predator.
prey	An animal which is hunted and eaten by predators is called the prey.
rainfall	Rainfall is the amount of rain that falls in a particular place or time.
resource	A resource is something that is useful to people.
settlement	A settlement is a group of people or houses in a new area.
shelter	A shelter is a place that protects people from danger or from the weather.
temperature	The temperature of something is how hot or cold it is.
weather	Weather is the rain, wind, sunshine, snow or other conditions that you get at a particular time and place.



The planets are called Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

An easy way to remember the names of planets in order is:
My Very Easy Method Just Speeds Up Naming

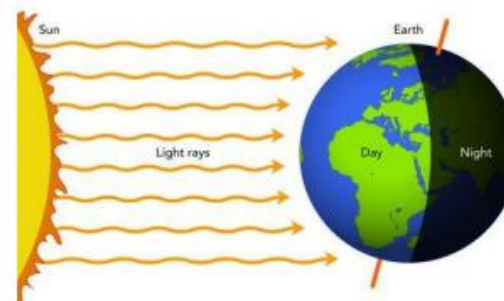
The Moon **orbits** the Earth anti-clockwise and takes approximately 28 days.

The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the Moon.

The Moon has different phases depending on where it is in its **orbit**. At different times, the moon appears to be different shapes because the sun light up different parts of the moon as it moves around the Earth. The Moon's **gravity** causes high and low tides.

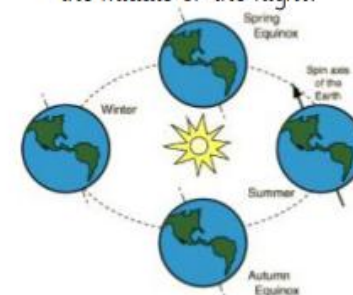


Day and night



The Earth **rotates** one complete turn **every 24 hours** to give us day and night. Daytime occurs when the side of the Earth is facing the sun and night occurs when the side of the Earth is facing away from the sun. When Britain faces the Sun it is daytime in Britain but the other side of the world is in darkness. So, in Australia it is the middle of the night.

Earth **rotates** on an **axis**. During the winter, the North Pole is tilted away from the Sun's rays. As Earth travels around the Sun, the tilt of Earth changes. By June, the North Pole is tilted towards the Sun and the days become very long. Earth takes a year to **orbit** the Sun and it is the tilt which creates the seasons.



It appears to us that the Sun moves across the sky during the day but the Sun does not move at all. It seems to us that the Sun moves because of the movement of the Earth.





Physical Education

Football Year 5

Unit Purpose

The unit of work will challenge pupils to **apply** their prior learning of passing, moving and dribbling to **create** attacks that result in a shooting opportunity.

Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

Inspire Me

Did you know... that red and yellow cards were first used at the 1970 World Cup in Mexico. The cards were introduced as a way of communicating to players and spectators that a player had been cautioned or sent off.



Key Success Criteria

- P** Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
- C** Pupils will begin to create and apply tactics that they can then adapt depending on the situation.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Pressure: Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.

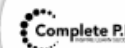
Tackle: Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.



Sport Specific Vocabulary

Shadowing: Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball.

Tracking Back: Is a term used when a player loses possession of the ball and then follows back an opponent and tries to tackle them, or to stop them from getting the ball.





Physical Education Netball Year 5

Unit Purpose

The unit of work will **challenge** pupils to **apply** their prior learning of passing and moving to **create attacks** that result in a shooting opportunity.

Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their teams.

Inspire Me

Layla Guscoth is an England netball international. She was a member of the England squad that won a bronze medal at the 2019 Netball World Cup. Layla is also a practicing doctor!



Key Success Criteria

- P** Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- C** Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.



Sport Specific Vocabulary

Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.

Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.



Home Learning and Useful Links:

Reading:

[Oxford Owl for School and Home](#)

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/year/zhgppg8>

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

Phonics:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zhgppg8>

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-5-age-9-10/>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

Science:

<https://www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zhgppg8>

[Home | WowScience - Science games and activities for kids](#)

<https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk>

History/Geography:

<https://www.theschoolrun.com/homework-help/shang-dynasty>

https://www.ducksters.com/history/china/shang_dynasty.php

<https://www.bbc.co.uk/bitesize/topics/z39j2hv>

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)