



Curriculum Overview for Parents
2024-2025

Year Group:	5
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English

Term	Key Texts / Topics	What We Are Learning
Autumn	The Adventures of Odysseus Coco Moon Juice	Explanation Text Narrative (Myths) Newspaper Report Narrative (fantasy) Poetry
Spring	The Journey Hidden Figures The Tempest	Non-Chronological Report Persuasive Letter Biography Narrative (Sci-Fi) Playscripts
Summer	Secrets of a Sun King The Highwayman	Narrative (historical) Audio guide Autobiography Eyewitness Account/Police Report Discussion Text

Maths

Term	Key Topics	What We Are Learning
Autumn	Number: Place value	<ul style="list-style-type: none">• Step 1 Roman numerals to 1,000• Step 2 Numbers to 10,000• Step 3 Numbers to 100,000• Step 4 Numbers to 1,000,000• Step 5 Read and write numbers to 1,000,000• Step 6 Powers of 10



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	<p>Calculation: Addition and subtraction</p> <p>Statistics</p>	<ul style="list-style-type: none">• Step 7 10/100/1,000/10,000/100,000 more or less• Step 8 Partition numbers to 1,000,000• Step 9 Number line to 1,000,000• Step 10 Compare and order numbers to 100,000• Step 11 Compare and order numbers to 1,000,000• Step 12 Round to the nearest 10, 100 or 1,000• Step 13 Round within 100,000• Step 14 Round within 1,000,000• Step 15 Understand negative numbers• Step 16 Count through zero in 1s• Step 17 Count through zero in multiples• Step 18 Compare and order negative numbers• Step 19 Find the difference <ul style="list-style-type: none">• Step 1 Mental strategies• Step 2 Add whole numbers with more than four digits• Step 3 Subtract whole numbers with more than four digits• Step 4 Round to check answers• Step 5 Inverse operations (addition and subtraction)• Step 6 Multi-step addition and subtraction problems• Step 7 Compare calculations• Step 8 Find missing number <ul style="list-style-type: none">• Step 1 Draw line graphs• Step 2 Read and interpret line graphs• Step 3 Read and interpret tables• Step 4 Two-way tables• Step 5 Read and interpret timetables
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	Calculation: Multiplication and Division Measurement: Perimeter and Area	<ul style="list-style-type: none">• Step 1 Multiples• Step 2 Common multiples• Step 3 Factors• Step 4 Common factors• Step 5 Prime numbers• Step 6 Square numbers• Step 7 Cube numbers• Step 8 Multiply by 10, 100 and 1,000• Step 9 Divide by 10, 100 and 1,000• Step 10 Multiples of 10, 100 and 1,000• Step 1 Perimeter of rectangles• Step 2 Perimeter of rectilinear shapes• Step 3 Perimeter of polygons• Step 4 Area of rectangles• Step 5 Area of compound shapes• Step 6 Estimate area
Spring	Calculation: Multiplication and Division	<ul style="list-style-type: none">• Step 1 Multiply up to a 4-digit number by a 1-digit number• Step 2 Multiply a 2-digit number by a 2-digit number (area model)• Step 3 Multiply a 2-digit number by a 2-digit number• Step 4 Multiply a 3-digit number by a 2-digit number• Step 5 Multiply a 4-digit number by a 2-digit number• Step 6 Solve problems with multiplication• Step 7 Short division• Step 8 Divide a 4-digit number by a 1-digit number• Step 9 Divide with remainders• Step 10 Efficient division• Step 11 Solve problems with multiplication and division



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		<ul style="list-style-type: none">• Step 3 Add and subtract decimals across 1• Step 4 Add decimals with the same number of decimal places• Step 5 Subtract decimals with the same number of decimal places• Step 6 Add decimals with different numbers of decimal places• Step 7 Subtract decimals with different numbers of decimal places• Step 8 Efficient strategies for adding and subtracting decimals• Step 9 Decimal sequences• Step 10 Multiply by 10, 100 and 1,000• Step 11 Divide by 10, 100 and 1,000• Step 12 Multiply and divide decimals - missing values
Summer	Number: Decimals and Percentages	<ul style="list-style-type: none">• Step 1 Decimals up to 2 decimal places• Step 2 Equivalent fractions and decimals (tenths)• Step 3 Equivalent fractions and decimals (hundredths)• Step 4 Equivalent fractions and decimals• Step 5 Thousandths as fractions• Step 6 Thousandths as decimals• Step 7 Thousandths on a place value chart• Step 8 Order and compare decimals (same number of decimal places)• Step 9 Order and compare any decimals with up to 3 decimal places• Step 10 Round to the nearest whole number• Step 11 Round to 1 decimal place• Step 12 Understand percentages• Step 13 Percentages as fractions• Step 14 Percentages as decimals• Step 15 Equivalent fractions, decimals and percentages



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	Geometry: Properties of shape	<ul style="list-style-type: none">• Step 1 Understand and use degrees• Step 2 Classify angles• Step 3 Estimate angles• Step 4 Measure angles up to 180°• Step 5 Draw lines and angles accurately• Step 6 Calculate angles around a point• Step 7 Calculate angles on a straight line• Step 8 Lengths and angles in shapes• Step 9 Regular and irregular polygons• Step 10 3-D shapes
	Geometry: Position and Direction	<ul style="list-style-type: none">• Step 1 Read and plot coordinates• Step 2 Problem solving with coordinates• Step 3 Translation• Step 4 Translation with coordinates• Step 5 Lines of symmetry• Step 6 Reflection in horizontal and vertical lines
	Measurement: Converting Units	<ul style="list-style-type: none">• Step 1 Kilograms and kilometres• Step 2 Millimetres and millilitres• Step 3 Convert units of length• Step 4 Convert between metric and imperial units• Step 5 Convert units of time• Step 6 Calculate with timetables
	Measurement: Volume	<ul style="list-style-type: none">• Step 1 Cubic centimetres• Step 2 Compare volume



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	Animals including Humans (Spring 2)	<ul style="list-style-type: none"> • Observe and document the amount of bacteria in water samples exposed to different amounts of rubbish. • Analyse the results of the experiment, compare data and draw conclusions about the relationship between rubbish and the amount of bacteria. <ul style="list-style-type: none"> • Describe the changes as humans develop to old age • <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i> • <i>Describe the life process of reproduction in some plants and animals</i>
Summer	Living things and their habitats (Summer 1) Forces (Summer 2)	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect

Geography

Term	Topics	What We Are Learning
Autumn	Mapping the world	<ul style="list-style-type: none"> • to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time • to use maps, atlases, globes and digital/computer mapping to locate countries



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	World Countries and Capitals	<p>and describe features studied.</p> <ul style="list-style-type: none">• to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• to know how different countries work together• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Spring	<p>The Earth in Space</p> <p>Biomes and Vegetation Belts</p>	<ul style="list-style-type: none">• to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones (including day and night).• To know the significance of the tropics• To understand time zones and seasonality• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.• To name and describe the features of the five main biomes• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Summer	South America	<ul style="list-style-type: none">• to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a



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		<p>European country, and a region within North or South America.</p> <ul style="list-style-type: none"> • to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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History

Term	Topics	What We Are Learning
Autumn	Ancient Greece	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Describe the main changes in during the Ancient Greek period. • Describe how historical events such as: The formation of the Polis and the First Olympic games, have influenced life today • Give reasons as to why there may be different accounts of history and compare • Plan and present a project about a period studied
Spring	Evolution of Education	<ul style="list-style-type: none"> • Make comparisons between different times in the past, looking at what education was like in different time periods. • Study the differences between people, events and any artefacts studied • Compare an aspect in school life with another in a different time e.g Ancient Greeks • Make links between some of the features of past societies – religion, belief, houses, technology, behaviour, education etc • Give own reasons why changes may have occurred, backed up by evidence
Summer	Triumphs of Civilisation	<ul style="list-style-type: none"> • Order significant events and dates on a timeline. Linking to the Ancient Egypt, Indus Valley, Shang Dynastic and Ancient Sumer • Examine the causes and results of great events and the impact it had on people in these different civilisations. • Investigate own lines of enquiry by posing questions to answer and answer using a variety of primary and secondary sources.



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Art & Design / DT

Term	Projects	Skills We Are Developing
Autumn	Structures	<ul style="list-style-type: none">Analysing how well products have been designed and madeReasoning behind why materials have been chosenUsing mathematics to help design and make products work.
Spring	Food	<ul style="list-style-type: none">That food is grown, reared and caught in the UK, Europe and the wider world.How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of heat source.How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Summer	Electrical Systems	<ul style="list-style-type: none">Use learning from science to help design and make products work.Know that mechanical and electrical systems have an input, process and outputKnow simple electrical circuits and components can be used to create functional products.

PSHE / RSE

Term	Focus Areas	Key Objectives
Autumn	What makes a good learner? What makes a good classmate? What makes a good friend? How can I manage my emotions? How can my actions affect	between values and behaviour. How to be a positive role model. How to model being polite and courteous in different situations and recognise the respectful behaviour we should receive in return What makes a healthy friendship? How we can make people feel included.



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	<p>others?</p> <p>Celebrating differences week</p> <p>How can I resolve conflict?</p> <p>Where do I belong?</p>	<p>Strategies to help someone feel included.</p> <p>Positive strategies for managing our feelings.</p> <p>About peer influence and how it can make people feel or behave.</p> <p>The impact of the need for peer approval in different situations, including online. The impact of cyber bullying on others and how to report this.</p> <p>Strategies to manage peer influence and the need for peer approval e.g. exit To recognise that everyone should be treated equally.</p> <p>About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</p> <p>Strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own.</p>
<p>Spring</p>	<p>How can we look after other living things?</p> <p>What effect do we have on our environment?</p> <p>Childrens' mental health week and safer internet day</p> <p>Who helps me stay safe in my community and online?</p>	<p>How to show compassion for the environment, animals and other living things.</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it.</p> <p>What is mental health?</p> <p>How poor mental health can impact ourselves and others</p> <p>How to respond in an emergency, including when and how to contact different emergency services.</p>



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	<p>How do I keep myself safe?</p> <p>Keeping safe week</p>	<p>To identify when situations are becoming risky (including online), unsafe or an emergency.</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>Police visit</p>
<p>Summer</p>	<p>What does being healthy mean? What can I do to keep myself healthy? How do I regulate my emotions?</p> <p>How can I take care of myself online?</p> <p>How can I cope with change and loss?</p> <p>My money week</p> <p>What happens when we grow up?</p> <p>How do I manage change?</p>	<p>How to eat a healthy diet and the benefits of nutritionally rich foods.</p> <p>How the lack of physical activity can affect health and wellbeing.</p> <p>To understand and discuss the meaning of:</p> <ul style="list-style-type: none"> • Self-control • Resilience • Self-management • Anger management • Impulse control • Sensory regulation <p>How to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>What to do if I am sent an unkind message or inappropriate picture online.</p> <p>That any information put online leaves a 'digital footprint'.</p> <p>Considering occasions where we may experience loss and change.</p> <p>Positive strategies for managing feelings of loss and change.</p> <p>Considering occasions where we may experience loss and change.</p> <p>Positive strategies for managing feelings of loss and change.</p> <p>About what might influence people's decisions about a job or career, including pay,</p>



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		<p>working conditions, personal interests, strengths and qualities, family, values.</p> <p>(Recap Year 4- Puberty, Periods, Erections and Wet Dreams)</p> <p>To recognise some of the changes as we grow up.</p> <p>Identify the links between love, committed relationships and conception.</p> <p>To recognise some of the changes as we grow up e.g. increasing independence.</p> <p>About what being more independent might be like, including how it may feel.</p> <p>(Meet the teacher session to transition to Year 6).</p>
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Computing/Global Scholars

Term	Topics	Skills We Are Learning
Autumn	Meet The Global Scholars	<ul style="list-style-type: none">• Learn about and share traditions, customs, or daily life from different countries through presentations, videos, or pen-pal projects.• Develop cross-cultural communication by collaborating with peers globally using video chats, forums, or shared digital platforms.• Research and discuss global challenges (like climate change or access to education) and how different regions approach them.• Work on joint projects with students from other countries, promoting teamwork, problem-solving, and empathy.
Spring		<ul style="list-style-type: none">• Explore how communities around the world manage resources like water,



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		<p>energy, and food sustainably.</p> <ul style="list-style-type: none"> • Create a guide, model, or plan that addresses a local environmental issue using sustainable principles. • Learn to see connections between people, the environment, and resources by mapping how different systems interact (e.g., water, waste, transportation). • Work with international peers to compare sustainability challenges and propose solutions, using digital tools to present findings.
Summer	Community Action Project	<ul style="list-style-type: none"> • Identify a consumption issue that is important to your community. • Take action to address the issue. • Take photos and videos to document your work. • Create and share a presentation of the work you did and the impact your action had. • Collaborate with your classmates and international peers to exchange feedback.

Music

Term	Focus / Experiences
Autumn	Autumn 1 – Composition Notation (Ancient Egyptian) Autumn 2- Blues
Spring	Spring 1 – South and West Africa Spring 2 – Composition to represent Festival of colour (Holi Festival)
Summer	Summer 1 – Looping and Remixing Summer 2 – Musical Theatre

PE (Physical Education)

Term	Focus / Activities
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Autumn	Autumn 1 – iexercise Autumn 2 - icomunicate
Spring	Spring 1- Dance Spring 2- Pilates
Summer	Summer 1- igrate Summer 2- ithink

Additional Notes

Visits, workshops, enrichment activities, or other highlights to share:

Trips: Natural History Museum, Farnham Museum, Gurdwara, Oasis Science festival and sports festival