



East Lane Primary School

Year 5 Curriculum Overview

2024 – 2025



	Autumn Term		Spring Term		Summer Term	
<b>English</b>	<b>Fiction Texts:</b> <b>Playscripts</b> – William Shakespeare’s Plays presented by Marcia Williams <b>Mystery Story</b> – The Mystery of the Mayan Kings by Leah Cupps  <b>Non-fiction writing</b> Non-Chronological Report – Shakespearean Theatres TV Report – Mysterious Events  <b>Poetry</b> Nonsense Poems		<b>Fiction Texts:</b> <b>Historical Fiction</b> - Once by Morris Gleitzman <b>Horror</b> – Goosebumps: Night of the Living Dummy by R.L. Stine  <b>Non-fiction writing</b> Non-Chronological Report: Treatment of Jewish people within 1930s Germany TV Report: Ghost sightings		<b>Fiction Texts:</b> <b>Adventure story</b> – Who Let the Gods Out? By Maz Evans <b>Fantasy Story</b> – The Lion the Witch and the Wardrobe  <b>Non-fiction writing</b> Non-Chronological Report – Greek Gods  <b>Poetry</b> Narrative Poems	
<b>Maths</b>	<b>Number and Place value</b> and numbers up to 10,000  <b>Calculations:</b> Addition and Subtraction, Multiplication and Division	<b>Multiplication:</b> Multiplication and Division <b>Fractions, Decimals and Percentages:</b> Fractions  <b>Calculations-</b> Word Problems	<b>Fractions, Decimals and Percentages:</b> Decimals  <b>Fractions, Decimals and Percentages:</b> Percentage	<b>Measurement:</b> Area and Perimeter  <b>Statistics:</b> Graphs  <b>Geometry</b> - Properties of shape  <b>Geometry</b> - position and movement	<b>Measurements:</b> Measurements <b>Number and Place value:</b> Roman numerals  <b>Measurement:</b> Volume	<b>Revision of Key topics</b> Addition and Subtraction  Multiplication and Division  Fractions, Decimals and Percentages  Area and perimeter of irregular shapes
<b>Science</b>	Forces	Living Things and their Habitats	Earth and Space	Animals (including humans)	Properties and changes of Materials	Working Scientifically
<b>History</b>	Medieval Britain	Medieval Britain	Changing Power of the Monarchy	Changing Power of the Monarchy	The Maya	The Maya
<b>Geography</b>	Slums	Slum	Biomes	Biomes	Migration	Migration
<b>Spanish</b>	Greetings Classroom Language Numbers 1-31 Days of the Week Months Seasons	Birthdays Responding to a Video Story Creating birthday card and a party invitation Christmas in South America	Colours Prepositions Describing parts of the house Story Telling – Peace at last	Adjectives Parts of the Face Describing Picasso Faces Parts of the Body Describing Monsters	Family Members Alphabet and Spelling Siblings and Pets Hair and Eyes	Describing Pictures and Paintings Story Telling – The Giant Turnip Describing our family
<b>R.S/PSHE</b>	<b>Sikhism</b> How do Sikhs show their commitment to their faith?	<b>Healthy Relationships</b> Ground rules for discussion Friendships – including others Friendships – positive relationships Online healthy behaviours Appropriate and inappropriate touch Giving and withdrawing consent PANTS	<b>Sikhism</b> How do Sikhs show their commitment to their faith?	<b>Living in the wider world &amp; Connecting with others</b> Challenging stereotypes Addressing extremism Belonging The environment Managing online information	<b>Buddhism</b> What does Buddhism teach us about human experience?	<b>Health &amp; Wellbeing</b> Sleep Medicine Mental health Physical development – Puberty
<b>The Arts (Art and DT)</b>	<b>Focus: Pop Art</b> <ul style="list-style-type: none"> <li>Introduction to artist (Andy Warhol)</li> <li>Portraits</li> <li>Proportions of the face</li> <li>Shading techniques</li> <li>sketching</li> <li>Colour theory</li> <li>Complementary/contrasting colours</li> <li>Replicating images with an awareness of shape/line/form/colour</li> <li>Acrylic paints/oil pastels</li> </ul>	<b>Sewing an underwater stuffed animal</b> <ul style="list-style-type: none"> <li>Investigate different toys and different materials</li> <li>Create an annotated design plan based on design criteria and target audience</li> <li>Create plans and present to peers for feedback</li> <li>Modify plans based on feedback</li> <li>Sew a stuffed animal</li> <li>Test, evaluate and improve based on observations and feedback from others</li> </ul>	<b>Focus: Pop Art</b> <ul style="list-style-type: none"> <li>Sketching</li> <li>Colour theory</li> <li>Complementary/contrasting colours</li> <li>Replicating images with an awareness of shape/line/form/colour</li> <li>Printmaking</li> <li>Acrylic paints/oil pastels</li> </ul>	<b>Making a moving circus car</b> <ul style="list-style-type: none"> <li>Investigate cars and ways to make them move</li> <li>Create exploded diagrams of mechanisms to move cars</li> <li>Look at technological advances in cars</li> <li>Create an annotated design plan based on design criteria</li> <li>Present plans to peers for feedback</li> <li>Modify plans based on feedback</li> <li>Create a moving circus car</li> <li>Test, evaluate and improve</li> </ul>	<b>Focus: Post-Impressionism</b> <ul style="list-style-type: none"> <li>Recap (Paul Cezanne)</li> <li>New painting techniques</li> <li>Sketching</li> <li>Composition</li> <li>Perspective</li> <li>Replicating images with an awareness to colour/space/tone/texture/form</li> <li>Creating a piece inspired by Paul Cezanne and Post-Impressionism</li> </ul>	<b>Food &amp; Nutrition – Spaghetti Bolognese</b> <ul style="list-style-type: none"> <li>Explore and evaluate different recipes</li> <li>Explore seasonality and where food comes from</li> <li>Amending recipes &amp; experimentation with replacing ingredients</li> <li>Decide on flavour combinations and create a meal plan to fit design criteria</li> <li>Create meal with group members</li> <li>Taste, evaluate and improve based on feedback</li> </ul>
<b>Computing</b>	Computing Systems and Networks - Systems and Searching	Creating Media - Video Production	Programming A – Selection in Physical Computing	Programming B – Selection in Quizzes	Data & Animation - Flat-File Databases	Creating media – Introduction to Vector Graphics
<b>P.E</b>	<b>Athletics</b> Running <b>Athletics</b> Jumping/Skipping <b>Ball Skills</b> Basketball	<b>Ball Skills</b> Basketball  <b>Ball Skills</b> Tag Rugby	<b>Gymnastics</b>  <b>Dance</b>	<b>Dance</b>  <b>Fitness/HIIT Workouts</b>  <b>Invasion Games</b> Football	<b>Invasion Games</b> Football  <b>Striking/Fielding</b> Cricket	<b>Striking/Fielding</b> Cricket  <b>Net/Court/Wall Games</b> Tennis
<b>Music</b>	<b>Accidentals on the Stave</b>	<b>Syncopation</b>	<b>Ukulele Study</b> The Young Person’s Guide to the Orchestra	<b>Ukulele Study</b> How Do Melodies Move?	<b>Ukulele Study</b> Listening Response	<b>Ukulele Study</b> Singing