



Year 5 curriculum overview – Autumn 1

In one term, there must be at least one of the below in RE, Science and History/Geography

- Big write opportunities
- Oracy activity, i.e. presentation, debate, drama inc hot-seating

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Fiction/Non-fiction Text: Into the Forest Model text: Teacher made version of middle section of story Text type: Narrative Theme: Story writing / Setting and character Writing target card focus: Describe settings, characters and atmosphere. Begin to use dialogue to convey a character. Punctuate speech accurately. Use tenses correctly and consistently. Possible words to include from Y5/6 spellings: Curiosity Desperate Determined Disasterous Equipment Especially Excellent Immediately Lightning mischievous			Fiction/Non-fiction Text: Dragons – various non fiction texts Model text: Unicorn Dragon Text type: Non Chronological Report Theme: Non Chronological report for book on Dragons. Writing target card focus: Write for a range of purposes. Use paragraphs consistently. Use relative clauses. Use modal verbs. Possible words to include from Y5/6 spellings: According Ancient Available Average Communicate Environment Equipment especially frequently occupy physical soldier		
	Unit 1 – Place Value			Unit 2 – Addition and Subtraction		Unit 3 – Multiplication and Division
Maths						
Science	Unit 1 – Forces					



	LO: To understand friction. Vocabulary: friction, contact force, non-contact force, motion.	LO: To plan, carry out and record results for experiment on friction. Vocabulary: friction, motion, surface.	LO: To plan an investigation on air resistance. To understand the term air resistance. Vocabulary: independent variable, dependent variable, controlled variable.	LO: To carry out and record results for investigation on air resistance. To understand the term air resistance. To understand how to increase and decrease air resistance. Vocabulary: air resistance, gravity, surface area.	LO: To understand water resistance. To recognise how to increase and decrease water resistance. Vocabulary: streamlined, water resistance.	LO: To understand gravity and explain how unsupported objects fall. Vocabulary: gravity, gravitational pull, earth, centre.
RE	Enquiry Question: How did the church begin and where is it now?					
	What does it mean to belong? Vocabulary: belong, community, identity, values	How did the Church begin? Vocabulary: Pentecost, Holy Spirit, Church, disciple, apostle	Why is Baptism important for Christians? Vocabulary: Baptism, celebration, conversion, believers baptism, membership, community	What is the Church like around the world? Vocabulary: global, worldwide, diversity, denomination	What do we understand by the word Church? Vocabulary: Church, community, worship, guidance	How can we express what Church is? Vocabulary: community, unite, inclusive, difference
History or Geography	Enquiry question: What is it like in North America? ORACY linked to topic homework – presentation on a North American country.					
	LO: To locate the countries of North America on a map. Vocabulary: North America, continent,	LO: To use data to compare the climates of different regions of North America. Vocabulary: climate,	LO: To identify and locate the main physical features of North America. Vocabulary: physical	LO: To identify and locate the main human features of North America. Vocabulary: human	LO: To compare life in North America with life in Dorking. Vocabulary: similarity, difference, village,	LO: To review and demonstrate my knowledge of North America. Vocabulary: continent,



	country, Northern Hemisphere, locate	climate zone, precipitation, temperature, region	feature, mountain, river, lake, desert	feature, city, population, settlement, landmark	town, city, farmland, forest, woodland, countryside, urban.	climate, physical feature, human feature, compare
Computing	Unit: Systems and Searching					
	LO: To explain that computers can be connected together to form systems Keywords: system, components, input, process, output, communication	LO: To recognise the role of computer systems in our lives Keywords: computer system, task, human, device, benefit, communication	LO: To identify how to use a search engine Keywords: search engine, keywords, browser, search, results, address bar	LO: To describe how search engines select results Keywords: web crawler, index, search term, results, search engine, relevance	LO: To explain how search results are ranked Keywords: rank, criteria, keywords, relevance, search engine, results	LO: To recognise why the order of results is important, and to whom Keywords: influence, search results, optimisation, limitations, advertising, money
PSHE	Unit: Being me in my world.					
	LO: To set personal goals and identify my hopes and aspirations for the new school year. Vocabulary: Goals, motivation, opportunities, challenge, hopes, vision	LO: To understand my rights and responsibilities as a citizen and empathise with people whose lives are different from my own. Vocabulary: Rights, responsibilities, citizen, refugee, migrant, empathy	LO: To understand how rights and responsibilities apply to me as a member of my school and wider community. Vocabulary: Rights, responsibilities, prejudice, privilege, poverty, wealth	LO: To understand how my choices and behaviour affect myself and other people. Vocabulary: Rewards, consequences, choices, behaviour, responsibility, impact	LO: To understand how working cooperatively and respectfully helps a group to achieve its goals. Vocabulary: Cooperation, collaboration, courtesy, manners, rights, responsibilities	LO: To understand how having a voice and participating in decisions can benefit our school community. Vocabulary: Learning Charter, participation, democracy, collaboration, motivation, community
Art/DT	Unit: Express Yourself					
	LO: To research Chuck Close and explore how artists use techniques to show emotion and movement. Vocabulary: Unique, fingerprint, portrait,	LO: To observe and draw different facial expressions using pencil and shading. Vocabulary: emotion, facial expression, sketch, shading	LO: To create a wire model that expresses body language and movement. Vocabulary: wire, body language, pose, movement	LO: To use lines and fonts to express different ideas and emotions. Vocabulary: line, font, bold, expressive	LO: To combine different artistic skills to create a final piece showing emotion and movement. Vocabulary: composition, movement,	LO: To evaluate my own artwork and the work of others, suggesting improvements. Vocabulary: evaluate, assess, strengths, improvements



	technique, emotion, movement				expression, pencil, watercolour	
Music	Unit: Livin on a prayer					
	LO: To sing a song confidently and recognise the features of Classic Rock. Vocabulary: pulse, tempo, dynamics, guitar, drum beat, Classic Rock	LO: To sing and play instrumental parts within a song. Vocabulary: pulse, rhythm, beat, percussion, ensemble, accompaniment	LO: To improvise using voices and instruments within a song. Vocabulary: improvise, riff, pitch, rhythm, call and response, pulse	LO: To compose a musical idea to perform within a song. Vocabulary: compose, melody, rhythm, pattern, structure, notation	LO: To develop and perform a musical idea within a song. Vocabulary: improvisation, melody, rhythm, expression, dynamics, performance	LO: To perform a song using the musical skills learned in the unit. Vocabulary: ensemble, pulse, rhythm, melody, dynamics, performance
French	Unit: Revision and Transport					
	LO: To revise greetings and numbers Vocabulary: bonjour, salut, au revoir, je m'appelle,	LO: To be able to ask où habites-tu? To be able to say j'habite à ... Vocabulary: où, habites-tu ?, j'habite à..., France, Angleterre	LO: To revise 'I like....' In relation to food. Vocabulary: J'aime, je n'aime pas, les pommes, le fromage, le chocolat, le pain	LO: I know the names for various forms of transport in French. Vocabulary: le bus, le train, la voiture, le vélo, l'avion	LO: To learn how to SAY the vocab for some forms of transport in French. Vocabulary: le bateau, le taxi, le métro, le camion, le vélo	LO: To learn the vocab for some forms of transport in French. Vocabulary: Une moto, à pied, Une voiture, le car, Un camion, un metro, Un avion, Un bateau, Un train, Un velo, Un taxi, Un autobus
PE Outdoor	Unit: Sports Hall Athletics					
	LO: To develop sprinting technique and use an appropriate pace to sustain running. Vocabulary: sprint, posture, acceleration, pace, reversaboard	LO: To develop accuracy, technique and power when throwing for distance Vocabulary: grip, stance, release, power, javelin	LO: To develop effective baton passing and receiving during relay races. Vocabulary: relay, baton, upsweep, downsweep, acceleration	LO: To show control and good technique when performing standing and vertical jumps. Vocabulary: take-off, standing long jump, vertical jump, power, landing	LO: To develop control and technique when performing the triple jump. Vocabulary: triple jump, hop, step, jump, drive	LO: To apply running, jumping and agility skills in an obstacle race. Vocabulary: obstacle race, hurdle, speed bounce, high stepper, technique



PE Indoor	Unit: Fitness Challenge – Circuits					
	LO: To understand how exercise affects our bodies and develop stamina through different activities. Vocabulary: fitness, stamina, exercise, pulse, recovery	LO: To develop stamina by maintaining effort during a range of cardiovascular activities. Vocabulary: stamina, endurance, effort, pace, recovery	LO: To develop strength and control through a range of fitness exercises. Vocabulary: strength, muscles, control, repetition, resistance	LO: To develop balance, coordination and agility through circuit activities. Vocabulary: balance, coordination, agility, reaction, control	LO: To perform a fitness circuit using appropriate technique, effort and pace. Vocabulary: circuit, technique, intensity, pace, effort	LO: To improve personal fitness and compare performance with previous results. Vocabulary: improve, progress, performance, personal best, recovery



St Paul's CofE Primary School

Shaping Futures, Inspiring Curiosity



Year 5 curriculum overview – Autumn 2

In one term, there must be at least one of the below in RE, Science and History/Geography

- Big write opportunities

Oracy activity, i.e. presentation, debate, drama inc hot-seating

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Fiction/Non-fiction Text: Newspaper articles Model text: UFO lands in Dorking Text type: Newspaper articles (recount) Theme: Non Fiction writing Writing target card focus: To link ideas within and across paragraphs. To use adverbs and modal verbs. To use tense correctly. To use paragraphs consistently. To write for a range of purposes. REVISE: Use of speech. Vocabulary: According, communicate, community, controversy, criticise, environment, exaggerate, existence, government, identiy, immediately, language, neighbour, occur, parliament, recommend, vehicle.			Fiction/Non-fiction Text: Creation stories Model text: How the Magpie raised the sky Text type: Narrative Theme: Fiction Writing target card focus: To begin to use dialogue to convey action. Punctuate speech accurately including new line for new speaker Use relative clauses beginning with a relative pronoun Yse commas to show relative clauses. Revise and embed: Write for range of purposes Use paragraphs consistently Link ideas within and across paragraphs Vocabulary: Achieve, ancient, appreciate, awkward, committee, communicate, community, curiosity, desperate, determined, disasterous, embarrass, equipped, excellent, immediately, lightning, marvellous, necessary, opportunity, recognise, sacrifice, sufficient, variety.		
Maths	Unit : Multipclcation and Division		Unit : Fractions A			
Science	Unit – Space					
	LO: To understand what makes up the solar system Vocabulary:	LO: To model the solar system. Vocabulary:	LO: To describe the movement of the earth and other planets, relative to the sun.	LO: To understand how ideas about the solar system have changed over time.	LO: To understand how the movement of the earth causes night and day.	LO: To understand how the moon orbits the earth. Vocabulary:



	Solar system, planets, spherical, stars, sun, Orbit, surface, appearance	Sun, planets, model, orbit, size	Vocabulary: Gravity, gravitational pull, orbit, heliocentric	Vocabulary: Geocentric, heliocentric, spherical, planets	Vocabulary: Axis, rotation, north pole, south pole, orbit, night, day	Satellite, moon, gravity, gravitational pull, orbit
RE	Enquiry Question: What do Christians believe about creation?					
	LO: To understand what creation means. Vocabulary: Creation (making), Creator (maker), God, create (make), universe	LO: To understand how Christians can believe in creation and the Big Bang. Vocabulary: Creation (making), Big Bang, science, Bible, belief	LO: To understand what creation means for Christians' relationship with God. Vocabulary: Creator (maker), relationship, God, worship, gratitude	LO: To understand what the Fall means for suffering and Christian hope. Vocabulary: Fall, sin, suffering, hope, forgiveness	LO: To understand Christians' responsibility for the Earth and living things. Vocabulary: Responsibility, creation, environment, stewardship (care), protect	LO: To understand how Christians should respond to what the Bible says about creation. Vocabulary: Creation, responsibility, stewardship (care), respect, action
History or Geography	Enquiry question: Who really were the Anglo-Saxons?					
	LO: To know that Anglo-Saxons settled in Britain after the Romans. Vocabulary: Anglo-Saxon, Romans, Britain, settle, migration, invade, homeland, push, pull, occupy, territory.	To know that histrocial evidence exists for the Anglo-Saxons. To use evidence to describe Anglo Saxon life Vocabulary: Evidence, history, archaeologist, artefact, discovery, source, investigate, chronology, excavation.	LO: To know that Anglo-Saxon society included farming and villages. Vocabulary: Farming, village, crops, livestock, field, plough, harvest, community, agriculture, cultivation, pasture, settlement, rural	LO: To know that Anglo-Saxon society included Kingdoms. Vocabulary: Kingdom, king, ruler, leader, law, government, border, land, control, authority, rival	LO: To use evidence to describe Anglo Saxon life. Vocabulary: Discovered, revealed, proves, demonstrates, interpreted, analysed, simple, wooden, rural, communal, skilled	LO: To know that Anglo Saxon life differed from Roman Britain life. To compare Anglo-Saxons with other societies. Vocabulary: Compare, contrast, similar, different, change, influence, culture, society, tradition, legacy, continuity, comparison.
Computing	Unit: Video Production					
	LO: To explain what makes a video effective Vocabulary: video,	LO: To use a digital device to record video Vocabulary:	LO: To capture video using a range of techniques Vocabulary:	LO: To create a storyboard Vocabulary: storyboard, scene,	LO: To identify that video can be improved through reshooting and editing	LO: To consider the impact of the choices made when making and sharing a video Vocabulary: edit, improve,



	visual, media, features, compare	camera, angle, microphone, recording, device	storyboard, filming, techniques, camera angle, review	script, camera angle, plan, techniques	Vocabulary: import, edit, reshoot, clips, export, software	evaluate, quality, share, feedback
PSHE	Unit: Celebrating Difference					
	LO: To understand that cultural differences sometimes cause conflict. Vocabulary: Culture, difference, conflict, stereotype, assumptions, protected characteristics	LO: To understand what racism is. Vocabulary: Racism, race, discrimination, equality, banter	LO: To understand how rumour spreading and name-calling can be bullying behaviours. Vocabulary: Rumour, name-calling, bullying, hurtful, homophobic	LO: To explain the difference between direct and indirect types of bullying. Vocabulary: Direct, indirect, bullying, texting	LO: To compare my life with people in the developing world. Vocabulary: Developing world, poverty, inequality, culture, continuum	LO: To understand a different culture from my own. Vocabulary: Culture, community, traditions, customs, diversity, respect
Art/DT	Unit: Mechanical Toys (Create a Space model)					
	LO: To investigate toys with moving cam mechanisms. Vocabulary: Cam, mechanism, movement, toy, follower	LO: To investigate different types of cam mechanisms. Vocabulary: Cam, mechanism, eccentric, circular, follower	LO: To investigate ways of strengthening structures for a moving toy. Vocabulary: Structure, strengthen, stability, support, reinforce	LO: To be able to design a moving toy with a cam mechanism. Vocabulary: Design, cam, mechanism, prototype, annotate	LO: To be able to follow a design to create a moving toy with a cam mechanism. Vocabulary: Construct, assemble, mechanism, axle, cam, follower	LO: To be able to evaluate a finished moving toy. Vocabulary: Evaluate, test, function, improve, criteria, feedback
Music	Unit: Preparation for O2 Arena					
	LO: To become familiar with the Young Voices songs and join in with the lyrics. Keywords: Lyrics, melody, rhythm, chorus, song	LO: To sing the Young Voices songs accurately and in time. Keywords: Pitch, tempo, rhythm, timing, accuracy	LO: To sing the songs with expression and perform the actions accurately. Keywords: Expression, dynamics, actions, timing, performance	LO: To perform the songs with accurate actions, energy and confidence. Keywords: Actions, energy, confidence, synchronise, performance	LO: To rehearse the Young Voices songs as part of a large group. Keywords: Rehearse, ensemble, conductor, cues, synchronise	LO: To perform confidently as part of Young Voices at the O2 Arena. Keywords: Performance, audience, ensemble, confidence, atmosphere
French	Unit: Space					



	LO: To name the planets in French. Vocabulary: Planète (planet), Mercure (Mercury), Vénus (Venus), Terre (Earth), Mars (Mars)	LO: To describe planets using colours. Vocabulary: C'est (it is), rouge (red), bleu (blue), vert (green), violet (purple)	LO: To describe planets using simple adjectives. Vocabulary: Grand/grande (big), petit/petite (small), planète (planet), adjectif (adjective)	LO: To describe a planet using a colour and adjective. Vocabulary: Est (is), couleur (colour), grand/grande (big), petit/petite (small),	LO: To write simple sentences about planets. Vocabulary: Planète (planet), décrire (describe), couleur (colour), grande (big), petite (small), anneaux (rings)	LO: To use French to describe planets. Vocabulary: Planète (planet), décrire (describe), couleur (colour), adjectif (adjective), phrase (sentence)
PE Outdoor	Unit: Netball					
	LO: To pass accurately using different passes and maintain possession in a game. Vocabulary: Passing, chest pass, shoulder pass, bounce pass, possession, attacking	LO: To use correct footwork when landing, stopping and pivoting while maintaining possession. Vocabulary: Footwork, landing, pivot, possession, balance	LO: To combine controlled passing and footwork to maintain possession and create space for my team. Vocabulary: Footwork, passing, space, possession, tactics, support	LO: To use a range of dodges and changes of speed to lose a marker and receive the ball. Vocabulary: Dodge, sprint, feint, marker, space, change of direction	LO: To shoot accurately with a balanced technique and use tactics to create shooting opportunities. Vocabulary: Shoot, accuracy, balance, fingertips, follow-through, target	LO: To mark an opponent effectively by staying close, denying space and preventing them from receiving the ball. Vocabulary: Marking, defence, intercept, deny, opponent, positioning
PE Indoor	Unit: Dance (Cheerleading)					
	LO: To perform basic cheerdance movements with control and rhythm. Vocabulary: Cheerdance, rhythm, movement, posture, control, routine	LO: To perform a sequence of cheerdance movements accurately and in time with music. Vocabulary: Sequence, timing, rhythm, synchronise, transition, music	LO: To combine movements, jumps and formations to create a short cheerdance routine. Vocabulary: Formation, jump, sequence, transition, direction, space	LO: To perform a cheerdance routine with synchronisation, expression and controlled movements. Vocabulary: Synchronisation, expression, energy, precision, formation, performance	LO: To develop and refine a cheerdance routine as part of a group. Vocabulary: Choreography, teamwork, refine, timing, formation, cooperation	LO: To perform a complete cheerdance routine confidently and evaluate my performance. Vocabulary: Performance, confidence, evaluate, synchronise, expression, improvement