



**St Mary's CE Primary School
Year 5 Overview**

**“Love one another as Jesus loved us”
(John 3 v 34-35)**

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
English	<p>Explanations The 'Tidy your Bedroom Machine.'</p> <p>Recount Non- chronological report Desert biome</p> <p>Key Texts: Mount Vesuvius: the Sleeping Giant The Firework maker's Daughter</p>	<p>Narrative structure- modern author</p> <p>Key Texts: Angel of Nitshill Road - Anne Fine Paragraphs</p>	<p>Legends Excalibur</p> <p>Classical Poetry</p> <p>Key Texts: Krakus and the Dragon Excalibur The Highwayman</p>	<p>Newspaper Report:</p> <p>Science Fiction Story:</p> <p>Poetry- learn and recite (class assembly)</p> <p>Key Texts: Moon Landing Space Holiday</p>	<p>Persuasive Writing</p> <p>Key Texts: Stop Climbing on Mount Everest You don't have to be an athlete to be fit.</p>	<p>Stories from other cultures</p> <p>Narrative Poems - Poetic Style</p> <p>Key Texts: Clever Anaet From a Railway Carriage Grandpa Chaterjee</p>
	<p>Grammar: Develop complex sentences</p> <p>Cause and effect conjunctions</p> <p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning: who/which/where/when</p>	<p>Grammar: Carefully chosen vocabulary to describe settings, atmosphere and characters.</p> <p>Secure use of complex sentences.</p> <p>Develop Alan Peat exciting sentences.</p> <p>Use correct tense in story writing.</p>	<p>Grammar: Paragraphs</p> <p>Carefully chosen vocabulary to describe settings, atmosphere and characters.</p> <p>Relative clauses beginning: who/which/where/when</p> <p>Use correct tense</p>	<p>Grammar: Paragraphs</p> <p>Relative clauses beginning: who/which/where/when</p> <p>Assess effectiveness. Change / edit</p> <p>Subject/verb agreement</p> <p>Revise/ use correct tense in story writing –</p>	<p>Grammar: Paragraphs</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Distinguish between speech and writing – choose appropriate register.</p> <p>Use vocab and structure for formal speech & writing.</p>	<p>Grammar:</p> <p>Carefully chosen vocabulary to describe settings, atmosphere and characters.</p> <p>Adverbs, prepositions and noun phrases for detail</p> <p>Use correct tense</p> <p>Subject/verb agreement</p>



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	<p>Paragraphs Organisational devices to guide the reader – bullet points, headings, underlining etc.</p> <p>Subject/verb agreement – correct noun / verb relationships.</p> <p>Expand noun phrases to add detail. (Revisit adjectives and adverbs: add detail to simple sentences)</p> <p>Modal verbs and adverbs for degrees of possibility</p> <p>Adverbials for time, place, number, tense choice.</p> <p>Generalisers Prepositions and adverbs for detail</p> <p>Parenthesis (brackets, dashes, commas)</p> <p>Develop Alan Peat exciting sentences.</p>	<p>Dialogue – use of direct and indirect speech.</p> <p>Paragraphs – devices to develop cohesion within & across.</p> <p>Relative clauses.</p> <p>Adverbs prepositions and noun phrases for detail</p> <p>Verb tenses</p>	<p>Subject/verb agreement</p> <p>Expand noun phrases.</p> <p>Adverbs prepositions and noun phrases for detail</p>	<p>begin to use ‘progressive’ form.</p> <p>Literary features of poetry: similes, alliteration, onomatopoeia</p> <p>Adverbs prepositions and noun phrases for detail</p>	<p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning: who/which/where/when</p> <p>Reinforce all Y5 writing targets</p>	<p>Reinforce all Y5 writing targets</p> <p>Literary features of poetry: similes, alliteration, onomatopoeia</p>
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	<p>Punctuation: Clarify & revisit grammatical boundaries – use of full stop and comma (avoid confusion of) Brackets as parenthesis to add extra info in an explanation. Commas for subordinate clauses to add extra info to an explanatory sentence. Avoid ambiguity – commas. Eg:... eats shoots and leaves. ...eats, shoots and leaves. Colon for lists – in explanations</p>	<p>Punctuation: Dashes to replace commas as parentheses and add emphasis. In story writing to emphasise a point or issue. Hyphens opposed to dashes – used to join compound adjectives and nouns. (Foul-smelling, well-known, break-in, mix-up) Consolidate Y3/4 – inverted commas in story writing / direct speech.</p>	<p>Punctuation: Brackets as parentheses to add extra info about a character. Commas for subordinate clauses. Avoid ambiguity – commas. Relaunch handwriting standards – cursive, speedy, fluent. Consolidate use of apostrophe for contraction and possession – use of in story writing a traditional tale / legend style.</p>	<p>Punctuation: Colons for lists – in recount as a character witness (The Highwayman) Revisit and consolidate apostrophe of contraction / possession.</p>	<p>Punctuation: Revisit commas – subordinate clauses to create complex sentences.</p>	<p>Punctuation: Introduce rhetorical questions in persuasive writing: Who wouldn't want a long and happy life?</p>
Maths	<p><u>Number – Place Value:</u> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p>	<p><u>Number – Multiplication and Division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p><u>Number: Decimals</u> Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>			



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	<p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><u>Number- Addition and Subtraction</u> Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Statistics:</u> Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p> <p><u>Number – multiplication and division</u> Multiply and divide numbers mentally drawing upon known facts.</p>	<p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p><u>Number: Fractions:</u> Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 + 45 = 65 = 1 \text{ } 15$]</p> <p><u>Number: Fractions:</u> Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p><u>Geometry- Properties of Shapes and Angles:</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o)</p> <p>Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and a turn (total 180o) other multiples of 90o</p> <p><u>Geometry- position and direction:</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><u>Measurement- converting units</u> Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>
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	<p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p><u>Perimeter and Area:</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p><u>Number: Decimals and Percentages:</u> Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Solve problems involving converting between units of time.</p> <p><u>Measures Volume</u> Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.</p>		
Science	<p>Properties and changes of materials Strand - Chemistry</p>	<p>Earth and Space Strand - Physics</p>	<p>Forces Strand - Physics</p>	<p>Animals including Humans Strand - Biology</p>	<p>Living Things and Their Habitats Strand - Biology</p>



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	<u>What changes and why ?</u>	<u>What makes the world go round?</u>	<u>Can you feel the Force?</u>	<u>How will I change in 10 years in 50 years time ?</u>	<u>What is the 'circle of life'?</u>
	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><i>explore and compare the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating,</i></p>	<p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><i>use a model of the Sun and Earth that enables them to explain day and night.</i></p> <p><i>learn that the Sun is a star at the centre of our solar system and that it has eight planets:</i></p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><i>explore falling objects and raise questions about the effects of air resistance</i></p> <p><i>explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</i></p>	<p>describe the changes as humans develop to old age</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p><i>draw a timeline to indicate stages in the growth and development of humans.</i></p> <p><i>learn about the changes experienced in puberty.</i></p> <p><i>research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i></p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p><i>(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)</i></p> <p><i>observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</i></p> <p><i>find out about the work of naturalists and animal</i></p>



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	<p><i>filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</i></p> <p><i>explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</i></p> <p><i>find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</i></p> <p><i>observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them.</i></p> <p><i>carry out tests to answer questions, eg. ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’</i></p> <p><i>compare materials in order to make a switch in a circuit.</i></p> <p><i>observe and compare the changes that take place, eg, when burning different materials or baking bread or cakes.</i></p> <p><i>research and discuss how chemical changes have an impact on our lives, eg, cooking, and discuss</i></p>	<p><i>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</i></p> <p><i>find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</i></p> <p><i>compare the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system;</i></p>	<p><i>experience forces that make things begin to move, get faster or slow down.</i></p> <p><i>explore the effects of friction on movement and find out how it slows or stops moving objects, eg. by observing the effects of a brake on a bicycle wheel. explore the effects of levers, pulleys and simple machines on movement.</i></p> <p><i>find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i></p> <p><i>explore falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.</i></p>	<p><i>introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</i></p>	<p><i>behaviourists, eg. David Attenborough and Jane Goodall.</i></p> <p><i>find out about different types of reproduction, including sexual and asexual reproduction in plants (including recap flower parts), and sexual reproduction in animals.</i></p> <p><i>observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)</i></p> <p><i>try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</i></p> <p><i>observe changes in an animal over a period of time</i></p>
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	<i>the creative use of new materials such as polymers, super-sticky and super-thin materials.</i>	<i>constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</i>	<i>explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</i>		<i>compare how different animals reproduce and grow.</i>	
<p>Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 						
Religious Education	<p><u>Questful R.E</u> Unit 5.1 – How and why do Christians read the Bible? (6hrs)</p> <p><u>Questful R.E</u> Unit 5.3 – Jesus the teacher. <u>UC- 2B.5-What would Jesus do?</u> (2hrs- Gospel)</p>	<p>Jesus the teacher (cont) What kind of king is Jesus? (2hrs – Kingdom of God)</p> <p><u>Questful R.E</u> Unit 5.2 - Christmas The Gospels of Matthew & Luke (4hrs)</p>	<p><u>Questful R.E</u> Unit 5.5-Exploring the lives of women in the Old Testament (5 hours)</p>	<p><u>Questful R.E</u> Unit 5.4-Why do Christians believe that Easter is a celebration of Victory? (5hrs)</p> <p><u>UC- 2B.6</u> What did Jesus do to save human beings? (salvation)</p>	<p><u>Questful R.E</u> Unit5.9- Pentecost what happened next? (6hrs)</p> <p><u>UC- 2A.6- When Jesus left what was the impact of Pentecost?</u> (Core Learning p2-4) (Kingdom of God)</p>	<p>Sikhism (9hrs) 2hrs rules 2hrs sacred books. How important are holy books in other faiths? 2hrs sacred places 2 hrs Sikh Gurdwara Visit & Festivals. 1hr pilgrimage – The Golden Temple in Amritsar.</p>



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		UC- 2B.4- Was Jesus the Messiah? (Core Learning p2/3) (Incarnation)				
Computing	<p style="text-align: center;">E Safety</p> <p>Understand privacy settings on social media sites. Dangers of communicating on devices such as x-box, PSP, phones. Can they verify information they have researched using more than one site. Discuss positive and negative impacts of using IT. Understand they should not publish other people's pictures or tag them on the internet. Do they know content put online is extremely difficult to remove? Create a strong password and realise they need to be regularly updated. Know where they can access support</p>	<p style="text-align: center;">Spreadsheets</p> <p>Use a spreadsheet to: Convert unit of measurements; model a real life problem; plan a cake sale; use the count tool to answer hypotheses; create simple formulae. <i>Purple Mash –Unit 5.3 Spreadsheets</i></p>	<p style="text-align: center;">3d Modelling</p> <p>Design a building for a purpose. Print a design as a 2D net. Explore possibilities of 3D printing. <i>Purple Mash –Unit 5.6 Modelling (link with DT)</i></p>	<p style="text-align: center;">Algorithms and Programs</p> <p>Design/write a program to achieve a specific goal. Simulate a physical system. Introduce variables. Create and improve a game. Create a programme linked to internet safety. <i>Purple Mash – Unit 5.1 Coding</i></p>	<p style="text-align: center;">Algorithms and Programs</p> <p>Plan a game. Create a game environment and quest. Evaluate own and others game. <i>Purple Mash – Unit 5.5 Game creator</i> Design a program which interacts with external controllers. <i>Lego WeDo –Dancing birds and drumming monkey</i></p>	<p style="text-align: center;">Communicating / Presentation.</p> <p>Can they use a simple paint programme with increasing mouse control? Can they create an image relating to a topic covered in class and add a title? Draw a self-portrait or character. Use the fill tool to fill a picture. Draw a symmetrical pictures using 2simple. Write a simple sentence 2 simple, purple mash</p>



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	<p>regarding online incidents. <i>Azooome – Search it up- My Pop Star Disaster</i> <i>Fakebook – www.classtools.net/fb/home/page</i> <i>Azooome – You're Not Laughing Cat</i> <i>Newsround – Caught in the web –Internet Safety</i></p>					<p>Computing Long Term Plan – St Mary's CE Primary School</p> <p>Caps Lock</p>
	<p align="center">E Safety will be revisited at the start of each half term Using technology – reinforce across the curriculum. Download a document and save it to a computer or given device. Decide which sections are appropriate to copy and paste from a variety of web pages.</p>					
<p>Geography</p>	<p>Human and Physical Geography</p> <p><u>What makes the Earth angry?</u></p> <p>Volcanoes and Earthquakes</p> <p>describe and understand key aspects of: physical geography, including:</p> <p>volcanoes and earthquakes,</p>	<p>Human and Physical Geography</p> <p><u>How can I survive in an extreme environment?</u></p> <p>Mountains Climate Zones/Biomes/</p> <p>describe and understand key aspects of:</p> <p>physical geography, including:</p>			<p>Fieldwork, Place Knowledge, Human and Physical Geography</p> <p><u>What makes an island an island?</u></p> <p>Coasts/ Region in the UK (NW England) describe and understand key aspects of physical geography, including mountains.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Build on from Year 3 – two year groups to do field study)</p>	



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	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>mountains (world), climate zones, biomes and vegetation belts, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			<p>Crosby Beach</p> <p><i>Can they name and locate counties of the United Kingdom and their geographical region eg NW, NE etc.... (Reinforce from prior learning)</i></p> <p>Reinforce work on counties (Y 4) by correctly identifying the county we live in, the county Crosby is in, etc</p> <p>Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
	Ongoing development of geographical skills and fieldwork				
History			<p align="center"><u>Were the Vikings really vicious?</u></p> <p align="center">The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p>		
Ongoing development of chronological understanding and historical enquiry skills					
Art	<p align="center">Painting <i>Explore a range of media</i></p>		<p align="center">Drawing <i>Explore effect of light on objects and people</i></p>		<p align="center">Modroc/Clay 3D <i>Shape, form, model and join.</i></p>



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	<p><i>Using hue, tint, tone, shades and mood. Explore the use of texture in colour and colour for purposes.</i></p> <p>Compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794.</p>		<p><i>from different directions. Interpret the texture of a surface Represent figures/forms in movement Produce increasingly accurate drawings of people.</i></p>		<p><i>Can you use more advanced materials like wire and plaster?</i></p> <p>Durdle Door Arch – linked to coasts</p>	
					Artist to be studied: Antony Gormley	
Design Technology		<p>Textiles Combining different materials and more complex stitching Cushions</p>		<p>Structures <i>Link to Computing and Modelling, The Shell of a Structure (inc CAD, Purple Mash)</i></p>		<p>Food <i>Seasonality and Savoury – cooking techniques</i> Pizza</p>
	Key Individual to study: William Morris					
Physical education (PE)	<p>Gymnastics (Bridges Unit T)</p> <p>Games - rugby</p>	<p>Dance Volcanoes – Val Sabin Unit 4 (respond to stimuli, basic composition, group dances)</p> <p>Gymnastics – Flight (Unit U)</p>	<p>Gymnastics – Functional use of limbs (Unit V)</p> <p>Invasion Games (Handball)</p>	<p>Games – Net and racquet games (short tennis)</p> <p>Outdoor and adventurous – Site orienteering</p>	<p>Dance (Contemporary)</p> <p>Athletics Running (Elevating athletics: Zigzag running, co-ordinated running, changing direction, speed, distance and over obstacles)</p>	<p>Games – striking and fielding (Kwik Cricket: Channel 4 scheme skills development)</p> <p>Athletics – obstacles, relay, pull throw</p>



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Languages (Spanish)	A bordo! (All aboard)		La paga (Pocket money)		Cuéntame un cuento! (Tell me a story!)	
Personal. Social & Health Education (PSHE) (inc British Values and RSE)	Relationships <i>Different types of stable caring relationships R1.4</i> <i>Civil Partnerships / Marriage R1.5</i> <i>Forced marriage</i> <i>Cultural practices that are against British law and universal human rights</i> <i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability) R3.1 BV</i>		Assessing Risk / Staying Safe <i>Difference between a risk, danger and hazard</i> <i>How to manage risks / dares</i> <i>Independence – Responsibility</i> <i>Safe mobile phone use and internet use to have strategies for keeping themselves safe e.g. not sharing images, passwords, personal information R4.5 H7.2</i> <i>Effect of actions on others including online H7.3</i>		Healthy Body and Healthy Mind <i>How bodies change during puberty including personal hygiene H11.5 H13.1 H13.2</i>	
British Values	Democracy: Election of School Council, Visit to Oldham Chambers Respect <i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</i>		Individual Liberty: choices we make to stay safe, taking risks and challenge themselves to be the best that they can be. Rule of Law: (History Link – Crime and punishment from Anglo Saxon – present day)		Tolerance of Different Faiths and beliefs: <i>Sikhism</i> - rules ,sacred books. How important are holy books in other faiths? sacred places Sikh Gurdwara Visit & Festivals. <i>pilgrimage – The Golden Temple in Amritsar.</i>	
Economic Awareness :					Money Matters: Borrowing and Saving Value for money Money and the wider world	
Music	Dynamics Texture Notation <i>Performing</i> <i>Composing and Improvising</i>	Duration (Pulse and Rhythm) <i>Performing</i>	Tempo Texture Structure Notation <i>Performing</i>	Pitch Dynamics Timbre <i>Performing</i>	Pitch Texture Structure <i>Performing</i>	Duration (Pulse and Rhythm) Dynamics Tempo Timbre Notation <i>Performing</i>



St Mary's CE Primary School
Year 5 Overview

“Love one another as Jesus loved us”
(John 3 v 34-35)

	<i>Listening and Appraising Vocal Skills</i> Music Express : Our Environment	<i>Composing and Improvising Listening and Appraising Vocal Skills</i> Music Express : Our Environment	<i>Composing and Improvising Listening and Appraising Vocal Skills</i> Music Express : At The Movies	<i>Composing and Improvising Listening and Appraising Vocal Skills</i> Music Express : Celebration	<i>Composing and Improvising Listening and Appraising Vocal Skills</i> Music Express : Life Cycles	<i>Composing and Improvising Listening and Appraising Vocal Skills</i> Music Express : Keeping Healthy
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