



## HALF TERMLY CURRICULUM OVERVIEW Summer term (1) 2025 Year 5 Skill for Success – Co-operation

Week	1	2	3	4	5
DATE	21/04/25 – 4 days	28/04/25	5/05/25 – 4 days	12/05/25	19/05/25
<b>Events</b>	24/04/25 class photos		London Residential		
<b>Visits and Visitors</b>				Author visit 13/05/25  Synagogue visit 15/05/25	
<b>English</b>	Firebird – create setting, plot and characters and expand noun phrases (3 weeks)			Newspaper Report– non narrative organisational devices and adverbs expressing time, place and cause	
<b>No nonsense spelling</b>	Have a go strategies	Words from statutory word lists	Strategies for learning words Etymology of words	Proofreading for words on word lists	Homophones
<b>Books for Life</b>	<b>Skellig – David Almond</b>			<b>The Arrival – Shaun Tan</b>	
<b>Maths</b>	Fractions (5 weeks) – Some areas we will cover include; Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions and non-unit fractions) Pupils multiply a proper fraction by a whole number (within a whole and greater than a whole) Pupils multiply an improper fraction by a whole number Pupils use their knowledge of multiplying a whole number by a unit fraction to solve problems Pupils use representations to describe and compare two fractions (1/5 and 5/10)				
<b>Science Forces and Magnets</b>	- Compare how things move on different surfaces.	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.	Observe how magnets attract or repel each other and attract some materials and not others.	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
<b>DT Levers and</b>	Children investigate, analyse and	Generate realistic ideas and their own	Children make their designs	Children make their designs	Evaluate their own products and ideas

<b>Linkages</b>	evaluate books and, where available, other products which have a range of lever and linkage mechanisms.	design criteria through discussion, focusing on the needs of the user. <ul style="list-style-type: none"> <li>• Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul>			against criteria and user needs, as they design and make.
<b>Geography United Kingdom</b>	I can name the 4 countries of the UK ( <b>England, Scotland, Wales and Northern Ireland</b> ). I know the Mediterranean is a region in southern Europe. Skill: I can use a map to locate each country in the United Kingdom. I can use a map to locate the <b>United Kingdom</b> and <b>Mediterranean</b> region on a map. I can name and locate <b>Italy</b> . Knowledge: I know that each country in the United Kingdom has different human and physical features. I can use an atlas to identify the location of each country in the UK and the location of Italy. I can read a map that shows topography of each country. I can read maps that show average salaries, the spread of farming and demographics). .				I can use N, NE, E, SE, S, SW, W and NW to describe the position of different countries in relation to each other.
<b>Computing-  Online Safety- Privacy and security  Copyright</b>	Scratch  Code for life				
I can explain what a strong password is and demonstrate how to create one.  I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.  I can assess and justify when it is acceptable to use the work of others					
<b>French Fruits &amp; vegetables</b>	I can understand and say some fruit and vegetable nouns.	I can recognise fruit and vegetable nouns in the plural form.	I can understand and enjoy a story about fruits and vegetables	I can ask politely for fruits and vegetables	I can write a polite request

<b>Music-</b> <b>Musician of the month-</b> <b>April – The Beatles</b> <b>May –</b>	Listen and appraise Dancing in the street Air, vocal warm up and games. Learn to sing and perform song.	Instrumental games – find the pulse, copy the rhythm, find the beat	Instrumental games – find the pulse, copy the rhythm, find the beat	Learn and perform the song Dancing in the street	Learn and perform the song – Dancing in the street
<b>PE – Handball</b>	Passing and moving, understanding the basic skills and rules of handball	Passing and moving. Finding space to be available for a pass	Throwing and catching. Progression to shooting in a game scenario.	Dribbling, bouncing and moving.	Practice skills learnt in a game.
<b>PE Indoor Skills- Physical</b>	In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional athletics and games and healthy competition.				
<b>Personal, Social, Health Economic and Relationships</b>	Skill for success – Co-operation	<p>Understand the importance of self-respect and how this links to their own happiness.</p> <p>Recognise that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including to those in positions of authority</p>	<p>Know what positively and negatively affects their physical, mental and emotional health</p> <p>Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	<p>How can I pay for things?</p> <p>Understand different ways of payment, appropriate to different situations</p> <p>Understand key language relating to debit/credit cards</p> <p>How can I keep my money safe?</p> <p>Understand why some people might use a bank account</p> <p>Know some of the risks with spending online</p>	<p>Revisit Discussion and questions children may have since lesson in the autumn.</p> <p>Revisit key facts about the menstrual cycle as a whole class</p> <p>Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

<b>RE</b>	<b>What kind of world did Jesus want?</b>				
<b>Garden Days</b>	23/04 – Natural disaster exploration  Volcanoes/Tsunami/hurricane  Team building games  Orienteering and compass skills				