Hadley Wood Primary School Yearly Overview: Year 5 2024-2025

Mandela Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Ancient Greece**	**Life in Athens**	**World Biomes**	**North America**	**The Anglo-Saxons**	**The Vikings**
Enrichment, Trips or Visits	Young Shakespeare Company – Twelfth Night Secret Garden Production Barnet Library	Palmers Green Mosque Forest School	Science Museum Coding workshop	NatWest Money Matters Workshop *Swimming*	National Archives Workshop - Refugees Swimming	The Big Day Out @ Stanborough Lakes Swimming Cricket at Mount House
Reading Spine Book	The House with Chicken Legs by Sophie Anderson	Oranges in No Man's Land by Elizabeth Laird	The Boy at the Back of the Classroom by Onjali Rauf	Holes by Louis Sachar	Beowulf by Michael Morpurgo	The 1000 Year Old Boy by Ross Welford
English Key text • genres • grammar	**Character Description: Greek Gods** Research and make notes on a Greek God. Pupils will then write a character description containing relevant detail. *-Sentence structure to ensure sentences make sense* *- relative clauses* *- expanded noun phrases* **Greek Myths** Creating our own heroes and mythical creatures to write a Greek myth. *-Subject verb identification* *-Tenses (simple, progressive and perfect)* *- Expanded noun phrases* **Letter- Twelfth Night** Writing a monologue in the style of a character from the Twelfth Night, having seen the production by the Young Shakespeare Company. *- co-ordinating conjunctions* *- prepositions* *- adverbs and adverbials*	**Book Study: Oranges in No Man's Land- Diary** Diary entry based on main character's experiences in Lebanon. *- fronted adverbials* *- subordinating conjunctions* *- subordinate clauses* **Explanation Text- Phases of the Moon and Seasonal Change** Explanation linking to our science topics on the different phases of the moon. *- adverbials for cohesion across paragraphs* *- commas for clauses and clarity* *- bullet points* *- colons*	**Book study: Boy at the Back of the Classroom** Writing emails and letters as characters from Ahmet and his classmates. Changing the degrees of formality. *- Punctuation for parenthesis (brackets, commas and dashes)* *- degrees of formality* **The Mysteries of Harris Burdick- Narrative** Writing narratives based on the mysterious images from the book. *- Relative clauses* *- Direct speech*	**The Highway Man- Narrative poetry/ Additional verse** Writing an additional verse to the poem that tells another part of the story. *- poetic devices (figurative language, rhyme, alliteration etc)* *- Tenses (simple, progressive and perfect)* *- co-ordinating and subordinating conjunctions* **The Highway Man- Persuasive Speeches** Write closing statements to persuade a jury of who is to blame for the death of Bess the Landlord's daughter. *- complex noun phrases* *- modal verbs* *- apostrophes for possession* **Book Study: Holes by Louis Sachar** Writing a school style report on the progress made by Stanley. *-Modal Verbs* *-Relative clauses*	**Beowulf- Journalistic Writing** Newspaper reports based on Grendel's attack. *- direct and indirect speech* *- Tenses (simple, progressive and perfect)* *- co-ordinating and subordinating conjunctions* **Viking Invasion Narrative** A historical narrative based on the Viking invasions. *- Semi colons* *- Expanded noun phrases* *- clauses* *- direct speech* **The Kraken- Sonnets** Creating our own sonnets based on a monster for Beowulf to defeat. *- poetic devices (figurative language, rhyme, alliteration etc)*	**Little Freak - Character Description** -Using literary devices effectively to engage the reader *-figurative language* *-show not tell* *-pathetic fallacy* *- selecting words for effect* **Non-chronological report- Viking Gods** Researching Viking gods and presenting our ideas using organisational features. **Narrative – The Game** A story based on Jumani and teamwork *Consolidation of Grammar features in readiness for Year 6*

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Maths • number • concept	**Number: Place Value Within 1,000,000** - rounding -comparing - ordering numbers - negative numbers - Roman Numerals to 10,000 **Number: Addition and Subtraction** -mental and formal written methods - estimating - using the inverse for checking **Statistics: Graphs and Tables** -interpreting information from tables and line graphs - drawing line graphs *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	**Number: Multiplication and Division 1** - develop a secure understanding of factors, multiples, prime numbers, squared numbers and cubed numbers - using the inverse operation - multiplying and dividing whole numbers by 10,100 and 1000 **Measurement: Area and Perimeter** - measuring and calculating perimeter and area -comparing area *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	**Number: Multiplication and Division** -multiplying a 4-digit number by 1 digit -multiplying 2-digit number - multiplication using formal written methods - dividing a 4-digit number by 1 digit - division with remainders **Number: Fractions** - equivalent fractions -converting improper fractions to mixed numbers -number sequences - comparing and ordering fractions -fractions as division *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	**Number: Fractions** -adding and subtracting fractions with the same and different denominators -problem solving mixed word problems -multiplying fractions - calculating fractions of amounts **Number: Decimals and Percentages** - writing decimals -understanding thousandths -ordering, comparing and rounding decimals -understanding percentages -percentages as fractions and decimals *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	**Number: Decimals** -adding and subtracting decimals -decimal sequences -problems solving with decimals -multiplying and dividing decimals by 10,100,1000 **Geometry: Properties of Shape** -measuring angles in degrees using a protractor -drawing angles -calculating angles along a straight line and around a point - calculating lengths and angles within shapes -recognising and drawing parallel and perpendicular lines -recognising regular and irregular polygons - reasoning about 3D shapes *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	**Geometry: Position and Direction** - reflection -reflection with coordinates -translation -translation with coordinates **Measurement: Converting Units** - metric and imperial units -conversion of length, mass and capacity -converting units of time -timetables -problem solving with measurements **Measurement: Volume** -understand the concept of volume - calculate volume -compare volume - estimate volume -estimate capacity *All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*

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Science • knowledge • skills	**How can we compare and group materials?** Recognise that materials are used in many different ways and for particular purposes within buildings Describe and explain the changes that happen to a material when water is added	**How does the Earth's relationship with the sun, together with the movement of the Earth and Moon affect our lives?** Describe the shapes, positions and movement of the planets in the solar system and some of the differences between these and stars Use a model to describe and compare the movements of different planets in space Use a model or diagram to explain the effect of the Earth's rotation in space. Use a model to explain why sunrise and sunset occur at different moments in time in different parts of the world Explain how the Earth's tilt leads to seasonal changes Explain how the Earth's tilt affects the times of sunrise and sunset in different places at different times of the year Identify the phases of the Moon and explain why these occur		**How can we separate different mixtures?** Explain that materials can mix and to demonstrate that mixtures of solid materials can be separated by the technique of sieving Identify through investigation some solids that dissolve and others that do not, and describe how to tell that a solid has dissolved Plan and carry out comparative tests to find out which material is best for picnic plates Explain the processes of evaporation and condensation and how these might help to produce drinkable water from a plentiful supply of seawater Demonstrate and explain how pure salt can be separated from a rock salt mixture, using techniques based on the properties of the materials involved	**How do forces affect the way objects move?** Use evidence to explain how objects fall through the air Recognise the effects of water resistance Identify and explain the effect of upthrust on objects in water Demonstrate how levers work and how they reduce the force required to move objects Explain why pulleys make lifting objects easier Explain how gears allow a smaller force to have a greater effect	**How do plants and animals reproduce?** Describe how plants can reproduce asexually, by creating new plants from different parts of the parent plant rather than by producing seeds Describe the life process of reproduction in amphibians and most insects and recognise this process as sexual reproduction Describe the life process of reproduction in mammals and birds and recognise this process as sexual reproduction Describe puberty in girls and boys **How do the life cycles of different animals differ?** Compare the life cycles of different animals Define what a mammal is and describe its life cycle
Computing • knowledge • skills	**What can I do to keep myself safe online?** Identify how to create a strong password Understand how to customise privacy settings Review the tools and settings that protect against hackers and other threats.	**How can I use my knowledge of algorithms and programs to create a working model of a fairground carousel?** Control a simple circuit connected to a computer Write a program that includes count-controlled loops Explain that a loop can stop when a condition is met Explain that a loop can be used to repeatedly check whether a condition has been met	**What are the similarities and differences between search engines and how does this influence results?** Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Identify how to use a search engine Describe how search engines select results	**How can I use drawing tools to create vector images?** Recognise that vector drawings are made using shapes Create a vector drawing by combining shapes Use tools to achieve a desired effect Recognise that vector drawings consist of layers Group objects to make them easier to work with	**How can I use my knowledge of programming to create a quiz?** Explain how selection is used in computer programs Relate that a conditional statement connects a condition to an outcome Explain how selection directs the flow of a program Design a program that uses selection	**How can I use a database to order and answer questions about data?** Use a form to record information Compare paper and computer-based databases Outline how you can answer questions by grouping and then sorting data

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		Design a physical project that includes selection Create a program that controls a physical computing project	Explain how search results are ranked Recognise why the order of results is important, and to whom	Apply what has been learned about vector drawings	Create a program that uses selection Evaluate own program	Explain that tools can be used to select specific data Explain that computer programs can be used to compare data visually Use a real-world database to answer questions
History • knowledge • skills	**How have the Ancient Greeks influenced the Modern Western World?** Explore what we can learn about everyday life in Ancient Athens from the pottery evidence that remains Identify why Athens was able to be so strong at this time Contrast and compare life in Sparta with life in Athens Identify the importance of democracy in Ancient Greek culture Investigate the importance of entertainment events such as the Olympics in Ancient Greece				**Were Saxon times really 'dark'?** Explore reasons why the Anglo-Saxons invaded and how we know where they settled Identify how people's lives change when Christianity came to Britain Recount key episodes in the struggle the Saxons faced from the Viking threat of invasion Identify which of King Alfred's achievements were the most significant Explore the effectiveness of Saxon justice	**Raiders or settlers: how should we remember the Vikings?** Identify where Vikings came from and reasons why they invaded Britain Explore reasons behind contrasting events between Viking and Saxon accounts of the same event Understand the events within the 300-year time period Vikings visited Britain first as raiders then as conquerors Grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings Identify how we can we learn about Viking settlements from a study of place-name endings
Geography • knowledge • skills		**How would my life be different if I lived in Athens?** Map work to locate Europe, its countries and capitals (including Russia) European cultures Visiting the Mediterranean Migration Similarities and differences between Athens and London	**Are all biomes equally fragile?** Location of the Earth's biomes Effects of eco-systems Characteristics of the Earth's biomes Damage and protection of biomes Comparisons between biomes	**How does the human and physical geography of a region of North America compare with a region of the UK?** The countries and different climates of North America Physical geographical features of North America Location of people		-

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				Time zones Compare Yosemite National Park and the Lake District		
Art • knowledge • skills	**Sculpture: Design and make a Greek pot.** Explore pottery designs Develop joining techniques Create patterns by scraping and gouging Make thumb and coil pots		**Artist Study: William Morris How can I use block printing techniques to create artwork representing a biome?** Use sketch books to record observations Review and revisit ideas recorded in sketch books to improve piece. Experiment with ways in which surface detail can be added to drawings. Apply simple use of pattern and texture in a drawing. Design and create a block print in the style of William Morris**.**		**Portraits: Saxon Art & Culture What effect did Saxon Culture have on artwork from this time period and where can we see examples of this today?** Research Saxon art & culture Develop understanding of the different drawing techniques. Apply my knowledge of Saxon art and culture to create my own design Represent my ideas through mixed media Carry out observation drawings at an archaeological site.	
Design and Technology • knowledge • skills		**Mechanical systems: Pulleys or gears** **Product: Fair Ground Ride** Design and make a mechanical system to make a fairground ride move Design and make a wooden construction to support a mechanical system Use sawing, cutting, drilling, gluing and sanding		**Food: Celebrating culture and seasonality** **Product: Burger as a new item on the school dinner menu** Research who invented the burger and investigate the impact of burgers on American culture Research and analyse the nutritional value of various types of burgers Choose a burger recipe according to sensory research Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Evaluate the final product using a design specification		**Structure: A floating boat** **Product: Viking Long Boat** Research the structure and materials used in a Viking Long Boat Design a floating structure Select appropriate tools and materials to build the structure Build and create the boat, using accurate measuring and joining skills Evaluate the final product using a design specification

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PE • knowledge • skills	**How important is communication in sport?** Navigate around a course using a map Be inclusive of others and share job roles Reflect on what was successful at solving challenges Alter methods in order to improve **How can clear communication and a good understanding of positioning help when playing netball?** Communicate with my team and move into space to keep possession and score Pass, receive and shoot the ball with some control under pressure Stay with an opponent and I confident to attempt to intercept Know what position I am playing in and how to contribute when attacking and defending Understand the need for tactics and can identify when to use them in different situations	**How can I work with a partner to achieve synchronisation?** Use cannoning, sync, match and mirroring and comment on effect on sequence Develop strength, flexibility and control Create and perform sequences using apparatus - adapting to suit individually or group based Set criteria to evaluate performance **How important is physical health?** Analyse my fitness scores to identify areas for improvement. Choose the best pace for a running event and maintain speed. Identify how different activities can benefit my physical health. Understand the different components of fitness and how to test them Understand what my maximum effort looks and feels like and I am determined to achieve it	**How can I refine the way I use actions, dynamics and space in a dance to engage my audience?** Choreograph a sequence of phrases Develop fluency, timing and space to suit a piece of music Assess work to give constructive feedback Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus **What skills do I need to play Badmington successfully?** Play continuous rallies in badminton. Learn about the ready position, racket control, serving and hitting over a net Use these skills to make the game difficult for their opponent.	**What skills do I need to develop to play Tag Rugby?** Pass and receive the ball with some control under pressure. Know what position I am playing in and how to contribute when attacking and defending Communicate with my team and move into space to keep possession and score Tag opponents and close down space. **Swimming:** Pupils partake in swimming lessons at a local pool They build on previous swimming knowledge and develop skills and stamina commensurate with progressing ability The aim is for all pupils to swim a minimum of 25m unaided by the end of their lessons.	**Sports Day Practise: How can I develop myself to achieve my best in Athletics?** Pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin. Challenges for distance and time involve using different styles and combinations of running, jumping and throwing. Think about how to achieve the greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Lead when officiating as well as observe and provide feedback to others. **Swimming:** Pupils partake in swimming lessons at a local pool They build on previous swimming knowledge and develop skills and stamina commensurate with progressing ability The aim is for all pupils to swim a minimum of 25m unaided by the end of their lessons.	**What skills and tactics can I use to outwit my opponent in a Cricket match?** Developing a wider range of fielding skills and use these under some pressure Strike a bowled ball with increasing consistency. Understand the need for tactics and identify when to use them in different situations Understand the rules of the game and apply them honestly most of the time. Understand there are different skills for different situations and begin to use this **Swimming:** Pupils partake in swimming lessons at a local pool They build on previous swimming knowledge and develop skills and stamina commensurate with progressing ability The aim is for all pupils to swim a minimum of 25m unaided by the end of their lessons.
Music • knowledge • skills	**How does Musical Theatre convey a storyline?** Understand the history of musical theatre	**What are the key features of African music?** Sing a traditional African song unaccompanied	**Why are the works of Ludwig van Beethoven still relevant today?**	**How can I use tuned and un-tuned instruments to create a minimalist composition?**	**What makes Blues music unique?** Know the key features of Blues music	**How can we combine loops to create a remix?** Play a simple looped rhythm from notation

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	Identify character songs and action songs Create, rehearse and perform a musical theatre scene	Use tuned percussion to play a chord progression Use vocals or tuned percussion to perform a piece of music as an ensemble Play call and response rhythms using percussion instruments	Listening to and appraise performances of Symphony Number 5. Explore the concept of a symphony. Listen and reflect on a piece of orchestral music Invent their own musical motifs and structure them into a piece Perform as an ensemble	Understand the key features of minimalism Play a minimalist melody in two parts from staff notation Play an interlocking minimalist melody in two parts from staff notation Understand the connection between minimalist and electronic dance music.	Play the first line of the 12-bar Blues Play the 12-bar Blues Play the Blues scale Improvise with notes from the Blues scale	Create a piece of music using prewritten loops Play a melody line accurately and fluently Select a section of a tune and perform it as a loop Combine loops to create a remix
RE • knowledge • skills	**Believing: Why do some people believe God exists?** Consider why people believe in God and if he is real. Question the concepts: How do we know what is true? Why do people believe or not believe in God? Consider what Christians believe about how the world began and if they all share the same idea	**Expressing: If God is everywhere, why go to a place of worship?** Understand what is classified as a place of worship Make links between Christian, Jewish and Hindu places of worship Answer the question: Are the people who worship more important than the place itself?	**Living: What matters most to Christians and Humanists?** Describe what Christians mean about humans being made in the image of God and being 'fallen' Describe some Christian and Humanist values Express their own ideas about some big moral concepts Describe what it means to be a Humanist Suggest reasons why it might be helpful to follow a moral code	**Believing: What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?)** Understand Jesus' mission Discuss the importance of love and how Jesus taught this to his followers Explore the parable teachings on forgiveness Consider the teachings of Jesus on the concepts of justice, fairness and generosity Apply the knowledge taught to problems faced today.	**Living: What does it mean to be a Muslim in Britain today? (part 1)** Explore the fundamental beliefs that support Muslims to go through the journey of life Understand the key beliefs of the Muslim faith and how this affects their life. Discuss the importance of prayer to Muslims. Look at the importance of charity to Muslims and make personal links Understand why Muslims fast.	**Living: Green religion? What do religious and non-religious worldviews teach about caring for the Earth?** Make connections between beliefs about the earth and activist behavior in different religions Understand the challenges facing the planet and responses from different religions Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'
PSHE / Citizenship • knowledge • Skills **P4C Theme** **Events**	**Physical health and wellbeing: In the media** Food advertising Role models and media influencers Image manipulation P4C Theme - Is it ok to lie?	**Identity, society and equality: Stereotypes, discrimination and prejudice Stereotyping including by gender** The role of the media in sterotyping Diverse role models Prejudice and discrimination Discriminatory language	**Keeping safe and managing risk: Making safer choices** Online Safety and friendships Domestic Violence and Abuse Running away from home and going missing P4C Theme – Am I responsible for my actions?	**Mental health and emotional wellbeing: Dealing with feelings** The physical and mental effects of different emotions Times of change Loss and bereavement	**Drug, alcohol and tobacco education: Different influences** Risks associated with smoking drugs and alcohol Laws Media messages Strategies to use when being pressured by peers	**Careers, financial capability and economic wellbeing:** Borrowing and earning money Risk associated with borrowing money Debt Enterprise Careers

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	Events:Reading for Pleasure Week	P4C Theme – Why should I be god? Events – Anti Bullying Week Remembrance Day	Events – Safer Internet Day	P4C Theme – Is there other life in the universe and what might life be like? Events – Sports Relief, CREW week	P4C Theme – Third World Debt	P4C Theme – Identity Events – Outdoor Learning Week, Values Parliament and Sports Day
Spanish	**Do you have a pet?** Say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in Spanish for popular pets. Say and write what my pet is called in Spanish. Ask somebody in Spanish what pet they have. Say and write a short presentation including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective "y" (and) or "pero" (but).	**What is the date?** Learn how to recognise, read, say and spell the twelve months of the year in Spanish as accurately as possible. Learn how to ask what the date is in Spanish. Learn how to say the date in Spanish (including a shorter version). Ask the question "When is your birthday?" in Spanish. Say when your birthday is in Spanish. Learn some key dates from the Spanish calendar (traditional Spanish celebrations for example).	**The Weather** Read and recognise the vocabulary for weather in Spanish. Say and write the vocabulary accurately for weather in Spanish. Ask the question "what the weather is like today?" in Spanish. Answer the question "what the weather is like today?" in Spanish. Describe the weather in different regions of Spain using a weather map with symbols in spoken and written form.	**Habitats** Say and write in Spanish the key elements animals and plants need to survive in their habitat. Give examples in Spanish of the most common habitats for plants and animals and give a named example of these habitats. Say and write in Spanish which animals live in these different habitats. Say and write in Spanish which plants grow in these different habitats.	**The Olympics** All about the key facts of the ancient Olympics in Spanish. All about the key facts of the modern Olympics in Spanish. Look out for cognates and highlight key words when decoding longer text to help me to learn how to gist listen and read in Spanish. Read, listen to and recognise the nouns in Spanish for key sports in the current Olympic Games. Say and spell from memory some/all the nouns in Spanish for key sports in the current Olympic Games, with their correct gender/article. Learn to use (conjugate) the verb practicar to help me say what sports I/other people play and what sports I/other people do not play.	**Clothes** Say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and with good pronuciation. Use the verb LLEVAR (to wear) conjugated in Spanish to help me describe what I am wearing and possibly what other people are wearing. Say what clothes I wear in different situations and different weather. Describe what I am wearing in terms of colour using accurate adjectival agreement. Use the correct possessive adjective for 'My' in Spanish in relation to the items of clothing learnt in this unit.