Hadley Wood Primary School Yearly Overview: Year 5 2025-2026

Shakespeare 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 – Romeo and Juliet British Museum	Forest School	Science Museum Coding workshop	NatWest Money Matters Workshop *Swimming*	National Archives Workshop - Refugees Swimming	The Big Day Out @ Stanborough Lakes Swimming ETSP Stem Project
Literature Spine	Ancient Myths by Geraldine McCaughrean and Tony Ross	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 Boy Who Fell from the Sky by Benjamin Dean
English Key text • genres • grammar	Back to Basics reviewing key grammar and sentence structures taught in previous year groups: **Cyber Kicks** - Noun phrases expanded by use of modifying adjectives, nouns and preposition phrases Use the past tense consistently (regular and irregular forms). **The Hidden Treehouse** - Expressing time, place and cause using conjunctions **Birthday Boy** - The grammatical difference between plural and possessive –s Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	**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 **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 -Use of inverted commas and other punctuation to indicate direct speech. -Devices to build cohesion within a paragraph **Space Poetry – Tanka** -Figurative language – similies, metaphors, personification	**Book study: Boy at the Back of the Classroom** Writing emails and letters as characters from Ahmet and his classmates to the King about the refugee crisis. Changing the degrees of formality. **-** Punctuation for parenthesis (brackets, commas and dashes) - degrees of formality -Recognising vocabulary and structures that are appropriate for formal speech and writing -Modal verbs -Use of commas to clarify meaning and avoid ambiguity **The Mysteries of Harris Burdick- Narrative** Writing narratives based on the mysterious images from the book. - Relative clauses - Direct speech -Linking ideas across paragraphs using tense choices	**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 Or **Informal letter to Stanley's mum based on Holes** Parenthesis to embed additional information ( ) , , - - Use show not tell to develop emotions	**Beowulf- Journalistic Writing** Newspaper reports based on Grendel's attack. - direct and indirect speech - Tenses (simple, progressive and perfect) - co-ordinating and subordinating conjunctions -Recognising and using vocabulary and structures that are appropriate for formal writing -Use of inverted commas and other punctuation to indicate direct speech. **Viking Invasion Narrative** A historical narrative based on the Viking invasions. - Semi colons - Expanded noun phrases - clauses - direct speech - Brackets, dashes and commas for parenthesis	**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 **Descriptive writing (Little Freak)**: Core skills and Y5 grammar objective focus. Consolidation of Grammar features in readiness for Year 6

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	The Secret of the Egg - Apostrophes to mark plural possession **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 -1st person -Relative clauses beginning with who, which, where, that, when, whose -Standard English forms for verb inflections e.g. we were instead of we Was. -Devices to build cohesion within a paragraph		[for example, he had seen her before] -Expanded noun phrases	Converting nouns or adjectives into verbs using suffixes	**The Kraken- Sonnets** Creating our own sonnets based on a monster for Beowulf to defeat. - poetic devices (figurative language, rhyme, alliteration etc)	
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**	**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	**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	**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	**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	**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

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	-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.*	*All children will have the opportunity to develop their fluency, reasoning and problem-solving skills throughout all aspects of the mathematics curriculum.*	-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.*	-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.*	- 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.*	-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.*
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	**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?**

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				properties of the materials involved		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 Design a physical project that includes selection Create a program that controls a physical computing project	**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 Explain how search results are ranked Recognise why the order of results is important, and to whom	**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 Apply what has been learned about vector drawings	**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 Create a program that uses selection Evaluate own program	**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 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				**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	**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

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	Identify the importance of democracy in Ancient Greek culture Investigate the importance of entertainment events such as the Olympics in Ancient Greece				Identify which of King Alfred's achievements were the most significant Explore the effectiveness of Saxon justice	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 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	

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					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 Or **STEM Project** Each year the children are set a task by the ETSP (Enfield Town Schools Partnership), based around a theme. The children will come up with their own question based on this theme, plan a project, design and research their question and present to an audience

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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.

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Music • knowledge • skills	**How does Musical Theatre convey a storyline?** Understand the history of musical theatre Identify character songs and action songs Create, rehearse and perform a musical theatre scene	**What are the key features of African music?** Sing a traditional African song unaccompanied 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	**Why are the works of Ludwig van Beethoven still relevant today?** 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	**How can I use tuned and un-tuned instruments to create a minimalist composition?** 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.	**What makes Blues music unique?** Know the key features of Blues 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	**How can we combine loops to create a remix?** Play a simple looped rhythm from notation 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'

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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? Events:Reading for Pleasure Week	**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 P4C Theme – Why should I be god? Events – Anti Bullying Week Remembrance Day	**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? Events – Safer Internet Day	**Mental health and emotional wellbeing: Dealing with feelings** The physical and mental effects of different emotions Times of change Loss and bereavement P4C Theme – Is there other life in the universe and what might life be like? Events – Sports Relief, CREW week	**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 P4C Theme – Third World Debt	**Careers, financial capability and economic wellbeing:** Borrowing and earning money Risk associated with borrowing money Debt Enterprise Careers P4C Theme – Identity Events – Outdoor Learning Week, Values Parliament and Sports Day
Spanish	**Phonetics Lesson 3 (La Fonetica)** • Understand the third set of phonics sounds/phonemes in Spanish. The sounds are: ga ge gi go gu **Do you have a pet? (Tienes Una Mascota?)** 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	**What is the date? (La Fecha)** Learn how to recognise, read, say and spell the twelve months of the year in Spanish as well as the numbers 1-31 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).	**What is the Weather? (Que Tiempo Hace?)** 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.	**Classroom (La Clase)** Recognise and repeat from memory simple classroom objects and use the correct gender. Present this information both orally and in written form. Say what they have and do not have in their pencil case in Spanish. Recognise and respond to simple classroom commands and praise that they have listened to.	**What Time is it? (x 3 - short unit) (Que Hora Es?)** Revise numbers 1-12. Learn how to tell the time (by the hour) in Spanish. Learn how to tell time around the clock (quarter past, quarter to and half past etc) in Spanish. Learn how to express doing an activity at a particular time, as well as exploring the 24 hour clock in the challenge section.	**Clothes (La Ropa)** Say and write the vocabulary for a range of clothes in Spanish accurately, and with good pronunciation. Use the verb LLEVAR (to wear) conjugated in Spanish to help describe what I am wearing and possibly what other people are wearing. Learn more about possessive adjectives in Spanish and apply this knowledge when packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my'.

	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).					Take part in a listening activity integrating days of the week and weather (should teachers wish to do an extended listening on this topic) Describe what I am wearing in terms of colour using accurate adjectival agreement and in different situations. Use the correct possessive adjective for 'My' in Spanish in relation to the items of clothing learnt in this unit.