



## Year 5 Autumn Overview 2025

English	Maths	Science
<p>Class Text: Boy in the Tower By Polly Ho-Yen</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Letter Writing</li> <li>• Journalistic Writing-Newspaper report</li> <li>• Character descriptions and comparisons</li> <li>• Book review &amp; author study</li> </ul> <p><u>Reading and Comprehension:</u></p> <ul style="list-style-type: none"> <li>• Development of VIPERCA skills -identify how vocabulary contributes to meaning and how it is used by the author to impact the reader, drawing inferences, justifying predictions, explaining, retrieval, comparing texts, identifying authorial style, identifying ideas drawn from more than one paragraph and summarising these, identifying themes in the book, the genre, writing PEE paragraphs</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases, Proper nouns, Subordinating and coordinating conjunctions, Complex Sentence, Prepositional phrases, Fronted Adverbials, Commas for meaning and clarity, Adverbs - Degree of Possibility, Tenses -Past, Present Progressive and Present Perfect, Modal verbs, Inverted Commas, Verb inflections and Standard English</li> </ul>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>• Reading and writing Roman numerals to 1000.</li> <li>• Numbers to 1,000,000: reading and writing numbers, comparing numbers, partitioning numbers, making number patterns and rounding numbers</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Practising mental strategies to add and subtract.</li> <li>• Using written methods to add and subtract whole numbers, including large numbers.</li> <li>• Rounding to check answers.</li> <li>• Practising inverse operations.</li> <li>• Multi-step worded problems.</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>• Multiplication and division: finding factors, multiples, common factors and prime numbers, square and cube numbers.</li> <li>• Multiplying by 1 and 2-digit numbers.</li> <li>• Multiplying and dividing by 10, 100, 1000.</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Identifying equivalent fractions.</li> <li>• Converting between improper fractions and mixed numbers.</li> <li>• Comparing fractions and mixed numbers.</li> <li>• Ordering fractions and mixed numbers.</li> <li>• Addition and subtraction of fractions and</li> </ul>	<p><b>Materials and their properties:</b></p> <ul style="list-style-type: none"> <li>• Recap on States of Matter and Particle Theory</li> <li>• Why and how materials are used in the world around us</li> <li>• Comparative Testing of the properties of materials, including absorbency</li> <li>• Debate - Should we use plastic?</li> <li>• An introduction to metals and non-metals</li> </ul> <p><b>Reversible changes:</b></p> <ul style="list-style-type: none"> <li>• Dissolving, Solubility, Insolubility and Suspension</li> <li>• Mixtures.</li> <li>• Experimenting with Crystals</li> <li>• Methods of Separating Mixtures</li> </ul>

	mixed numbers.	
<b>French</b>	<b>Geography Done</b>	<b>History</b>
<ul style="list-style-type: none"> <li>• Revise and extend topics met in Y4</li> <li>• Classroom objects</li> <li>• Classroom language</li> <li>• Personal Information</li> <li>• Family, pets and other animals</li> <li>• Masc/fem nouns and adjectives</li> <li>• Singular pronouns (Je, tu il,elle)</li> <li>• The verbs 'to have', 'to be' (I, you, he)</li> <li>• Possessive adjectives 'my', 'your' (singular)</li> <li>• Numbers 1-50</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• The UK and Europe</li> <li>• Continents and oceans</li> <li>• Major cities, sea areas and upland areas</li> <li>• Atlas skills</li> </ul> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• The water cycle</li> <li>• The journey of a river</li> <li>• Features of a river from source to mouth</li> <li>• Waterfalls in the UK and North America</li> <li>• Features of the upper, middle and lower course of the river</li> <li>• Flooding case study</li> </ul>	<p><b>What is history?</b></p> <ul style="list-style-type: none"> <li>• Concept of chronology</li> <li>• Working out centuries</li> <li>• Using sources</li> </ul> <p><b>Mayan Civilisation</b></p> <ul style="list-style-type: none"> <li>• Locating the Maya</li> <li>• The creation of this earth according the Maya</li> <li>• Gods and goddesses</li> <li>• Fashion and beauty</li> <li>• Pyramids</li> <li>• Pok-A-Tok</li> <li>• Rise and fall of Tikal</li> <li>• Downfall of the Maya and their resistance to Spanish colonialism</li> <li>• Mayan glyphs</li> <li>• Mayan maths</li> <li>• Calendars</li> <li>• Food and drink</li> </ul>
<b>Art</b>	<b>Music</b>	<b>Technology</b>
<ul style="list-style-type: none"> <li>• Watercolour paintings based on photographer Simon de Glanville inspired by urban animals</li> <li>• Creating clay gargoyles and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring time signatures and performing together</li> <li>• Performing rhythms expressively</li> </ul>	<p><b>Introduction to the network and the systems</b></p> <p><b>Introduction to the personalised 1-1 iPad used in lessons</b></p>

<ul style="list-style-type: none"> <li>• Scraffito technique, cityscape and fireworks theme</li> <li>• Creating Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring rhythmic texture</li> <li>• Creating and notating musical texture</li> <li>• Learning songs for different seasons and performances</li> </ul>	<b>Introduction to 3D Printing</b> <ul style="list-style-type: none"> <li>• To use a computer to create and manipulate three-dimensional (3D) digital objects</li> <li>• Introduction to TinkerCad software</li> <li>• To construct a digital 3D model of a physical object</li> <li>• To identify that physical objects can be broken down into a collection of 3D shapes</li> <li>• To use shape generators to enhance my work</li> <li>• To design a digital model by combining 3D objects</li> <li>• Evaluate work</li> </ul>
<b>PE and Games</b> <hr/> <ul style="list-style-type: none"> <li>• <b>Fitness/Circuits</b></li> </ul> <p>Y5 Circuit Training unit will allow your class to focus on a range of different types of exercise and sporting values. Children will learn about the effects of different types of exercise and they will take part in upper body, lower body and core muscle exercises. They will focus on sporting abilities such as being a good sportsperson, taking part in respectful competition, working as a team and playing to each other's strengths. Children will have a chance to plan their own circuit of exercises to develop their all round fitness and will evaluate their own progress each lesson and throughout the unit</p> <p>Games</p>	<b>PSHE</b> <hr/> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• My Year Ahead</li> <li>• Being a Global Citizen</li> <li>• Learning Charter</li> <li>• </li> <li>• <b>Celebrating Difference</b></li> <li>• Am I normal?</li> <li>• Understanding Disability</li> <li>• Power Struggles</li> <li>• Why Bully?</li> <li>• Celebrating Difference</li> </ul>	<b>Religious and Moral Education</b> <hr/> <p><b>Worship</b> Across all religions, we will look at how worship takes place:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Prayer</li> <li>• Art</li> <li>• Artefacts</li> <li>• Religious freedom</li> <li>• The role of religion around us</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• The founder of Sikhism: Guru Nanak</li> <li>• Other spiritual leaders</li> <li>• Guru Granth Sahib</li> <li>• Core beliefs of Sikhism</li> <li>• Symbol of Sikhism</li> <li>• Where do Sikhs worship: features of a</li> </ul>

<p>- Football</p>		<p>gurdwara</p> <ul style="list-style-type: none"><li>• How do Sikhs worship?</li><li>• 5Ks</li><li>• Rites of passage for a Sikh person: naming a child; Dastaar Bondi, marriage ceremony and funeral</li><li>• Vaisaki, Bandi Chor Divas and Diwali</li></ul>
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