

# Menston Primary School - Year 5 - Long-Term Overview 2024 -25



	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p><b>Goodnight Mr Tom by Michelle Magorian</b> Writing to inform: Character description, room description, Recount (letter from an evacuee)</p> <p><b>The Lion and The Unicorn by Shirley Hughes</b> Writing to entertain: historical fiction</p>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division A</p> <p>Fractions A</p>	<p><b>What was the impact of WW2 on British people?</b></p> <ul style="list-style-type: none"> <li>Why did Britain go to war in 1939?</li> <li>Who won the Battle of Britain?</li> <li>What do sources tell us about the Blitz?</li> <li>What impact did WW2 have on women's lives?</li> <li>What did men do? Did all men have to fight?</li> <li>What was evacuation like for children?</li> <li>How were people in our community affected by the war?</li> </ul>	<p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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.</li> </ul>	<p><b>STEM: Doodlers</b></p> <ul style="list-style-type: none"> <li>Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</li> </ul>	<p><b>Computing Systems and Networks</b> <i>Sharing Information</i></p> <ul style="list-style-type: none"> <li>Systems</li> <li>Computer systems and us</li> <li>Searching the web</li> <li>Selecting search results</li> <li>How search results are ranked</li> <li>How are searches influenced?</li> </ul> <p><b>E-Safety:</b> Self-Image and Identity</p>	<p>Back to School with SCARF</p> <p><b>Me and My Relationships</b></p>	<p><b>Why do people have to stand up for what they believe in?</b></p> <p>Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue</li> </ul> <p><b>Multi Skills:</b> <b>Invasion Games (SSS - Football)</b></p> <ul style="list-style-type: none"> <li>Travelling with a Ball</li> <li>Passing a Ball</li> <li>Possession</li> <li>Using Space</li> <li>Attacking and Defending</li> <li>Tactics and Rules</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul>	<p><b>Songs of WW2</b></p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><b>As-tu un animal? (Do you have a pet?)</b></p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>Tell somebody in French if they have or do not have a pet.</li> <li>Ask somebody else in French if they have a pet.</li> <li>Tell somebody in French the name of their pet.</li> <li>Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</li> </ul>
Autumn 2	<p><b>Journey to the River Sea by Eva Ibbotson</b> Writing to entertain: setting description</p> <p><b>OR</b></p> <p><b>Explorer by Katherine Rundell</b> Writing to entertain: setting description</p> <p><b>Digging for Words by Angela Burke Kunkel</b> Writing to inform: Biography of José Alberto Gutiérrez</p>		<p><b>Is South America all the same?</b></p> <ul style="list-style-type: none"> <li>Can you identify the major lines of latitude and longitude on a map and explain their significance?</li> <li>What environmental regions are there in South America? Can you name and locate some countries, major cities and key human/physical characteristics in South America?</li> <li>Where in South America are different natural resources found?</li> <li>How does agriculture in Yorkshire compare with Salento in Colombia? What does Salento export and where to?</li> <li>What key types of settlements and land use are there in Rio de Janeiro and Lake Titicaca?</li> </ul>		<p><b>Drawing I Need Space</b></p> <ul style="list-style-type: none"> <li>Use a broader range of stimulus to draw from, such as architecture, culture and photography.</li> <li>Begin to develop drawn ideas as part of an exploratory journey.</li> <li>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</li> <li>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<p><b>Creating Media</b> <i>Vector Drawing</i></p> <ul style="list-style-type: none"> <li>The drawing tools</li> <li>Creating images</li> <li>Making effective drawings</li> <li>Layers and objects</li> <li>Manipulating objects</li> <li>Creating a vector drawing</li> </ul> <p><b>E-Safety:</b> Online Reputation</p>	<p>Valuing Difference</p>	<p><b>Why doesn't Christianity always look the same?</b></p> <p>Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why Christian worship looks different across the world when key beliefs are the same.</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue</li> </ul> <p><b>SSS – Invasion Games</b> <b>Quick Sticks</b></p> <ul style="list-style-type: none"> <li>Travelling with a Ball</li> <li>Passing a Ball</li> <li>Possession</li> <li>Using Space</li> <li>Attacking and Defending</li> <li>Tactics and Rules</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul> <p><b>Dance</b> South American Carnival</p>	<p><b>Samba and carnival sounds and instruments</b></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p><b>La date (The date)</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the months of the year in French.</li> <li>Ask when somebody has a birthday and say when they have their birthday.</li> <li>Say the date in French.</li> <li>Create a French calendar.</li> <li>Recognise key dates in the French calendar</li> </ul>

## Curriculum enrichment:

- World War 2 Theme Day
- Wild Passport Day

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<b>Spring 1</b>	<p><b>Windrush Diary by Benjamin Zephaniah</b></p> <p><b>Coming to England by Floella Benjamin</b> Writing to persuade: Leaflet for coming to England</p> <p><b>Under the Moon and Over the Sea by John Agard &amp; Grace Nichols</b> Poetry: Caribbean poetry</p> <ul style="list-style-type: none"> <li>Free verse</li> <li>Narrative poems</li> </ul> <p><b>The Arrival by Shaun Tan</b></p> <ul style="list-style-type: none"> <li>Free Verse</li> </ul>	<p><b>Multiplication and Division B</b></p> <p><b>Fractions B</b></p> <p><b>Decimals and Percentages</b></p> <p><b>Perimeter and Area</b></p> <p><b>Statistics</b></p>	<p><b>Why was the Windrush migration significant?</b></p> <ul style="list-style-type: none"> <li>How did life in the UK compare before WW2, after WW2 and the present day?</li> <li>What was the role of African-Caribbean service men and women during WW2?</li> <li>Who were the Windrush generation?</li> <li>What changes did those migrants bring to the country?</li> <li>What impact did the Windrush generation have on Britain at the time and now?</li> <li>Where are the Windrush generation today?</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Food tech: What could be healthier?</b></p> <ul style="list-style-type: none"> <li>Research and modify a traditional bolognese sauce recipe to make it healthier. Cook improved versions, creating appropriate packaging and learn about where the ingredients the importance of animal welfare when farming cattle.</li> </ul>	<p><b>Creating Media</b> <b>Video Editing</b></p> <ul style="list-style-type: none"> <li>What is a video?</li> <li>Filming techniques</li> <li>Using a storyboard</li> <li>Planning a video</li> <li>Importing and editing video</li> <li>Video evaluation</li> </ul> <p><b>E-Safety:</b> Copyright and Ownership</p> <p><b>Safer Internet Day</b> Online Bullying Online Relationships</p>	<p><b>Keeping Myself Safe</b></p>	<p><b>What happens when we die? (Part 1)</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue</li> </ul> <p><b>SSS – Gymnastics Acquiring and Developing Skills:</b> Rolls Jumps Handstands, Cartwheels and Round-offs Travelling &amp; Linking Actions Shapes and Balances</p>	<p><b>Blues</b></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p><b>Chez moi (My home)</b></p> <ul style="list-style-type: none"> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms they have or do not have in their home.</li> <li>Ask somebody else in French what rooms they have in their home.</li> <li>Attempt to create a longer spoken or written passage in French reusing previously learnt language (incorporating personal details such as their name and age).</li> </ul>
<b>Spring 2</b>	<p><b>Room 13 by Robert Swindells</b> Writing to entertain: Spooky story</p> <p><b>Into The Volcano by Jess Butterworth</b></p> <p><b>Earth Shattering Events by Sophie Williams</b> Writing to inform: Explanation (how a volcano erupts)</p>		<p><b>Why do people live near volcanoes? Is the magnitude of an earthquake the only factor in the destruction it causes?</b> Are all tectonic plates the same and how do they move? Where does most volcanic activity occur in the world and why? (Address misconception that not all are in hot areas). Why do people live near active volcanoes despite the danger? Where do earthquakes often occur and what secondary physical hazards do they cause? What secondary human geography hazards occur as a result of earthquakes? (Sub questions - How do they affect settlements and how can humans prepare? Why might poor countries struggle to prepare and recover from the effects of an earthquake?) Is the magnitude of an earthquake the only factor in the level of destruction it causes? <b>(Show What You Know)</b></p>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Painting &amp; Mixed Media Portraits</b></p> <ul style="list-style-type: none"> <li>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks, e.g. making choices about painting surfaces or mixing paint with other materials.</li> <li>Develop a painting from a drawing or other initial stimulus.</li> <li>Add collage to a painted, printed or drawn background for effect.</li> <li>Explore how collage can extend original ideas.</li> <li>Combine digital effects with other media.</li> </ul>	<p><b>Data and Information</b> <b>Flat-File Databases</b></p> <ul style="list-style-type: none"> <li>Creating a paper-based database</li> <li>Computer databases</li> <li>Using a database</li> <li>Using search tools</li> <li>Comparing data visually</li> <li>Databases in real life</li> </ul> <p><b>E-Safety:</b> Managing Online Information</p>	<p><b>Rights and Respects</b></p>	<p><b>What happens when we die? (Part 2)</b></p>	<p><b>SSS – Net &amp; Wall (Volleyball)</b></p> <ul style="list-style-type: none"> <li>Striking/Hitting a Ball</li> <li>Using Space</li> <li>Attacking and Defending</li> <li>Tactics and Rules</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul>	<p><b>Composition to represent the festival of colour (Theme: Holi festival)</b> Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p><b>Les vêtements (Clothes)</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb porter in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul>

## Curriculum enrichment:

Wild Passport Day

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<b>Summer 1</b>	<p><b>Cosmic</b> Writing to persuade: Letter of application</p> <p><b>1001 Arabian Nights by Geraldine McCaughrean</b> Writing to entertain: story</p> <p><b>The Golden Horsemen of Baghdad by Saviour Pirotta</b></p> <p><b>Hidden Figures by Margot Lee Shetterley</b> Writing to persuade: Letter of application</p>	<p><b>Shape</b></p> <p><b>Position and Direction</b></p> <p><b>Decimals</b></p> <p><b>Negative Numbers</b></p> <p><b>Measurement Converting Units</b></p> <p><b>Measurement Volume</b></p>	<p><b>How did the Early Islamic Civilisation contrast with British history at the time?</b></p> <ul style="list-style-type: none"> <li>How different was Baghdad to London around 900AD?</li> <li>What was in the House of Wisdom?</li> <li>Who was Ibn Battuta and how did his Rihla help us?</li> <li>Who was Al-Zahrawi and what could we learn from Muslim medicine?</li> <li>What did early Islamic civilisation leave behind?</li> <li>Why was the Early Islamic Civilisation considered an empire?</li> </ul>	<p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b>Structures: Bridges</b> After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques</p>	<p><b>Programming A Selection in Physical Computing</b></p> <ul style="list-style-type: none"> <li>Connecting devices</li> <li>Combining output components</li> <li>Controlling with conditions</li> <li>Starting with selection</li> <li>Drawing designs</li> <li>Writing and testing algorithms</li> </ul> <p><b>E-Safety:</b> e</p>	<p><b>Being My Best</b></p>	<p><b>Who should get to be in charge?</b></p>	<p><b>SSS – Striking &amp; Fielding (Rounders)</b></p> <ul style="list-style-type: none"> <li>Striking/Hitting a Ball</li> <li>Throwing and Catching a ball</li> <li>Passing a ball</li> <li>Using Space</li> <li>Attacking and Defending</li> <li>Tactics and Rules</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul>	<p><b>South and West Africa</b> Children learn 'Shosholoz', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p>	<p><b>Les Jeux Olympics (The Olympics)</b></p> <ul style="list-style-type: none"> <li>Tell somebody in French the key facts of the history of the Olympics.</li> <li>Tell somebody in French the key facts of the modern Olympic games.</li> <li>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</li> <li>Say the nouns in French for key sports in the current Olympic games.</li> <li>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> <li>Understand the concept of de la, de l' and du when you say you play a sport in French.</li> </ul>
<b>Summer 2</b>	<p><b>The Nowhere Emporium by Ross MacKenzie</b></p> <p><b>Varmints by Helen Ward</b> Writing to entertain: Narrative</p> <p><b>Rescues by David Long</b> Discussion text: Is the magnitude of an earthquake the only factor in the destruction it causes?</p>		<p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>How do we use our oceans?</li> <li>What is the Great Barrier Reef?</li> <li>Why are our oceans suffering?</li> <li>What can we do to help our oceans?</li> <li>How littered is our marine environment?</li> </ul>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	<p><b>Craft &amp; Design Architecture</b></p> <ul style="list-style-type: none"> <li>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</li> <li>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</li> </ul>	<p><b>Programming B Selection in Quizzes</b></p> <ul style="list-style-type: none"> <li>Exploring conditions</li> <li>Selecting outcomes</li> <li>Asking questions</li> <li>Planning a quiz</li> <li>Testing a quiz</li> <li>Evaluating a quiz</li> </ul> <p><b>E-Safety:</b> Health, Wellbeing and Lifestyle</p>	<p><b>Growing and Changing</b></p>	<p><b>Why are some places in the world significant to believers?</b></p>	<p><b>SSS – Athletics</b></p> <ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> <li>Compete/Perform</li> <li>Evaluate</li> </ul>	<p><b>Musical theatre</b> Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>	<p><b>Les habitats (Habitats)</b></p> <ul style="list-style-type: none"> <li>Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>Tell somebody in French which animals live in these different habitats.</li> <li>Tell somebody in French which plants live in these different habitats.</li> </ul>

## Curriculum enrichment:

- Educational Visit: Early Islamic Civilisation workshop at Cartwright Hall
- Geography Fieldwork – River Wharfe
- Guiseley School Visit
- Wild Passport Day