

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like shapes. The background is a dark blue gradient with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left edge of the page.

**Sancton Wood School**  
**Curriculum Overview**  
**2024-25**  
**Year 5**

## Michaelmas 1

Classic poetry to read, perform and write own stanzas

Greek Myths - various sources  
Theseus and the Minotaur will be used for a diary entry.

Writing – We will look at the story of Daedalus and Icarus and write a playscript based on the story. Attention will be given to how a script is written and set out properly. .

Reading - discussing character, plot,

Comprehension and GPS

Weekly spelling revise and test. We will be following the Year 5 words. The spellings will have a letter or word connection each week. We will also test words from the children's individual word lists.

## Michaelmas 2

Greek Myths - various sources

Note taking;

Leaflet writing.

Writing a myth

Weekly comprehension and GPS.

Using *The Hole*, by Oyvind Torseter, children ask and answer questions and use inference skills to speculate about events. Children write their own version or a sequel based on the book.

Weekly spelling revise and test

## Lent 1

Kensuke's Kingdom - Morpurgo  
This is our class reader and every child will read and follow from their own copy of the story.

Writing – We will write a survival guide from the perspective of Michael whilst on Kensuke's island.

We will write descriptive text about the island, using

Reading - PEE, plus comprehension practice.

Weekly spelling revise and test

# English

## Lent 2

Kensuke's Kingdom - Morpurgo

Writing - instructional, informative, poetry, diary, letters, script

Reading - PEE, plus weekly comprehension practice.

Presentation about an endangered animal

Weekly spelling revise and test

## Summer 1

The Tempest (abridged AT)

Leaflet/poster about Shakespeare - notetaking, research, informative

Descriptive island writing

Character analysis - developing PEE skills through several exercises

Discursive essay - Creating the storm

Learning by heart

Reading the play; acting some parts; presenting the whole play in freeze frames.

Weekly spelling revise and test

## Summer 2

Fantasy stories by Sean Tan

We will explore use of modal verbs, parenthesis and dialogue and write a short story in Shaun Tan-style.

The Hobbit by Tolkein

We will become immersed in the world of *The Hobbit*, investigating settings, characters and narrative style. Write a 'Lost Tale'. Study relative clauses and expanded noun phrases.

## Michaelmas 1

Throughout Y5, we build on mathematical learning, knowledge and understanding we have gained in previous years and from earlier units within the year.

### Place Value

We develop our understanding of place value with numbers to 1,000,000.

We partition, compare, order and round numbers to 1,000,000.

We learn Roman numerals to 1000.

### Addition and Subtraction

We develop our mental and written calculation skills.

We add and subtract whole numbers with 4 or more digits. We use rounding to estimate, mental strategies, inverse operations and problem solving.

We start **Multiplication and Division**

## Michaelmas 2

We build on mathematical learning from this and previous years.

### Multiplication and Division

Our focus is on our mental skills. We learn about multiples and common multiples, factors and common factors, prime numbers, square numbers, cube numbers, multiplying and dividing by 10, 100 and 1000, and multiples of 10, 100 and 1000.

### Fractions

We find and recognise fractions equivalent to unit and non-unit fractions. We convert improper fractions to mixed numbers and vice versa. We compare and order fractions less than and greater than 1.

We add fractions with the same denominator, within 1 and with a total greater than 1. We add to a mixed number and add two mixed numbers. We subtract fractions and subtract from a mixed number, including breaking the whole. We subtract two mixed numbers.

## Lent 1

We build on mathematical learning from this and previous years.

### Multiplication and Division

Our focus is on developing efficient written methods.

We work in steps to multiplying a 4-digit numbers by a 2-digit number. We use short division, divide a 4-digit number by a single digit, and divide with remainders. We solve problems with multiplication and division.

### Fractions

We multiply unit fractions, non-unit fractions and mixed numbers by and integer. We calculate a fraction of a quantity and of an amount. We find the whole and use fractions as operators. Decimals and percentages - Writing, as fractions, understanding thousandths, ordering, and comparing, rounding, equivalent fractions, decimals, and percentages.

## Lent 2

### Decimals and Percentages

We revisit decimals to two places. We find fraction and decimal equivalents. We extend our understanding of place value to thousandths, as fractions and decimals. We order and compare decimals with up to three places. We round to the nearest whole number and to one decimal place. We are introduced to percentages and learn about the equivalences between fractions, decimals and percentages.

### Perimeter and Area

We learn to calculate the perimeter of rectangles, rectilinear shapes and polygons. We learn to find the area of rectangles and compound shapes and to estimate area.

### Statistics

In this short Statistics unit, we draw line graphs and read and interpret line graphs, tables, two-way tables and timetables.

## Summer 1

### Shape

We use degrees to describe turns. We classify, estimate and measure angles accurately using a protractor. We draw lines and angles accurately. We calculate angles around a point and in a straight line. We explore strategies for finding missing angles and lengths in shapes. We explore the properties of regular and irregular polygons and of 3D shapes.

### Position and direction

We read, plot and solve problems using coordinates. We learn about translations and describe them using coordinates. We investigate lines of symmetry within shapes, and reflect in horizontal and vertical mirror lines.

### Decimals

We calculate and solve problems with decimals. We develop efficient strategies for adding and subtracting decimals with the same and different numbers of decimal places. We investigate decimal sequences. We multiply and divide by 10, 100, and 1000 and describe the effect.

## Summer 2

### Decimals (continued)

#### Negative numbers

We develop our understanding of negative numbers. We count through zero in 1s and other multiples. We compare and order negative numbers and find differences.

#### Converting units

We revisit kilometres and kilograms, and their relationships with metres and grams. We use millimetres and millilitres. We convert between metric and imperial units, and units of length and time. We calculate with timetables.

#### Volume

We learn about cubic centimetres, compare and estimate volume, and estimate capacity.

# Computing

## Michaelmas 1

We are game designers

Using SCRATCH and Microsoft Make code arcade

Logic

programming

Decomposition

Debugging

## Michaelmas 2

(Cont) We are game designers

Using SCRATCH and other block coding programs.

De-decoding – looking at how do de code and make our own morse code machines. Looking at code cracking using semafore.

Group project using Powerpoint to create a Grand Canyon oral presentation.

## Lent 1

We are artists

Logic

Algorithms

Programming

Art following repeating control patterns using Scratch

## Lent 2

We are cryptographers

Logic

Algorithms

Programming

## Summer 1

Introduction to Python using Trinket

Turtles, following instructions in tutorials, grids.

Logic

programming

Decomposition

Debugging

## Summer 2

Python project.

Logic

programming

Decomposition

Debugging

## Michaelmas 1

### Forces in Action

In this exciting topic we develop the children's understanding of the forces at work around them.

We consider the different forces acting on objects. We learn about Newton and gravity, and accurately measure an object's weight and mass. We investigate air resistance, water resistance, and friction between solid surfaces through practical experiments. We consider mechanisms that use levers, pulleys and gears.

Throughout, we work scientifically: identifying and controlling variables, making predictions and observing carefully, and drawing conclusions. We use scientific vocabulary.

## Michaelmas 2

### Earth and Space

This half term we are astronomers!

We consider the Sun, Earth and Moon as approximately spherical objects and learn how ideas about this have changed over time based on the available evidence. We learn about the planets in our solar system and how they move relative to the Sun. We examine geocentric and heliocentric theories, and the evidence used to support or refute these. We learn about the Earth's rotation on its axis to explain the sun's apparent movement, and why we have night, day and seasons. We describe the movement of the moon relative to the Earth, observing and explaining why its shape appears to change.

## Lent 1

### Properties and Changes of Materials

In this extended topic we develop the children's understanding of materials and their properties, as well as their skills at working scientifically.

We compare and group materials according to their properties. We plan and conduct investigations into electrical and thermal conductivity and consider how properties make materials suited to their uses.

We investigate how some materials dissolve in water to form a solution and learn how we can recover that material.

**This topic continues in Lent 2**

## Lent 2

### Properties and Changes of Materials

#### Continued from Lent 1.

In this extended topic we develop the children's understanding of materials and their properties, as well as their skills at working scientifically.

We use our knowledge of materials to decide how mixtures might be separated, including through magnetism, filtering, sieving and evaporating.

We learn about reversible and irreversible changes and give examples that demonstrate these changes.

## Summer 1

### Living Things and their Habitats

In this fascinating topic, the children learn about the process of reproduction and life cycles of plants, amphibians, insects, mammals, and birds.

We explore reproduction in different plants, including different methods of pollination and asexual reproduction. We learn about different types of mammals and their different lifecycles. We explore metamorphosis in insects and amphibians, comparing their life cycles. We learn about the life cycles of birds.

## Summer 2

### Animals including Humans

In this topic we explore the main stages in the life cycle of humans. This Science topic has strong links with PHSCE Sex and Relationships Education.

We learn about the gestational periods of different animals, including humans. We learn about pre-natal development, as humans develop from fertilisation to birth. We identify, describe and explain the main stages and changes as humans develop to old age.



# Humanities

## Michaelmas 1

### The Ancient Greeks

Role play of historical events

Who are the ancient Greeks?

Greek philosophers

Greek art, architecture and alphabet

Greek gods

Greek myths

Development of democracy, and philosophy

Trojans v Athenians

Visit to Fitzwilliam Greek exhibition

## Michaelmas 2

### (Cont) The Ancient Greeks

Role play of historical events

Who are the ancient Greeks?

Greek philosophers

Greek art, architecture and alphabet

Greek gods

Greek myths

Development of democracy, and philosophy

Trojans

Olympics

Live zoom to Athens for a Greek lesson followed by Greek food tasting.

## Lent 1

### The Grand Canyon

Location,

Biomes and riparian zones - comparing temperatures through graphs.

Action of water in forming a landscape

Humans in the landscape - forming the landscape, using the landscape e.g. tourism - posters/marketing.

# Humanities

## Lent 2

### Local Geography and History - Cambridge

Maps and mapping, including OS six-figure refs

Historical maps, Tudor Cambridge, famous Cambridge people.

Visit to Cambridge

Cultural capital - awareness of some key figures in UK's academic life

Research project about Cambridge, including a presentation.

How the Fens were drained

Debate about draining the Fens

## Summer 1

### The Tudors

Links to Shakespeare

Battle of Bosworth

Overview of Tudors

Henry VIII's Queens - their characters and importance

Geography - Tudor exploration - maps, atlas work

Being a Tudor sailor; Frances Drake-a pirate or a hero?

The Armada

## Summer 2

### The Tudors (Cont)

Links to Shakespeare

Battle of Bosworth

Overview of Tudors

Henry VIII's Queens - their characters and importance

Geography - Tudor exploration - maps, atlas work

Being a Tudor sailor; Frances Drake-a pirate or a hero?

The Armada

## Michaelmas 1

### Buddhism -

The story of Buddha; tenets of belief and practice.

PSCHE links

Lanterns draw different types of temples.

## Michaelmas 2

### The Christmas story

Characters and story from the bible/nativity (act).

How Christmas was/is celebrated in the past.

Different countries. Foods, decorations, customs.

Where have these traditions come from.

## Lent 1

### Stories from the Bible

Parables

acting Stories with morals - PSYCHE link

Stories and ideas that have entered UK culture

Link Holocaust Memorial Day to story of Daniel - religious persecution

## Lent 2

### Stories from the Bible

Stories and ideas that have entered UK culture

## Summer 1

### Worship

Worth, freedom, music, art, artefacts, prayer (including the Lord's prayer).

## Summer 2

### Forgiveness

What is forgiveness.

How different religions ask for forgiveness.

## Michaelmas 1

We develop our sketchbooks to collect ideas and reflect on our work.  
We experiment with different forms of lettering and draw our names with one point perspective.  
We develop our shading technique and investigate value scales.  
We make our 2D drawings appear to be 3D.

## Michaelmas 2

We research Ancient Greek pottery and use this to design our own decorated pot.  
We work in clay, learning and exploring different joining and construction techniques.  
  
We develop our sewing techniques and make a felt decoration.

## Lent 1

We are introduced to the art and ideas of the Impressionists.  
We look particularly at the work of Claude Monet.  
We develop our colour mixing and brush techniques as we paint like Impressionists.

## Lent 2

Linked to our work in English, we study 'The Great Wave off Kanagawa' by Hokusai. We experiment with drawing and painting in a similar style.  
  
We design and make sets and props for the Y5 play.

## Summer 1

We focus on portraits this term.  
We observe the faces of ourselves and others, developing our skills drawing proportioned faces and features. We look at portraits in contrasting styles.  
  
Linked to our work in History, we look in detail at Tudor portraits, especially those of Holbein, and learn to 'read' them.

## Summer 2

We choose a Tudor portrait to look at in greater depth and produce our own.  
  
We make elements of a Tudor costume (a cup string and a hanging pocket) to use on our visit to Kentwell Hall.

# Music

## Michaelmas 1

Group instrumental lesson.

Performing as a group, following the conductor and listening to each other.

Rehearse songs for large scale performance .

## Michaelmas 2

Developing knowledge of more complex rhythms and following these within a piece of music.

Compose using complex rhythms.

Rehearse songs for large scale performance.

## Lent 1

Music and Religion: exploring identity, diversity and unity alongside the musical traditions of religions.

Rehearse songs for large scale performance.

## Lent 2

Music in the theatre - Opera: The Flying Dutchman.

History of opera with influential composers, use of instrumentation, language and style.

## Summer 1

Music technology: use of music technology in our everyday worlds such as advertising and film.

Use music technology to write an effective advert.

## Summer 2

Study in composition; bringing together learnt skills in rhythm, pitch and genre to compose an effective piece of music that draws in an audience.

# Drama

## Michaelmas 1

Introduction to basic drama skills and terms

Characterisation

Accents and dialects

## Michaelmas 2

Skills in Practice

Using text to put new skills into practice and evaluating our work.

## Lent 1

Collaborative Performance with Music Department

Preparation by learning dramatic techniques which can be used in devised performance.

Physical Theatre

Choral Speaking

## Lent 2

Collaborative Performance with Music Department

KS2 students will contribute to the devising and rehearsal of a performance to whole school and parents at the end of term

## Summer 1

Exploring the Theatre: Production design and tech

How can a site-specific work include theatre design when outside of a traditional theatre setting?

Why might it be important to the genre?

## Summer 2

Exploring the Theatre: Production design and tech

Creating your own site-specific performance which is supported by theatrical design devices suitable to the location.

# Spanish

## Michaelmas 1

### Revise and extend useful classroom language

Celebration of European Day of Languages.

The life and work of Picasso.

Revision of the parts of the body and face.

Feeling well and unwell and describing symptoms. - me duele(n)

The work of Joan Miró. - shapes and colours revision.

Día de muertos activities.

## Michaelmas 2

Consolidation of the present tense forms learned in Year 4.

Sport

Revision of the near future tense using the verb 'to go' plus the infinitive.

AR verbs in the present tense.

Christmas in Spain.

## Lent 1

Music and leisure activities.

Conjugate 'tocar'

Using expressions of frequency.

Día de San Valentín

Languages celebration week

## Lent 2

Revise numbers 1-60.

Telling the time.

Daily routine.

Introduction of reflexive verbs in the present tense.

Pascua

## Summer 1

School subjects.

Revision of expressing likes and dislikes.

Jobs and places of work.

Revision of the first- and third-person singular forms of the present tense.

Introduction to the conditional tense, 1st person singular.

## Summer 2

Revision and extension of food vocabulary.

Conjugating 'ar' and 'er' verbs in the present tense.

Asking and answering, 'How are you?'

Spanish speaking countries.

# French

## Michaelmas 1

Where in the world do we speak French?

Introducing yourself in French;  
Pronouncing vowels in French;  
Numbers to 20;  
Days of the week;

Halloween activities: 'La soupe de la sorcière.'

## Michaelmas 2

Talking about animals and colours.

'Ours brun dit moi' Eric Carle'  
-Adjective position

Noël en France : description of shapes in France.

Song: 'Le canon de Noël'-Versini.

## Lent 1

Talking about fruits

'The very hungry Caterpillar'- Eric Carle.  
Describing the colour of fruits.

The definite and indefinite articles

Adjective agreement and position.

Using 'j'aime/je n'aime pas' to give an opinion.  
International Language day.

## Lent 2

Parts of the body  
Describing a monster activities based around 'Va t'en grand monstre vert'- Ed Emberley.  
Adjective position and agreement.

Poisson d'Avril!

Book week: comic books (either 'Asterix and Obelix'- Goscinny or 'Tintin'-Hergé.)

## Summer 1

Talking about Clothing

Adjectival agreement and position (colours)

Giving your opinion.

## Summer 2

Describing the home environment.

Re-telling the story of 'Goldilocks and the three bears.'

Revision and consolidation of the vocabulary and grammar introduced this year.



## Michaelmas 1

### Handball

Our handball lessons will focus on the critical skills of passing, dribbling, shooting, and defending. We will slowly introduce more rules into gameplay each week so that the pupils develop their understanding of rules. We will also focus on vital attacking phases that will help the pupils increase their likelihood of scoring.

### Tag Rugby

In tag rugby, we will focus on encouraging the pupils to pass backwards and making sure that they understand the basic rules, such as always being behind the ball and not being offside. We will do this through a game-based approach, which will help the pupils prepare for their upcoming fixtures.

## Michaelmas 2

### Basketball

In Basketball, we will cover the critical skills of dribbling, passing, defending, and shooting. We will learn these through a skill-based approach and then progress into game-based learning once the pupils have developed their skills. We will learn tactics and positioning to help the pupils understand where we move the ball when attacking and how we can defend the hoop when defending.

### Alternative Sports

In this term, we will focus on alternative sports that are not as popular and that the pupils have yet to play. This will be an exciting opportunity for the pupils to try new skills and refine their old skills in a new game. We will cover uni hock, Danish long ball, football rounders and Bowls.

## Lent 1

### Football

Our football lessons will focus on controlling and stopping a football with the inside of our foot. We will work on passing a ball using the inside of our feet and shooting with our laces. We will then develop our dribbling skills by defenders trying to tackle us in games like King of the Ring. We will then play small-sided games, which will allow us to develop our passing, dribbling, tackling, and shooting in a game situation.

### Netball

In netball, we will take a skill-based approach. We will practise the three types of passes: chest pass, bounce pass, and shoulder pass, and then progress into gameplay to develop further their understanding of where certain positions are allowed to go.

## Lent 2

### Football

Our football lessons will focus on controlling and stopping a football with the inside of our foot. We will work on passing a ball using the inside of our feet and shooting with our laces. We will then develop our dribbling skills by defenders trying to tackle us in games like King of the Ring. We will play small-sided games, which will allow us to develop our passing, dribbling, tackling, and shooting in a game situation.

### Tennis

We will focus on the underarm serve, forehand, and backhand shots in tennis. We will review all the teaching points and break down the skills to help the pupils understand how to perform the shot. We will play singles and doubles games so that the pupils understand what lines are in and out in both singles and doubles.

## Summer 1

### Athletics

Our athletics lessons will focus on teaching the pupils the skills they need to help represent their house on sports day. The essential skills we will be looking at are the sprinting technique, how to throw a shot putt safely and correctly, how to throw a nerf, and high jump and long jump techniques. These activities will help pupils compete in Athletics competitions such as the Junior ISA Athletics.

### Cricket

In Cricket, we will teach the pupils how to bowl a ball safely and correctly. We will focus on holding a cricket bat and help the pupils learn how to hit a ball of, a tee, and a moving ball. We will play games such as pairs cricket and diamond cricket. We will work on tactics and positioning when fielding and batting to help exploit opponents' weaknesses.

## Summer 2

### Athletics

Our athletics lesson will focus on teaching the pupils the skills they need to help represent their house on sports day. The essential skills we will be looking at are the sprinting technique, how to throw a shot putt safely and correctly, how to throw a nerf, and the high jump and long jump techniques. These activities will help pupils compete in Athletics competitions such as the Junior ISA Athletics.

### Rounders

In Rounders, we will be focusing on the critical skills, which are correct bowling technique, batting and fielding skills and playing games.

## Michaelmas 1

### Beginning and Belonging MMR14 BB56

- What are my responsibilities for helping others in school feel happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we help people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

## Michaelmas 1

### Family and Friends MMR16 FF56

- What are the characteristics of healthy friendships on and offline and how do they benefit me? CF
- How do trust and loyalty feature in my relationships on and offline? CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other as things change? FP
- Who are in my networks, on & offline, and how have these, changed and how do we support each other?

### Anti-bullying MMR17 AB56

- Can I explain the differences between friendship difficulties and bullying? CF
- Can I define the characteristics and different forms of bullying? RR
- How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR
- What do all types of bullying have in common? RR
- How can people's personal circumstances affect their experiences? MW
- How does prejudice sometimes lead people to bully others? CF
- How might bullying affect people's mental wellbeing and behaviour? MW
- How and why might peers become colluders or supporters in bullying situations? RR
- Can I identify ways of preventing bullying in school and the wider community?

## Lent 2

### Diversity and Communities Cit10 DC56

- How do other people's perceptions, views and stereotypes influence my sense of identity? RR
- How do views of gender affect my identity, friendships, behaviour & choices? RR
- What are people's different identities, locally and in the UK? FP
- How can I show respect to those with different lifestyles, beliefs & traditions? RR
- What are the negative effects of stereotyping? RR
- Which wider communities & groups am I part of & how does this benefit me? MW
- What are voluntary organisations and how do they make a difference? MW
- What is the role of the media and how does it influence me and my community?
- Who cares for the wider environment and what is my contribution?

## Lent 2

### Personal Safety HSL23 PS56

- How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW
- Can I use my Early Warning Signs to judge how safe I am feeling? BS
- How do I judge who is a trusted adult or trusted friend? CF
- How can I seek help or advice from someone on my network of support and when should I review my network? BS
- How could I report concerns of abuse or neglect? BS
- Can I identify appropriate & inappropriate or unsafe physical contact? BS
- How do I judge when it is not right to keep a secret and what action could I take? BS
- How can I recognise risks online and report concerns? OR
- What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

## Summer 1

### Drug Education HSL22 DE56

- What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT
- How does drug use affect the way a body or brain works? DAT
- How do medicines help people with different illnesses? DAT
- What immunisations have I had, or may I have in future and how do they keep me healthy? HP
- What is drug misuse? DAT • What are some of the laws about drugs? DAT
- How can I assess risk, recognise peer influence & respond assertively? (RR)
- When and how should I check information about drugs?

## Summer 2

### Sex & Relationships Education HSL20 SR5

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP