

Year 5 - Yearly Overview 2025/26

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Amazon	Brilliant Brazil	Tombs, Temples and Treasures		Beyond Face Value	Ringwood Remembers
Outcome		Samba Concert & Burrito Afternoon	Science / Space Poem Afternoon			Parents afternoon Art / History / DT session
Curriculum Enrichment	Zoo Lab		Science Dome			Ringwood Walk / History & Art Overnight camping on site at school
History/ Geography	Geography		History		History	
	Study of human and physical geography of a region(s) within South America Focus on Amazon Rainforest in Brazil. On a world map, locate South America. Identify the position of the Equator, Tropics of Cancer and Capricorn, the physical and human characteristics and compare with the UK. Investigate the structure of the rainforest biome, its ecosystem and the economic activity within it. Research deforestation and why the rainforest is under threat from human activity.	Study of human and physical geography of a region(s) within South America Locate Rio using a variety of maps and identify the human and physical characteristics whilst making inferences about what it would be like to visit there. Compare the daily life of school children in the UK and Rio.	Early Civilisations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Which was the most significant, what inventions did they create?	Ancient Egypt: The afterlife The achievements of the earliest civilizations – a depth study of Ancient Egypt Link to astrology – science/DT music link	Post 1066 thematic study A look at the use of Propaganda from Tudors through to World War 2. Henry VIII and Elizabeth – how they controlled their portraits Changing conditions in Victorian factories and propaganda used in the evacuation and the Blitz. How and why people in power manipulated media.	World War 2 Children evacuated to Hampshire and Dorset through the war. A look into what the war memorial tells us about Ringwood during the war. Becoming historians – speaking directly to members of the community who were alive during the war.
Science	Science					
	Properties and changes of materials 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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.	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect	Earth and space Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Living Things and habitats Describe the life process of reproduction in plants and animals. Compare and contrast life cycles in insects/amphibians/mammals and birds	Animals including humans Learn about the difference between animals and their characteristics Look at animal behaviourists and what they observe. Changes as humans develop to old age including sex ed	

Art/Design & Technology	Art Painting Children to immerse themselves in the art of Henry Rousseau using the famous 'Tiger in a tropical storm' (1891) as a stimulus. Discussions and appreciation of how and why Henry Rousseau created this picture, with particular focus on his use of colour and texture. Using their learning about colour mixing, shading and textures, children will produce their own mixed media (collage, painting and pencil drawing) jungle piece in the style of Henry Rousseau.	Design & Technology Spice It Up! Food Celebrating culture and seasonality including cooking and nutrition requirements for KS2 Children learn about the cultural food of Latin America. They adapt a basic quesadilla recipe by adding or altering ingredients and design and make their own fajita/taco/quesadilla to share with their parents.	Art Drawing Children to consider and explore the work of Patrick Heron, with a focus on his use of continuous line and use of colours within the lines. The children will learn to use shape and space within their line drawings and link it to the image that would have been seen when Howard Carter discovered the Tomb of Tutankhamun. The children will look at the composition of their piece and how they use colour to depict objects and atmosphere crossing the lines and to use colour and line in partnership.	Design & Technology Science in Motion Mechanical systems Cams Children examine cam mechanisms with a variety of cam shapes. They apply their understanding to design and create their own space cam toy.	Art Sculpture and mixed media To explore and understand the importance of WW2 monuments and reliefs and use this as an inspiration for the children to create their own relief boards depicting an emotional element of WW2. The children will develop their sculpting skills using wire and Plaster of Paris.	Design & Technology Living in a Box Structures Frame structures. Children experiment with frame structures, bracing and construction techniques. They apply prior knowledge on a net, structured to design and make a waterproof and robust Anderson shelter/Egyptian tomb.
Music	Music					
	Train Sound Scape The children will compose their own train soundscape taking inspiration from multiple sources of music from all over the world from varying musical styles. They will look at rhythms, melodies and instrumentation that they will then adapt to suit their own purposes when composing. The children will work in groups to compose and perform their piece, performing individual parts with select instruments.	Samba The children are going to be playing samba music on the samba kit that we have, investigating polyrhythms, call & response and syncopation. We will begin and end the unit playing the percussion and will have a large performance at the end of the unit where we will play to an audience.	World Music The children will be looking at 6 places from around the world, discussing their history and culture while investigating their music. They fill in their musical world atlas, being aware of where the music is coming from. We will be composing, performing and researching music throughout the unit.	Music Technology Over the course of the unit the children will get an introduction to music technology, what it is and its applications. They will then log into a Digital Audio Workstation and begin learning the basic concepts it offers. To finish the unit the children will compose a piece of music using the skills they have gained including adding effects and panning to their tracks.	Film Music Over this unit the children will get an understanding as to how film music began with black and white silent movies. From there we will investigate Mickey Mousing and Leitmotifs, perform their own foley sounds and ADR (Automated Dialogue Replacement) over the top of a video clip using household objects to produce the sounds necessary. After the sounds within the films, we then turn to the music, looking at scores and the scenes which they influence. Over the last 2 weeks we will provide a script and they will generate all the audio needed to perform it.	Experimental Music The children will be looking at Experimental music and graphic scores. We begin with classic music notation, and how that is used to notate music. We will then use that knowledge to alter and arrange music graphically. We will explore experimental music to give us some inspiration and then compose and perform our own graphic scores in small groups.
English	English					
	G/R - The Explorer - Katherine Rundell Fearful Plane Crash Voiceover	G/R - The Explorer - Katherine Rundell Deforestation Poem Intimidating Character	G/R - A Story Like the wind - Gill Lewis Refugee Narrative Monstrous Beast	G/R - Hidden Figures NF Space Poem Positive Biography	G/R - When The Sky Falls - Phil Ealre High-Flight Account Blitz Eyewitness Poem	G/R - When The Sky Falls - Phil Ealre ? ?

Maths	Mathematics					
	1. Number and place value 2. Addition and subtraction 3. Multiplication and division 4. Measurement	1. Fractions 2. Measurement (morning jobs) 3. Geometry – Properties of shape	1. Number and place value 2. Addition and subtraction 3. Multiplication and division 4. Statistics 5. Geometry – position and direction.	1. Fractions 2. Measurement 3. Geometry – Properties of shape	Revision & Year group specific gaps	Year group specific gaps
RE	Religious Education					
	Submission The children will explore the concept of submission and how it is shown in religious and secular life. Through investigating the role of submission in the life of Muhammad (pbuh) & the Qur'an, they will explore why many Muslims believe it is important to submit to Allah. They will investigate what they think about submission in their own lives and how it affects their lives and those of others	Prophecy Through the exploration of the importance of the gifts of the Magi in the Christian Christmas story, they children will investigate the meaning of prophecy. They will reflect on the importance of prophecy in some people's lives and reflect on what they believe about it and how it impacts on them.	Identity Children will explore the concept of belonging and identity through the investigation of belonging in the Sikh faith. They will be able to identify the 5 K's of Sikhism and be able to explain the story of Khasala. They will relate this to the festival of Baisakhi.	Sacrifice The children will explore the Easter story from the concept of sacrifice. They will identify what sacrifice is shown in the Easter story and why the sacrifice of Jesus is important for Christians today. They will reflect on sacrifice in their lives and how it affects lives in today's society.	Umma The children will explore the concept of Umma through exploring the 5 pillars of Islam. They will look at what they think community means, how belief and faith affects our concept of it and how it can be different in different places. Through looking at the 5 pillars they will begin to identify how these all contribute to the sense of Muslim community.	Sacred The children will explore the concept of sacred through looking at it in a religious context. They will look at the value of a sacred place to a believer and build upon learning from Y3. Through the study of the features and purpose of a mosque they will explore what makes it sacred to Muslims. They will link this to form opinions about what would make a place sacred or special to them.
Computing	Computing					
	Computer Networks and Word Processing Children can create strong and secure passwords. Children understand that many apps and online services may read and share their private information and may request or take payment for additional content. Children will understand how people view web pages on the Internet, use search technologies effectively and know web pages are ranked in a search engine. Children will create a presentation based on their topic work using hyperlinks, videos and bullet points in their content to further engage the audience.	Photo Editing Children will be able to explain how their identity online can be copied, modified or altered. They can demonstrate responsible choices about their online identity, depending on context. Children will enhance digital photos and images using crop, brightness and resize tools. Children will understand and explain how to Photoshop images and how this is used in the media. Children will be able to edit a picture to remove items, add backgrounds and merge two photos. Children will evaluate and discuss images explaining effects and filters that have been used to enhance the media.	Making Choices Children will search for information about an individual online to create a summary report of the information. Children can describe how to seek help for themselves or others that are being bullied online. Children will be able to block users and report online bullying. Children will identify where conditional selection can be found in their everyday lives before roleplaying and writing everyday conditions away from the computer.	Databases Children can explain that there are some people online that may want to harm them and their friends. Children identify positive contributions that can be enjoyed as part of safe online communities. Children will explore how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data, create graphs to solve problems and use a real-life database to present their work to others.	Stop Motion Animation Children can assess and justify when it is acceptable and permitted to use the work of others. Children know the importance of limiting technology time and describe some strategies to promote healthy sleep with regards to technology. Children will further explore stop motion animations using two or more character figures and apply green screen effects to choose a background appropriate to their animation.	Ocean Pollution Children will be able to use different search technologies and explain how to make a choice from the result. Children will evaluate and think critically about digital search content to explain the key contents, e.g. data, (mis)information, fact, opinion, belief, true, false, valid, reliable, legal, hoax and evidence. Children will explore how Scratch can use conditions inside indefinite (forever) loops in an Ocean Pollution game. Children then use these ideas to plan and make their own game.
PE	PE					

PSHE	Indoor: Gymnastics- Perform jumps, rolls and balances with body tension and control, creating a sequence. Outdoor: Netball –Develop receiving, defending and shooting skills to play competitive games.	Indoor: Gymnastics Perform cartwheels, movements and balances with control on a variety of apparatus. Outdoor: Football – Understand how to control, pass, dribble and defend and apply these to competitive matches.	Indoor: Egyptian Dance Develop understanding of space, levels and a variety of stimuluses and include in a dance. Indoor: Outdoor: Hockey - Develop dribbling, passing, shooting and defending skills and apply them in competitive matches.	Indoor: WWII Dance Use a variety of levels, space, canon and unison to perform a dance. Outdoor: Athletics - sprints up to 80m and run over longer distances up to 600m. Range of throwing techniques and standing, long and triple jump	Swimming Children develop swimming strokes of front crawl, back crawl and breaststroke and explore water safety. Outdoor: Tennis – Develop footwork and control of racket, to improve accuracy of forehand and backhand accuracy.	Indoor: Leadership skills Develop communication and organisational skills to lead activities with confidence. Outdoor: Rounders- Develop bowling, fielding and batting techniques and start to understand the rules.
	PSHE					
	Being me in my world No Outsiders: And Tango makes 3 Learn how to face new challenges positively and set personal goals, Become more aware of their own choices and behaviour.	Celebrating difference No Outsiders: My shadow is Pink Chn will be able to identify the difference between direct and indirect bullying as well as ways to support someone being bullied and how to try to change bullying behaviours.	Dreams & goals No Outsiders: Chn will be able to describe the dreams and goals of children from different cultures and reflect and relate them to their own.	Healthy me No Outsiders How to respect and value their body as well as describing different roles food can pay in people's lives.	Relationships No Outsiders Chn will learn how to stay safe using technology and resist and recognise pressures when using technology that may cause harm or risk.	Changing me No Outsiders Describe how boys and girls' bodies change during puberty and how to express how they feel about these changes.
MFL	MFL					
	Le carnaval des animaux Children learn a range of animal names to talk about pets. They learn to describe the colour of their pet(s) and revise adjectives of size and number. They give opinions on their pet and reasons why. Children learn number tens.	Ma ville Children look at our town and explore key vocabulary to describe what there is, revising adjectives of size, colour and number. They revise how to say where they live from 'Fan de...' in Y4. Children revise and learn number tens.			Bon appétit Children learn some food and drinks, how to ask for them and express their opinion. They learn how to order an ice-cream and say what colour the flavours are. Children revise numbers 30-60, begin to learn about Euros and how to say how much something costs. They start to follow short scripted conversations.	