2026-2027 ***"A Love of Learning and a Thirst for Knowledge"*** **Cragside Church of England Primary School** **Year 5 Curriculum Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Darwin's Dragons- Lindsay Galvin** **<u>Writing Opportunities:</u>** Persuasive letter **Beowulf- Michael Morpurgo** **<u>Writing Opportunities:</u>** Myth/ Legend Retelling (Narrative)	**Survivors- David Long & Kerry Hyndman** **<u>Writing Opportunities:</u>** Third-person recount (survival narrative) **A Boy, a Bear and a Boat- David Shelton** **<u>Writing Opportunities:</u>** Adventure Narrative	**Shackleton's Journey- William Grill** **<u>Writing Opportunities:</u>** Biography **Ultimate Explorers (ActiveLearn)** **<u>Writing Opportunities:</u>** Handbook/ Instructional Writing	**Treason- Berlie Doherty** **<u>Writing Opportunities:</u>** Persuasive Writing Informal Letter (historical) **Argument/Discussion Text** Narrative Writing (Nick's perspective) **Animals on the Move (ActiveLearn)** **<u>Writing Opportunities:</u>** Non-chronological report	**I Talk Like a River- Jordan Scott & Sydney Smith** **<u>Writing Opportunities:</u>** Freeverse Poetry Atmospheric Setting Description **The Last Bear- Hannah Gold** **<u>Writing Opportunities:</u>** Persuasive Writing (Pitch)	**Greek Myths** **<u>Writing Opportunities:</u>** Myth Narrative **Adventures of Odysseus- Hugh Lupton** **<u>Writing Opportunities:</u>** Newspaper Report
SPAG Focus	Common and proper nouns, noun phrases Verbs, adverbs and prepositions Coordinating and Subordinating Conjunctions Standard and Non-Standard English Word Classes Relative Clauses Relative Pronouns Punctuation – Commas, bracket, dashes for parenthesis		Standard and non-Standard English Punctuation and Performance Revision Verbs, adverbs and prepositions Modal Verbs Adverbs Relative Clauses Commas for Clarity Dictionary Skills Homophones Hyphens after prefixes Thesaurus skills		Apostrophes for contraction and possession Punctuation Text Cohesion – Adverbials of time providing cohesion Relative clauses Spoken and written language	
Handwriting and Transcription	Writing fluently and legibly at speed Developing personal handwriting style Consistent letter size and proportion Writing for sustained periods Dictation		Maintaining legibility in note-taking Adapting handwriting for audience and purpose Clear differentiation between similar letters Dictation		Confident, efficient, mature handwriting style Automatic joins Presentation suitable for transition to Year 6 Dictation	
Maths	**Number** **Unit 1 - Place value within 1,000,000 (1)** **Number** **Unit 2 - Place value within 1,000,000 (2)**		**Number** **Unit 7 - Multiplication and division (2)** **Number** **Unit 8 – Fractions (3)** **Number** **Fractions**		**Geometry** **Unit 12 – Properties of shapes** **Geometry** **Unit 13 – Position and direction** **Fractions** **Unit 14 - Decimals**	

	Number **Unit 3 - Addition and subtraction** **Number** **Unit 4 - Multiplication and division (1)** **Number** **Unit 5 – Fractions (1)** **Number** **Unit 6 – Fractions (2)**		**Unit 9 - Decimals and percentages** **Measurement** **Unit 10 – perimeter and area** **Statistics** **Unit 11 - Graphs and tables**		**Number and place value** **Unit 15 - Negative numbers** **Measurement** **Unit 16- Converting Units** **Measurement** **Unit 17- Volume**	
KIRF (Key Instant Recall Facts)	Round numbers to 1 million to the nearest 10, 100 and 1,000 Identify multiples and factors up to 12x12		Identify prime numbers up to 50 Recall square numbers up to 12^2 and their square roots		Multiply and divide whole numbers and decimals by 10, 100 and 1000 Know the decimal and percentage equivalents of fractions: ½, ¼, ¾, ⅓, ⅔, 1/10, 1/5	
Times table Focus	Recall multiples of 12 in any order including missing numbers and related division facts Recall multiples of all times tables up to 12x12 in any order Square numbers Recall multiples of all times tables up to 12x12 in any order		Cubed numbers Recall multiples of all times tables up to 12x12 in any order Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order		Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order	
Science	**How does a parachute work? (forces)** ● What is the effect of friction, air resistance and gravity? ● What is upthrust? ● What is a machine? ● contact/non-cont act forces **Think about how there are fundamental rules**	**Does everything in space revolve around us? (Earth and Space)** ● Solar system. ● Day and night. ● Why does the sun move across the sky? (GG13 Advocates for Change) Climate Breakdown/Greenhouse effect Solar system	**Can I unbake a cake? (materials reversible and irreversible changes)** ● Can mixtures be separated? ● What is a solution? ● Reversible and irreversible changes.	**What is 'The circle of life'? (living things and their habitats)** ● Compare animal life cycles. ● Reproduction in plants ● set up ecosystems for the rest of the year or term. **Appreciate all life forms and celebrate the different species that we are able to have in our world.**	**British Science week**	**How do we change from a baby to an adult? (animals including humans)** ● What happens as we get older? ● Do people grow at the same speed? Puberty and changes in humans will be taught as part of PSHE **Consider how incredible the changes that our bodies and minds are as we grow from a foetus to an old person.**

	that govern how objects interact with each other..	**Consider our planet, its relative size and position in the wider extraordinary universe.**				
RE	U2.1 What does it mean if Christians believe God is holy and loving? (UC- God) **The children will spend time considering the loving nature of God, in christian's worldview and how this impacts their behaviour and outlook on life.**	U2.3 Why do Christians believe Jesus was the Messiah? **We will think about the implications of Jesus being 'more than a man' and why Christians believe this.** (UC- Incarnation) **CGWF:** How might a belief in Jesus as God incarnate unite Christians in India?	U2.8 What does it mean to be a Muslim in Britain today? **The children will consider Muslims in a British context, their faith and how they live it out in Britain today. They will meet and talk to a British Muslim about their faith.** (Tawhid/Iman/Ibadah)	U2.9 Why is the Torah so important to Jewish people? **The children will learn about the incredibly rich cultural heritage of the Jewish people and what it is about the Torah that makes it special.** (God/Torah)	U2.4 Christians and how to live: 'What would Jesus do?' (UC- Gospel) Vine Lesson-How do humans use animals? Are these uses of animals fair/acceptable? **We will consider if the life and examples set by Jesus provide a good framework for living in today's modern world.**	U2.10 What matters most to Humanists and Christians? **Think about what people of a religious christian perspective and a non-religious world view, consider to be good and what similarities and differences arise.**
History & Geography	**What impact did the Anglo Saxons have on the North East?** ● Explore Anglo Saxon life and their impact on areas in the North East. ● Find out about typical Saxon punishments. ● Learn about Alfred the Great. ● Holy Island **We will consider the historical legacy of the Anglo Saxons on our north eastern identity, thinking about how the deep past can still have an influence on our lives today.**	**Exploring Scandinavia** ● To be able to locate Scandinavia's countries and major cities on a world map. ● To explore the climate and weather of Scandinavia. ● To explore the physical and human features of Scandinavia ● To be able to compare and contrast an area in the UK with an area in Scandinavia. ● To be able to plan a tourist visit to a	**What was life like in Tudor England?** ● Explore Henry VIII and Anne Boleyn making deductions from sources. ● Use sources to make deductions about Henry VIII's wives. ● Identify primary sources.	**Where does our energy come from?** ● Describe the significance of energy. ● Discuss the benefits and drawbacks of different energy sources. ● Describe the significance of the Prime Meridian. ● Use six-figure grid references to identify features on an OS map. ● Consider and justify the location of energy sources. **Children to find out conservation and how to sustainably produce energy.**	**Can I carry out an independent fieldwork enquiry?** ● Identify questions to be asked to find the relevant data. ● Design an accurate data collection template. ● Identify areas along a route that are best for data collection. ● Discuss how to mediate potential risks. ● Collect data at points located on an OS map. ● Manage risks during a fieldwork trip. ● Identify any outcomes from data collected.	**What did the Greeks ever do for us?** ● Describe the features of Ancient Greece. ● Identify key periods of ancient Greek civilization. ● Inferences to Greek Gods. ● Compare Athens and Sparta. ● Explain how Athenian democracy worked. ● Identify the achievements of the ancient Greek philosophers.

		Scandinavian destination. .				
MFL **Children will look out towards different cultures.**	At the Tearoom (I)	Family (I)	My home (I)	Do you have a pet? (I)	The date (I)	Clothes (I)
PSHCE with Relationships and Sex children will look in at themselves considering their own ideas, opinions and thoughts. Show respect for others opinions ideas and feelings.	**Healthy and Happy Friendships:** **What is peer pressure?** ● Identity ● Peer pressure ● Real life and online ● Informed choices ● Emotional health and wellbeing ● Support **Additional unit - Consent**	**Our Similarities and Differences:** **How can we celebrate our strengths and set our own goals?** ● Strengths and abilities ● Appreciation ● Differences ● Future goals and aspirations ● Risks and benefits ● Internet ● Safety **Additional unit - Firework Safety**	**Caring and Responsibility:** **What are the effects of loneliness and isolation and how can we show care?** ● Stereotypes ● Negative ● Influence ● Behaviours **GG 5 – Gender equality** **Additional unit - Pick your pics** **Additional unit - PANTS (9-11)**	**Families and Committed Relationships:** **What are the characteristics of healthy, positive and committed relationships?** ● Family structure ● Love, security and stability ● Single parents, same sex parents, step parents, blended families, foster parents ● Healthy family life	**Healthy Body, Healthy Mind:** **How can we value our bodies and minds?** ● Self-image ● Self-respec ● attributes ● Self-talk ● development, proud **Additional unit - Health Education KS2 lesson 3 and 4**	**Coping with Change:** **How can puberty changes affect our emotions and how can we manage this?** ● Puberty ● Physical and emotional changes ● Conflicting emotions **Additional unit - Road and Rail Safety Lesson 3 and 4**
Music **Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.**	**Our Community- (Performing)** **The song Jerusalem is the basis for looking at changes through time. Children are given opportunities to compose and perform music inspired by local**	**Solar System- (Listening)** **Embark on a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. Children learn a song**	**Life Cycles- (Structure)** **Explore the human life cycle with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing new techniques and structures.**	**Keeping Healthy- (Beat)** **Children are taken through their paces and put together a performance using new musical techniques from body popping to gospel singing skeletons!** **(Cross curricular link- PE)**	**At the Movies- (Composing)** **Explore movie music from 1920s animated films to present day movies. Learn techniques for creating soundtracks and film scored and compose own movie music.** **(Cross curricular link- English)**	**Celebration- (Performing)** **Develop lively pieces into a performance at a school or class celebration.** **(Cross curricular link- English)** **End of Year Performance**

	community, past and present. **(Cross curricular link- History)** **Classical Musician Focus** **Gustav Holst- 'Mars' from the 'Planets'** **(BBC Ten Pieces)**	**and compose pieces linked to space.** **(Cross curricular link- Science)** **Christmas Performance**	**(Cross curricular link- PSHE)**	**Easter Performance**		
Art and Design Technology Children to be given opportunities to be mindful and in the moment when creating art throughout the year.	**ART: How do observational drawings improve our view of the world?** <u>Draw</u> Sketch (lightly) to combine line and colour. Use a variety of techniques and materials to add interesting effects (e.g. reflections, shadows, direction of sunlight)	**DT: What is seasonal cooking?** **Design and make a small savoury pasty using seasonal ingredients.** <u>Cooking</u> Explore seasonal fruit vegetables. Be able to know which food can be grown in the UK in the different seasons and why. Make and test prototypes and try different taste combinations. Cook food safely following hygiene rules. Adapt a recipe and Design a product with a Specification. Evaluate design.	**ART: How can I show strong emotions with colour, style and layout? Shackleton's journey/ arctic landscapes.** <u>Paint</u> Create a colour palette based upon colours observed in the natural or built world and use these in art work. Use the qualities of watercolour to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists. Use Colour to convey mood/meaning, feeling and emotions . <u>Draw</u> Use a variety of techniques and materials to add interesting effects (e.g. reflections, shadows, direction of sunlight)	**DT** **Design, make and evaluate a frame structure for our local forest wildlife to live in.** <u>Frame Structures</u> Children will research a range of frame structures and possible materials of choice. Make a prototype and evaluate it based on the design specifications. Discuss, test and modify the frame structure. Start to use CAD (tinker CAD)	**DT:** **Textiles-** **Design, make and evaluate a sensory mat for a new baby for the local children's nurseries.** <u>Textiles</u> Children will research sensory mats and a range of materials thinking about weight, feel and usage. Discuss if fasteners are needed and what level of sewing will be used. Make a prototype and evaluate it based on the specifications. Discuss, test and modify the textile sensory mat.	**ART: How can we bring Greek Myths to life?** <u>Printing</u> Create and combine shapes to create forms Include texture that conveys feelings, expression or movement. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. <u>Draw</u> Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

PE **Children will be given the opportunity to reflect on what their body needs to be fit and healthy and to think about how to improve their fitness levels.**	**Football** Can I play for Newcastle United? ● Control ● Pressure ● Support **Badminton** What skills are developed through Badminton? ● Footwork ● Dig ● Tactics	**Gymnastics** Can I create a sequence with others? ● Symmetrical ● Synchronisation ● Progression **Hockey** Can I use my skills in a game? ● Teamwork ● Pressure ● Communication	**Dance** Can I communicate an idea through dance? ● Posture ● Performance ● Canon **Fitness** How can I improve my fitness? ● Agility ● Momentum ● Drive	**Tag Rugby** ● Invasion skills ● Team work ● Control **Dodgeball** ● Target practise ● Agility ● Hand eye coordination	**Cricket** How can I help my team? ● Tactics ● Pressure ● Backing up **Yoga** What am I improving through Yoga? ● Calm ● Control ● Fluidity	**Athletics** How can I improve as an athlete? ● Technique ● Stride ● Rhythm **Tennis** How can I be successful in Tennis? ● Set ● Volley ● Footwork	
Computing	Quizzing (5 weeks) ● Evaluating the features of a good quiz ● Choosing appropriate question types ● Making use of feedback and titles ● Testing and editing quizzes	Databases (4 weeks) ● Understanding records and fields ● Creating a collaborative database ● Searching databases ● Analysing data	Game Creator (5 weeks) ● Exploring the features of a good game ● Designing and making sprites and the game world ● Evaluating the playability of games	Spreadsheets (6 weeks) ● Using formulae ● Exploring measurement conversions ● Carrying out numerical investigations ● Creating computational models	Coding (6 weeks) ● Coding efficiently by refining code ● Simulating a physical system ● Exploring decomposition and abstraction ● Using functions and variables	Word Processing (6 weeks) ● Creating documents ● Using images ● Entering and editing text ● Using tables and contents	Concept Maps (4 weeks) ● Creating concept maps ● Presenting from a concept map ● Making collaborative concept maps
2BeSafe	Self-Image and Identity Identity Copying, modifying or altering Choices online	Online Relationships Forms of communication using technology Risks and harm Online communities Support and trusted adults.	Online Reputation Information about others Judgements and false information	Online Bullying Online bullying Negative impact of playful joking and teasing (including 'banter') Help and support Trusted adults Reporting concerns Blocking abusive users	Managing Online Information Benefits and limitations of using different types of search technologies Being sceptical Evaluating digital content Choices Information, reviews, fact, opinion, belief, validity, reliability and evidence	Health, Well-being and Lifestyle Ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. Strategies, tips or advice to promote health and well-being with regards to technology Benefits and risks of accessing information about health and well-being online	Privacy and Security Strong passwords Free apps/services and personal information App permissions	Copyright and Ownership Using the work of others. Permission

				Helpline services	Information for different agendas, e.g. website notifications, pop-ups, targeted ads Commercially sponsored information Stereotypes and influence Negative impact of fake news Hoaxes	Creating balance Trusted adults and professionals Apps/games and payment Permission from a trusted adult before purchasing		