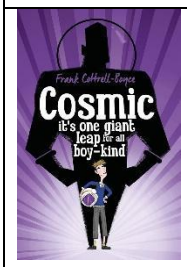
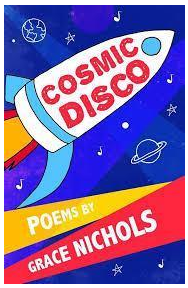
Year 5 - Learning Overview Autumn Term 2025

English	Maths
 'Cosmic' by Frank Cottrell Boyce. • 'The Viewer' by Gary Crew & Shaun Tan • Poetry • Setting description • Newspaper article • Narrative  'Cosmic Disco' by Grace Nichols · Poetry	**<u>Place Value</u>** • Place value in 5-digit numbers • Place 5-digit numbers on a line; round • Place 6-digit numbers on a line; round • Deepen understanding of 6-digit numbers **<u>Decimals and Fractions</u>** • Divide by 10/100; 2-place decimals • 1- and 2-place decimals on a line; compare • Add/subtract multiples of 0.1/0.01 • Subtract decimals with 1 or 2 places **<u>Addition and subtraction</u>** • Column addition (4- and 5-digit numbers) • Decimal and money addition • Column subtraction; choose strategies • Revise addition and subtraction **<u>Decimals and Fractions</u>** • Mixed numbers and fractions of amounts • Add/subtract equivalent fractions **<u>Multiplication and division</u>** • Multiples, factors and word problems • Primes, divisibility, mental strategies • Grid method and short multiplication • Division of big numbers vertical layout

	Measures • Understand metric and imperial units • Timetables and intervals: 24 hour clock • Perimeters: composite and rectilinear • Regular and irregular areas; volumes • Temperature and negative numbers Times Tables Rock Stars – Times Tables Rock Stars (ttrockstars.com)
Science	Geography
Autumn 1: Earth and Space ▪ Know that the Solar system contains the Sun, Moon, Earth and other planets ▪ Know that these bodies move around in set patterns ▪ 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 ▪ Describe the Sun, Earth and Moon as approximately spherical bodies ▪ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. ▪ Describe the movement of the Earth, planets and moons and other bodies of the solar system ▪ Know that the seasons are caused by the tilt of the Earth in relation to the Sun. Autumn 2: FORCES	What is life like in the alps? • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical

▪ explain the difference between mass and weight ▪ compare forces and explain what causes them to increase or decrease ▪ describe some of the rations and numerical relationships in simple machines ▪ explain 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 that between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. ▪ know that a force called gravity causes things to fall ▪ know that a number of forces such as friction, air and water resistance slow things down	geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'
History	PE
Were the vikings raiders, traders of something else? • Explain where the Vikings came from and why they invaded Britain. • Sequence events according to their significance for groups of people. • Find evidence and make inferences from sources. • Name Viking trade routes. • Explain why trade routes were important to the Vikings. • Identify the differences between Viking sagas. • Evaluate the impact of Viking achievements.	***Gymnastics*** • Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. • Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them. • Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve. • Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. • Pupils will then work hard to improve their sequences.

	Dance • Pupils can perform accurately and convincingly in character with big bold actions. • Pupils can perform with flow and include a change of level and dynamic. Pupils will consolidate their ability to evaluate their own and others' performances. • Pupils will apply effective decision making as they construct their sequences. • Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance. • Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.
PSHE	Computing
Autumn 1: Autumn 2:	Autumn 1: Search Engines • Explain what a search engine is, suggest several search engines to use and explain how to use them to find websites and information. • Suggest that things online are not always true and recognise what to check for. • Explain why keywords are important and what TASK stands for, using these strategies to search effectively. • Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster. • Make parallels between book searching and internet searching,

	explaining the role of web crawlers and recognising that results are rated to decide rank. Autumn 2: Online safety • Understand that passwords need to be strong and that apps require some form of password. • Recognise some types of online communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and well-being are being affected in either a positive or negative way through online use. • Offer some advice and tips to combat the negative effects of online use.
RE	French
Autumn 1:Why do people have to stand up for what they believe in? • Identify challenges people face because of their religious beliefs. • Suggest ways to create positive change. • Express the different ways light symbolises celebration. • Assess different points of view. • Begin to use the terms bias, stereotype and prejudice. • Explore various viewpoints surrounding religious prejudice. • Consider why there are still issues regarding religious freedom today.	Autumn 1:Do you have a pet? • I will revise 8 common pet nouns in French with their determiners. • I will learn how to say I have a pet in French. • I will also learn how to say what my pet is called in French. • I will learn how to say what pet I do not have in French. • I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work. Autumn 2: The date:

Autumn 2: Why doesn't Christianity always look the same? • Give examples of how Christianity spread as a religion. • Explain how significant people have led to changes in how Christianity is practised. • Think about their views on leaders changing the way religion is practised. • List some reasons why there are different Christian denominations and what it means. • Recognise that not all Christians interpret passages about the Holy Spirit in the same way. • Note similarities and differences between practices from different denominations. • List some ways Christian worship and practices have changed over time. • Share their personal views.	• I will learn the 7 days of the week in French. • I will learn the 12 months of the year in French. • To learn/revise/consolidate numbers 1-31 in French. • I will learn to ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?) • I will learn to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?)
Music	ART
Autumn 1: Living on a prayer • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.	**Drawing: I need space** • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.

	• Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work.
DT	**RE**
Structures : bridges ● Identify stronger and weaker shapes. ● Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. ● Identify beam, arch and truss bridges and describe their differences. ● Use triangles to create simple truss bridges that support a load (weight). ● Cut beams to the correct size, using a cutting mat. ● Smooth down any rough cut edges with sandpaper. ● Follow each stage of the truss bridge creation as instructed by their teacher. ● Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. ● Identify some areas for improvement, reinforcing their bridges as necessary	 Why do people stand up for what they believe in? Pupils who are secure will be able to: • Identify challenges people face because of their religious beliefs. • Suggest ways to create positive change. • Express the different ways light symbolises celebration. • Assess different points of view. • Begin to use the terms bias, stereotype and prejudice. • Explore various viewpoints surrounding religious prejudice. • Consider why there are still issues regarding religious freedom today.