
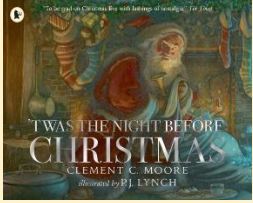

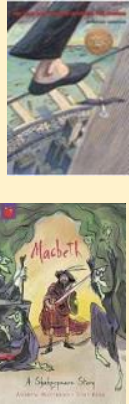








All Hallows C of E School Curriculum overview 2025/26- Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Quality Text The Literacy Curriculum		 Instructional writing				
Genre	Adventure – to entertain. Historical fiction – to entertain and inform.	Structured poetry	Dilemma to entertain and explore Explanations.	Adventure – to entertain Free verse poetry	Mystery to intrigue and entertain Dilemma- to entertain and explore issues Historical fiction-to entertain and inform	Travel guides – Non chronological report Fantasy to Entertain
Enrichment	Trip to Wollaton Hall	Space Centre visit	School outdoor learning experience.		Visit a working company Participate in a school performance Perform in a collective choir	
Community links	Walk to the Salvation Army and donating items.	Local litter pick. Visit to the church for RE Day	Visit recycling centre			
Picture Book themes	See Picture Book calendar					
Whole school Theme weeks/days	Unique is me day Macmillan Bake sale World mental Health day Harvest Festival	Black History Antibullying- Odd socks day Christmas Jumper Day Diwali Christmas	Community Week No pens day	World Book day Healthy Living week Science Week	Art Week World Earth Day Aspiration Week	Diversity Week

All Hallows C of E School Curriculum overview 2025/26- Year 5

School values	Respect	HEART	Empathy	Humility	Trust	Ambition
British Values	Rule of the Law	Mutual Respect	Individual Liberty	Mutual Respect	Tolerance	Democracy
Personal Development	Families and those who care for me.	Responsibility	Respectful relationships. Personal safety.	Safety in and around the home.	Community, First Aid, Democracy	Changing and growing (SRE) Economic wellbeing
History Key Enquiry Question	Who were the Mayans and where did they go?			Why do we still feel the impact of Ancient Greek life, culture and ideas today?		
History Key Knowledge	<p>Mayan civilization This non-western unit is taught in Y5 immediately after the Vikings to show how these societies were much more advanced than their western contemporaries. 5 Key Questions on cultural aspects and how they compared with what was happening in Saxon Britain at same time. Topic starts with exploring why it is important to learn about the Maya and ends with riddle of how this powerful empire could have disappeared quite so suddenly.</p> <ul style="list-style-type: none"> • I know about the impact that the Mayan civilisation had on the world • I know what life was like at the height of the Mayan civilization • I know reasons why the Maya grew so strong I know about some Maya religious practices • I know why the Maya Empire ended I know how to ask questions and find answers about the past • I know how to identify some primary and secondary sources I know some evidence from the past in opinion or misinformation • I know why there may be different accounts of history • I know how to evaluate evidence in order to choose the most reliable forms • I know how to order significant events, movements and dates on a timeline • I know how to make comparisons between different times in history • I know how to sequence key events of a time studied • I know how to choose reliable sources of information to find out about the past • I know how to give reasons why changes may have occurred 			<p>Ancient Greece This unit helps to show how special life was in Ancient Greece and how much this society influenced the western world, and still influences our lives today.</p> <ul style="list-style-type: none"> • I know what life was like in Ancient Greece • I know how Athens became so powerful • I know about Greek democracy • I know how Ancient Greeks have influenced our lives today • I know how to ask questions and find answers about the past • I know how to identify some primary and secondary sources I know some evidence from the past in opinion or misinformation • I know why there may be different accounts of history I know how to evaluate evidence in order to choose the most reliable forms • I know how to order significant events, movements and dates on a timeline • I know how to make comparisons between different times in history • I know how to sequence key events of a time studied • I know how to choose reliable sources of information to find out about the past • I know how to give reasons why changes may have occurred • I know how historical events studied influenced life All Hallows Long Term Plan – History movements and dates on a timeline • I know how to make comparisons between different times in history 		









All Hallows C of E School Curriculum overview 2025/26- Year 5

	<ul style="list-style-type: none"> I know how historical events studied influenced life today <p>Vocab: civilization, empire,</p>		<ul style="list-style-type: none"> I know how to sequence key events of a time studied I know how to choose reliable sources of information to find out about the past I know how to give reasons why changes may have occurred I know how historical events studied influenced life today <p>Vocab: civilization, empire, Retrieval from year 3-Ancient Greece- Place events from period studied on a time line Use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD Begins to use evidence to build up a picture of a past event Asks and answers questions such as: What was it like for an Egyptian during? Use and suggest sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet</p>
History Texts			
Geography Key Enquiry Question and themes		How does our world's location, climate and physical geography shape life across different regions of the planet?	
Geography Key Knowledge.		<p>Our World – Whole Term</p> <ul style="list-style-type: none"> Name and locate four countries from the southern and four from the northern hemisphere. Name and locate the position and significance of latitude and longitude. Know the key physical aspects of vegetation belts. Name and locate a number of world countries using a variety of sources (globes, atlases and maps). Name a number of European capital cities. Name and locate at least eight major capital cities across the world. Use graphs to record features such as temperature or rainfall across the world. (linked to data learning in maths) Know the key physical features of climate zones. 	

All Hallows C of E School Curriculum overview 2025/26- Year 5

		<ul style="list-style-type: none"> • Know the causes and impact of climate change. • Know what is meant by the term 'tropics'. • Know where the Arctic and Antarctic circle, Tropic of Cancer, Tropic of Capricorn are on a world map, atlases and globe and be able to discuss their significance. <p style="color: red;">Retrieval from year 3 and 2- Understand what deforestation is and label layers of a rainforest.</p> <ul style="list-style-type: none"> • Explain what is meant by biomes and what are the features of a specific biome. (Rainforest) • Use maps to locate countries, the equator, Tropic of Cancer, Tropic of Capricorn. <p style="color: red;">talk about climate in relation to the Equator and the North and south poles.</p>	
Geography Fieldwork and Outdoor learning		Measuring rainfall in Gedling and comparing to rainfall in an area of Brazil. Using measuring equipment accurately. School grounds – Forest Schools.	
Science	<p>Properties and changes in materials</p> <ul style="list-style-type: none"> • Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets – link to litter / waste/ recycling eco • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution <p>Properties and changes in materials</p> <ul style="list-style-type: none"> • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible <p>Space</p> <ul style="list-style-type: none"> • One million Earths could fit inside the sun – and the sun is considered an average-size star. • An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us. • The sunset on Mars appears blue. 	<p>Forces</p> <ul style="list-style-type: none"> • Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect <p>All living things and their habitats</p> <ul style="list-style-type: none"> • Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles – eco biodiversity • Know the process of reproduction in plants • Know the process of reproduction in animals 	<p>All living things and their habitats</p> <ul style="list-style-type: none"> • Know the life cycle of different living things -humans • Know the process of reproduction in animal- Humans <p style="color: red;">Retrieval from year 4 Classification – objectives need to be taught before Classification unit is started in year five Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Plants topic not covered but has been taught in year 1 and 2. Objectives to be considered when life cycles is returned to in year five Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>

All Hallows C of E School Curriculum overview 2025/26- Year 5

<p style="text-align: center;">Famous Scientists/ Occupations</p>	<ul style="list-style-type: none"> • Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface and life. • There is no atmosphere in space, which means that sound has no medium or way to travel to be heard. • Venus is the hottest planet in the solar system and has an average surface temperature of around 450° C • The sheer size of space makes it impossible to accurately predict just how many stars we have. <p style="color: red;">Retrieval from year 4 Respecting our Environment – can be considered through class discussion/guided reading/homework Identify where humans have had an impact on an environment Identify ways that humans can damage an environment Identify ways in which humans can protect and improve environments</p>		
	 <p>Marie Maynard Daly (April 16, 1921 – October 28, 2003) First African women to qualify as a chemist.</p>	 <p>Mae Carol Jemison (born October 17, 1956) is an American engineer, physician, and former NASA astronaut. She became the first African-American woman to travel into space.</p>  <p>Stephen Hawking (born 1942 died 2018)known for his research on Black holes</p>	 <p>Charles Drew inventor of the blood bank. (born 1904-1950)</p>
<p style="text-align: center;">Art</p>	<p>ARTIST: Pablo Picasso Fredia Karlo, Ed Fairburn, Barbra Kruger</p>  <p>Mixed Media and Drawing</p>	<p>ARTIST- Fred Tomaselli</p>  <p>Poster paint / Powder paint.</p>	<p>ARTIST-Barbara Walker.</p>  <p>ARTIST- Anthony Groomley</p>  <p>Sculpture – Wire and recycled materials</p>

All Hallows C of E School Curriculum overview 2025/26- Year 5

	<ul style="list-style-type: none"> To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork. To know how to use form to create the illusion of 3dimensional art. Work in a sustained and independent way to create an accurate, detailed drawing. Draw from different viewpoints considering the horizon line. Begin to consider perspective. Use different styles of shading work from a variety of sources including observation and photographs to develop work. <p>All sketching pencils Pastels Pencil crayon</p>	<ul style="list-style-type: none"> Mix colours, shades, tones, tints with confidence, building upon previous knowledge. Select colour for purpose explaining choices. Discuss how colour can be used to express ideas, feeling and mood. Confidently control the types of marks made and experiment with different effects and textures. To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork. To know how to produce paintings with control, accuracy and close observation, experimenting with different materials. To know and explore wash and transparency, marks and strokes when painting. To know and experiment with a variety of tools (other than paint brushes) to create effects. To know how to develop layers in paintings (for example using acrylics) To know and experiment with how to add texture to a painting <p>Powder paint</p>	<ul style="list-style-type: none"> To know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork. To know how to produce drawings with control, accuracy and close observation, experimenting with different materials (for example pencil, charcoal, ink). To know how to use previously taught drawing techniques to create mood. 	<ul style="list-style-type: none"> Understand that a range of media can be selected (due to their properties for different purpose). Independently recognise problems and adapt work when necessary- taking inspiration from other sculptors. <p>Wire and paper</p>		
DT	Christmas stuffed toy- Textiles		Moving mechanisms with Cams		Programmable models- Fairground rides	
RE Nottinghamshire Agreed Syllabus	<p>5.1 Inspirational people in today's world <i>What can we learn from great leaders and inspiring examples in today's world?</i> Islam, Hinduism and Christianity and a non religious example</p>	<p>RE day- Focus on Christmas <i>Invite visitor</i> <i>Focus- drama and art</i></p>	<p>5.2 Religion and the individual: what matters to Christians? <i>What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</i> Christianity</p>	<p>5.3 Beliefs and questions <i>How do people's beliefs about God, the world and others have impact on their lives?</i> Islam, Hinduism, non religious worldviews such as Humanism</p>	<p>5.4 Beliefs in action in the world <i>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</i> Christian, Muslim, Hindu. Non religious worldviews</p>	
PE	Tag Rugby Netball	Handball Dance	Gymnastics Dodgeball	Football Volleyball	Tennis Cricket	OAA Athletics
ICT	E.Safety	To know how search results are selected and ranked. To know how to analyse and evaluate information reaching a conclusion that helps with future developments.	To know about code structure, how to debug and interpret code. To know how to test and debug a program as they go. To know how to use logical methods to detect and correct errors. To know how to turn complex real-life situations into algorithm for a program by deconstructing it into manageable parts. To know how to combine a variety of software on a range of digital devices to design and create content to accomplish given goals.	To know the value of computer networks but are also aware of their dangers. To know how to use several ways of sharing digital content. To know how to analyse, evaluate and present data and information	To know how to write a program for an external device. To know how to change inputs to achieve different outputs To know how to develop a program that has specific variables identified.	

All Hallows C of E School Curriculum overview 2025/26- Year 5

<p>French</p>	<p>Do you have a pet? I know 8 common pet names in French and their determiners</p>	<p>Traditions and celebrations -Le Carnival De Nice, La Fete- ask questions give answers and express opinion.</p>	<p>My Home- Je Habite I know 5 nouns and determiners for rooms I know how to describe where I live</p>	<p>Clothes- I know 10 nouns and determiners for clothes I know how to say I am wearing</p>	<p>Romans I know how to listen and decode longer passages of French. I know the names of 7 roman gods I know roman inventions in French.</p>	<p>The Olympics I know 10 nouns and their determiners for Olympic sports.</p>
<p>Maths Links</p>	<p>Statistics Ma5/4.1a solve comparison, sum and difference problems using information presented in a line graph</p> <p>Science Ma5/4.1b complete, read and interpret information in tables</p>			<p>History Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing</p> <p>Ma5/2.1a read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Ma5/2.1b count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>Ma5/2.1c interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</p> <p>Science- Space and Forces Planet information –distance from sun/size of planet etc</p> <p>Ma5/4.1b complete, read and interpret information in tables Ma5/2.1a read, write, order and compare numbers to at least</p>	<p>History Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing</p> <p>Ma5/2.1a read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Ma5/2.1b count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>Ma5/2.1c interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</p> <p>Dt Structures Ma5/3.1a convert between different units of metric measure measuring accurately using cm.mm Ma5/3.2a identify 3-D shapes, including cubes and other cuboids, from 2-D representations Ma5/3.2b know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p>	<p>Science: life cycles. Construct line graphs to show differences height of plants</p>

All Hallows C of E School Curriculum overview 2025/26- Year 5

		<p><i>1,000,000 and determine the value of each digit</i></p> <p>DT: Following recipes, using ratio and proportion. Use scales to weigh accurately. Converting cooking times.</p>		
Music	<p>maintain own part whilst others are performing their part describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful contrast the work of a famous composer with another and explain preferences compose music which meets specific criteria choose the most appropriate tempo for a piece of music</p>			