

# Year Five Overview of National Curriculum Coverage



Subject	Autumn Term	Spring Term	Summer Term
Science	<p><b>Year 5</b></p> <p><b>3a</b> – 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</p> <p><b>3b</b> – Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p><b>3c</b> – Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p><b>3d</b> – Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b>3e</b> – Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><b>Year 5</b></p> <p><b>4a</b> – Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p><b>4b</b> – Describe the movement of the Moon relative to the Earth</p> <p><b>4c</b> – Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p><b>4d</b> – Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><b>5a</b> – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p><b>Year 5</b></p> <p><b>1a</b> – Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>1b</b> – Describe the life process of reproduction in some plants and animals</p> <p><b>2a</b> - Describe the changes as humans develop to old age</p> <p><b>Year 6</b></p> <p><b>1a</b> – Describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including microorganisms, plants and animals</p> <p><b>1b</b> – Give reasons for classifying plants and animals based on specific characteristics</p>
History		<p><b>3b</b> - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>1c</b> – Britain’s settlement by Anglo-Saxons and Scots <i>This could include:</i></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>1d</b> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>
Geography	<p><b>1a</b> – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and <b>SOUTH AMERICA</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1c</b> – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>2a</b> – Understand geographical similarities and differences</p>	<p><b>1a</b> - Locate the world’s countries, using maps to <b>FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1b</b> – Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>1a</b> – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1b</b> – Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>1c</b> – Identify the position and significance of latitude, longitude,</p>

	<p>through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or <b>SOUTH AMERICA</b></p> <p><b>3a</b> – Describe and understand key aspects of: physical geography, including: <b>CLIMATE ZONES, BIOMES AND VEGETATION BELTS</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>3b</b> – Describe and understand key aspects of: human geography, including: <b>TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS</b>, and the distribution of natural resources including energy, <b>FOOD</b>, minerals and water</p> <p><b>4a</b> – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b</b> – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Key Vocabulary</b> Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, Greenwich Meridian, Time Zones</p>	<p><b>1c</b> – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>2a</b> – Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>3a</b> – Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>3b</b> – Describe and understand key aspects of: human geography, including: types of settlement and land use, <b>ECONOMIC ACTIVITY INCLUDING TRADE LINKS</b>, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>4a</b> – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b</b> – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Key Vocabulary</b> Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, Greenwich Meridian, Time Zones</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>4a</b> – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b</b> – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Key Vocabulary</b> Tropic of Cancer, Tropic of Capricorn, Arctic, Antarctic, Greenwich Meridian, Time Zones</p>
<b>Computing</b>	<p><b>1d</b> – Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><b>1e</b> – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p><b>1g</b> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>1a</b> – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>1b</b> – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p><b>1c</b> – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>
<b>Art and Design</b>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>
<b>Design and</b>	<p><b>1a</b> – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit</p>	<p><b>1a</b> – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit</p>	<p><b>1a</b> – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit</p>

<p><b>Technology</b></p>	<p>for purpose, aimed at particular individuals or groups  <b>1b</b> – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>2a</b> – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately  <b>2b</b> – Select from and use a wider range of materials and components, including construction materials, <b>TEXTILES</b> and ingredients, according to their functional properties and aesthetic qualities  <b>3a</b> – Investigate and analyse a range of existing products  <b>3b</b> – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  <b>3c</b> - Understand how key events and individuals in design and technology have helped shape the world</p>	<p>for purpose, aimed at particular individuals or groups  <b>2a</b> – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately  <b>2b</b> – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  <b>3a</b> – Investigate and analyse a range of existing products  <b>3b</b> – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  <b>3c</b> - Understand how key events and individuals in design and technology have helped shape the world  <b>5a</b> - Understand and apply the principles of a healthy and varied diet  <b>5b</b> – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  <b>5c</b> - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>for purpose, aimed at particular individuals or groups  <b>1b</b> – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>2a</b> – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately  <b>2b</b> – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  <b>3a</b> – Investigate and analyse a range of existing products  <b>3b</b> – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  <b>3c</b> - Understand how key events and individuals in design and technology have helped shape the world  <b>4a</b> – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  <b>4b</b> – Understand and use mechanical systems in their products (for example, gears, pulleys, <b>CAMS</b>, levers and linkages)</p>
<p><b>Religious Education</b></p>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience  <b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief  <b>1c</b> – Evaluate the concept within one or more religions  <b>1d</b> – Communicate their own understanding of, and response to, the concept  <b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives  <b>3a</b> – Describe and explain concepts that are common to many religions  <b>3b</b> – Describe and explain how a concept is expressed in different ways  <b>3c</b> – Describe and explain their own opinions about the way religious concepts are expressed  <b>3d</b> – Describe and explain their own views about a concept  <b>3e</b> – Describe and explain when and how a concept has applied to events or experiences in their own and others’ lives  <b>5b</b> – Study concepts that are common to religious and non-religious experience  <b>Christianity</b>  <b>2a</b> – Aspects of Jesus’ life as told in the Gospel stories  <b>2b</b> – Christians belief about Jesus  <b>3a</b> – The nature, importance and significance of the Bible for Christians  <b>5a</b> – Festivals and celebrations – Christmas  <b>6a</b> – Example of worship of at least two contrasting Christian denominations – Roman Catholic</p>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience  <b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief  <b>1c</b> – Evaluate the concept within one or more religions  <b>1d</b> – Communicate their own understanding of, and response to, the concept  <b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives  <b>2a</b> – Describe concepts that are important to both religious and non-religious people  <b>2b</b> – Explain how a concept is expressed in one or more religions  <b>2c</b> – Explain their views about how a concept is expressed in religions  <b>2d</b> – Describe and explain their own responses to a concept  <b>2e</b> – Describe when and how a concept has applied to experiences in their own and others’ lives  <b>Christianity</b> –  <b>4b</b> – Christian teaching about the importance of specific values – self-sacrifice, commitment  <b>5b</b> – Explore how other key events in Jesus’ life, and the history of the church are celebrated and remembered - lent  <b>6a</b> – Explore examples of worship of at least two contrasting Christian denominations</p>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience  <b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief  <b>1c</b> – Evaluate the concept within one or more religions  <b>1d</b> – Communicate their own understanding of, and response to, the concept  <b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives  <b>2a</b> – Describe concepts that are important to both religious and non-religious people  <b>2b</b> – Explain how a concept is expressed in one or more religions  <b>2c</b> – Explain their views about how a concept is expressed in religions  <b>2d</b> – Describe and explain their own responses to a concept  <b>2e</b> – Describe when and how a concept has applied to experiences in their own and others’ lives  <b>Islam</b>  <b>1a</b> – Muslims believe that Allah is the One True God  <b>2a</b> – Allah as the creator  <b>4a</b> – The importance of key Islamic Values  <b>5a</b> – The Five Pillars of Islam  <b>5b</b> – Family and social life – aspects of life within a Muslim home and mosque  <b>5c</b> – The mosque – the significance, use, artefacts and symbolism of the mosque  (see Living Difference for examples)</p>
<p><b>Music</b></p>	<p><b>1a</b> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>1a</b> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>1b</b> – Improvise and compose music for a range of purposes using the inter-related dimensions of music  <b>1e</b> – appreciate and understand a wide range of high-quality live</p>

	<p><b>1b</b> – Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><b>1c</b> – Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>1d</b> – Use and understand staff and other musical notations</p>	<p><b>1b</b> – Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><b>1c</b> – Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>1e</b> – appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>1f</b> – develop an understanding of the history of music</p>
<b>Physical Education</b>	<p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1c</b> – Develop flexibility, strength, technique, control and balance (for examples, through athletics and gymnastic activities)</p> <p><b>1d</b> – Perform dances using a range of movement patterns</p> <p><b>1e</b> – Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1c</b> – Develop flexibility, strength, technique, control and balance (for examples, through athletics and gymnastic activities)</p> <p><b>1d</b> – Perform dances using a range of movement patterns</p> <p><b>1f</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>1a</b> – Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1f</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<b>Languages</b>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1d</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1f</b> – Present ideas and information orally to a range of audiences*</p> <p><b>1g</b> – Read carefully and show understanding of words, phrases and simple writing</p> <p><b>1i</b> – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>1k</b> – Describe people, places, things and actions orally* and in writing</p> <p><b>1l</b> – Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1c</b> – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><b>1d</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1g</b> – Read carefully and show understanding of words, phrases and simple writing</p> <p><b>1i</b> – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>1j</b> – Write phrase from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>1k</b> – Describe people, places, things and actions orally* and in writing</p> <p><b>1l</b> – Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1c</b> – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p><b>1d</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1f</b> – Present ideas and information orally to a range of audiences*</p> <p><b>1g</b> – Read carefully and show understanding of words, phrases and simple writing</p> <p><b>1i</b> – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>1j</b> – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>1k</b> – Describe people, places, things and actions orally* and in writing</p> <p><b>1l</b> – Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<b>Green Star - PSHE</b>	<p><b>Healthy Living – Smoking, Drugs and Alcohol</b></p> <p>* To make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</p> <p>* What is meant by the term 'habit' and why habits can be hard to change.</p>	<p><b>Rights, Responsibilities and the Law</b></p> <p>* Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>* To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their</p>	<p><b>It's My Body</b></p> <p>* About how the body changes as they approach puberty – both from male and female perspective</p> <p>* To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p>

	<ul style="list-style-type: none"><li>* Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own use and supply to others.</li><li>* That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li><li>* To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li></ul>	recommendations to appropriate people.	<ul style="list-style-type: none"><li>* To understand the process of human reproduction and the changes in relationships and feelings that go with it</li></ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"><li>* School rules about health and safety, basic emergency aid procedures, where and how to get help</li></ul> <p><b>Bike-ability</b></p> <ul style="list-style-type: none"><li>* Strategies for keeping physically and emotionally safe including road safety – Level 2</li></ul>
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