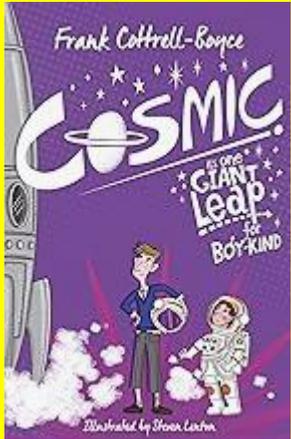
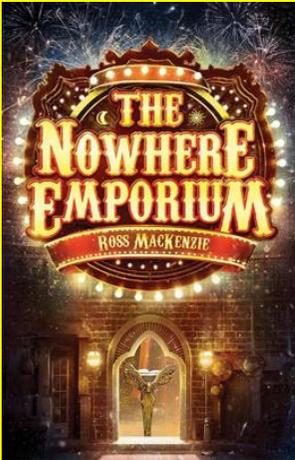
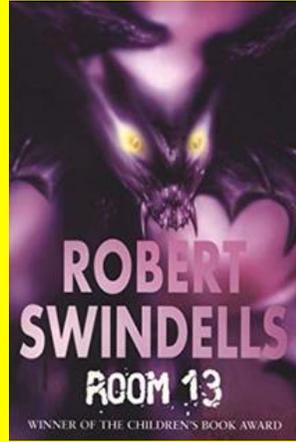
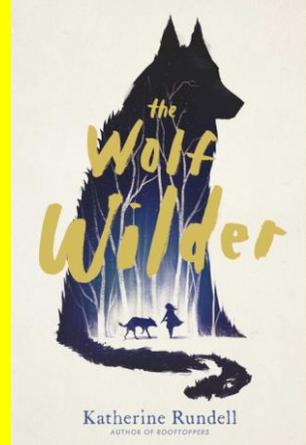




Ranvilles Junior School – Year 5 Curriculum Overview

Be you
Explore
Excel

| | Autumn 1.1 | Autumn 1.2 | Spring 2.1 | Spring 2.2 | Summer 3.1 | Summer 3.2 |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STARS School Values | S: Secure & Happy Individuals | T: Talented Contributors | A: Ambitious Learners | R: Responsible Teammates | S: Successful communicators | Be You...Explore...Excel |
| Golden Threads | Being & Belonging Self-care | Identity & Inclusion | Exploring the World | Participation & Diversity | Communication & Challenge | Transition / Change ...Exploring Me |
| Debate Focus | Belonging - we should all be free to move between countries. | Being remembered for making a difference is more important than making a difference. | Making a difference to the world is critical for the future. | The voice of a child is as important and valuable as that of an adult. | Being financially safe is just as important as being emotionally safe. | Learning together and from our mistakes leads to significant personal growth. |
| English | <p>A Narrative (story) inspired by <i>Cosmic</i> by Frank Cottrell Boyce</p>  <p>A Persuasive Pitch, where pupils take the role of a Travel Company, informing and persuading the audience to visit their European city.</p> | <p>A Narrative inspired from Greek myths, such as the story of <i>Perseus and Andromeda</i></p> <p>An Information Text (Non-Chronological Report) based on a mythical creature, inspired by the Greek myth of <i>Theseus and the Minotaur</i></p> | <p>A short Narrative Setting Description inspired by <i>The Nowhere Emporium</i> by Ross MacKenzie</p>  <p>A Newspaper Report inspired by the first landing on the moon</p> <p>A Biography on the life and legacy of Christopher Columbus</p> | <p>A Narrative inspired by the novel <i>The Explorer</i> by Katherine Rundell</p>  <p>Poetry inspired by <i>The Lost Words</i> by Robert MacFarlane and Jackie Morris</p> | <p>A Narrative 'Through the Portal' story inspired by the short story <i>A Fireside Encounter</i></p> <p>Skills Development learning inspired by <i>Room 13</i> by Robert Swindells</p>  | <p>A Balanced Argument focusing on whether graffiti is vandalism or artwork</p> <p>A Persuasive Letter where the children apply for their Year 6 Monitor tasks</p> <p>Skills Development learning inspired by <i>The Wolf Wilder</i> by Katherine Rundell</p>  |

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| Mathematics | <ul style="list-style-type: none"> Place Value – comparing numbers up to 1,000,000; to interpret and apply negative numbers to solve problems; Rounding; Roman Numerals Addition and Subtraction | <ul style="list-style-type: none"> Multiplication and Division including prime numbers, square numbers, factors and multiples Fractions – comparing and ordering fractions; converting fractions from mixed to improper | <ul style="list-style-type: none"> Addition and Subtraction Time including timetables Measure – mass and capacity Division | <ul style="list-style-type: none"> Division continued Fractions and Percentages including conversion between fractions, decimals and percentages Geometry: angles – turns and degrees | <ul style="list-style-type: none"> Geometry – angles, turns and degrees Fractions – addition and subtraction of fractions; equivalence | <ul style="list-style-type: none"> Fractions – multiplication of fractions Measure – area Position and Direction – translation and reflection Geometry – properties of 2D and 3D shapes; volume |
| Science | Materials – Mixtures and separations | Materials – Properties and changes | Forces, Earth and Space – Earth and Space | Living things and their habitats – Life cycles and reproduction | Forces, Earth and Space – Imbalanced forces | Making Connections – does the size of an asteroid affect the diameter of its impact crater? |
| Art and Design | | Sculpture and 3D: Interactive Installation | Drawing: I need space | Painting and mixed media: Portraits | | |
| Computing | Computing systems and networks – Search engines | Online safety | Data handling – Mars Rover 1 | | Programming 1 – Programming music | Creating media – Stop motion animation |
| Design and Technology | Structure: Bridges | Mechanical systems: Pop-up book | Digital World: monitoring devices | | Cooking and nutrition – What could be healthier? | Electrical systems: Doodlers |
| Geography | <i>What is life like in The Alps?</i> – climate, mountains and human and physical features of a tourist area | | <i>Why do oceans matter?</i> – Oceans | | <i>Would you like to live in the desert?</i> – Biomes | |
| History | | <i>What did the Greeks ever do for us?</i> – Ancient Greece | | <i>What was life like in Tudor England?</i> – Tudor England – changing nature of the monarchy | | <i>How did the Maya civilisation compare to the Anglo-Saxons?</i> – Mayan Civilisation |

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|----------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Languages | French monster pets | Shopping in France | | Verbs in a week | | Meet my French family |
| Music | A Boa a Qu | Read, Write and Remember to Twinkle | Frozen Lands | Map Rappers | Space | Greek Tragedy |
| Physical Education | Netball Fitness | Dodgeball Gym | Dance Football | Badminton Tag Rugby | Athletics Tennis | Cricket Outdoor Adventurous Activities |
| PSHE | Me and my relationships | Valuing difference | Keeping safe | Rights and respect | Being my best | Growing and Changing |
| Religious Education | Context: Shahada and Salat Concept: Belonging Religion: Islam | Context: Christmas: The Two Birth Narratives Concept: Interpretation Religion: Christianity | Context: The Golden Rule Concept: Love Religion: Humanism | Context: The Christian Story Concept: Salvation Religion: Christianity | Context: Places of Worship Concept: Special as sacred Religion: Sikhism & Christianity | Context: Hajj and Zakat Concept: Community (Umma) Religion: Islam |

History note:

Please use the Archived Unit for the Maya Civilisation unit.

From 2025-6, the Maya Civilisation unit will be swapped out with the new Year 5 Vikings unit, which will also be taught in the autumn term.

This change has been initiated by Kapow to support progression and cognitive load. The current (2024-5) Year 5 cohort have already studied the Vikings in Year 4.