


St James' CE Primary School Lower Darwen
Year 5 Overview
2025-2026

	Autumn 1: 8 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 5 weeks	Summer 1: 5 weeks & 4 days	Summer 2: 6 weeks & 1 day
English- Text	When we Walked on the Moon	FAR ^T HER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Writing Purpose (Fiction)	Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Writing Outcome & Writing Purpose (Non-Fiction)	Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Event Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Further Independent Writing	History – Stories with historical settings (China)		R.E – Information booklet (Jesus)		Science – Debate	
Guided Reading	Novel Study: <u>Brightstorm</u>	Shorter Texts	Novel Study: <u>Blackout</u>	Shorter Texts	Shorter Texts	Novel Study: <u>Who Let the Gods Out?</u>

Oracy Outcomes	Teach oracy skills	<p style="text-align: center;">PSHE: Kind conversations: role play</p> <p style="text-align: center;">Audience: Own class</p>	Teach oracy skills	<p style="text-align: center;">Science: To explore the life and work of Isaac Newton</p> <p style="text-align: center;">Audience: Website</p>	Teach oracy skills / content	<p style="text-align: center;">Class Assembly. Geography: Why do oceans matter?</p> <p style="text-align: center;">Audience: whole school, parents and governors</p>
Spelling	<ol style="list-style-type: none"> 1. Use further prefixes, e.g. in- , im- , ir-, sub-, inter-, super-, anti-, auto- 2. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. 3. Identify and spell words with the /tʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. 4. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. 5. Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. 6. Year 5 word list 7. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. 2. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). 3. Year 5 word list 4. Recognise and spell words ending in -able. 5. Recognise and spell words ending in -ible. 6. Recognise and spell words ending in -ably and -ibly. 7. Year 5 word list 8. Consolidate and review 	<ol style="list-style-type: none"> 1. Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. 2. Year 5 word list 3. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. 4. Recognise and spell words containing the letter-string ough. 5. Year 5 word list 6. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. 2. investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. 3. Year 5 word list 4. To recognise and spell the suffixes -al,-ary,-ic. 5. Year 5 word list 6. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. 2. Year 5 word list 3. To spell further suffixes, e.g. ll in full becoming l. 4. To spell unstressed vowels in polysyllabic words. 5. Consolidate and review 	<ol style="list-style-type: none"> 1. Use the first three letters of a word to check its spelling in a dictionary. 2. he /l/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. 3. Year 5 word list 4. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. 5. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. 6. Consolidate and review

Grammar	1. Ready to Write 2. Relative Clauses 3. Modal Verbs 4. Adverbs	1. Parenthesis 2. Expanded Noun Phrases 3. Tenses	1. Commas 2. Cohesion 3. Prefixes 4. Suffixes			
Mathematics	<p>Number – place value 3 weeks</p> <p>Number – addition 7 subtraction 2 weeks</p> <p>Number – multiplication & division 3 weeks</p> <p>Number – factions A 4 weeks</p> <p>Number – multiplication & division 3 weeks</p>	<p>Number – Factions B 2 weeks</p> <p>Number – decimals & Percentages 3 weeks</p> <p>Measurement – perimeter & area 2 weeks</p> <p>Statistics 2 weeks</p> <p>Geometry – shape 2 weeks</p> <p>Geometry – shape 1 week</p>	<p>Geometry – position & direction 2 weeks</p> <p>Number – decimals 3 weeks</p> <p>Number - negative numbers 1 week</p> <p>Measurement – converting units 2 weeks</p> <p>Measurement – volume 1 week</p>			
Mastering number	Transition weeks ABC Weeks 1-5 Weeks 6-10	Weeks 11-15 Weeks 16-20	Weeks 21-25 Weeks 26-30			
Science	Working Scientifically / Enquiry					
	Properties of Materials (6 lessons)	Changes of materials (6 lessons)	Earth and Space (6 lessons)	Forces (6 lessons)	Living things and their habitats (6 lessons)	Animals including Humans (6 lessons)
RE	5.1 The Bible (5 + 5 Holy Books - Sikhism/Hinduism) 5.7 Christmas (<i>Multicultural Christianity</i>)	5.3 Jesus (6) 5.4 Easter (5)	5.9 St Paul (6) 5.6 Loss, Death and Christian Hope (4 + 2 World Faiths - Buddhism)			

PSHE	Me and My Relationships Includes feelings, emotions, conflict, resolution and friendship	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of relationships education	Rights and Respect Includes money / living in the wider world / environment	Being My Best Includes keeping healthy, growth mindset, goal setting and achievement	Growing and Changing Includes RSE related issues
	1. <u>Collaboration Challenge!</u> 2. <u>Give and take</u> 3. <u>How good a friend are you?</u> 4. <u>Relationship cake recipe</u> 5. <u>Our emotional needs</u> 6. <u>Being assertive</u> 7. KAPOW: Discover – Growth Mindset 8. KAPOW: Connect – Working Together	1. <u>Qualities of friendship</u> 2. <u>Kind conversations</u> 3. <u>Happy being me</u> 4. <u>The land of the Red People</u> 5. <u>Is it true?</u> 6. <u>Stop, start, stereotypes</u> 7. KAPOW: Give – Paying it Forward	1. <u>Spot bullying</u> 2. <u>Play, like, share</u> 3. <u>Decision dilemmas</u> 4. <u>Ella's diary dilemma</u> 5. <u>Vaping: healthy or unhealthy?</u> 6. <u>Would you risk it?</u>	1. <u>What's the story?</u> 2. <u>Fact or opinion?</u> 3. <u>Rights, respect and duties (Sustainability focus lesson)</u> 4. <u>Spending wisely</u> 5. <u>Lend us a fiver!</u>	1. <u>It all adds up!</u> 2. <u>Different skills</u> 3. <u>My school community (2)</u> 4. <u>Independence and responsibility</u> 5. <u>Star qualities?</u> 6. <u>Basic first aid, including Sepsis Awareness</u>	1. <u>How are they feeling?</u> 2. <u>Taking notice of our feelings</u> 3. <u>Dear Ash</u> 4. <u>Growing up and changing bodies</u> 5. <u>Changing bodies and feelings</u> 6. <u>Help! I'm a teenager - get me out of here!</u>
Art and Design		Sculpture & 3D: Interactive Installation		Drawing: Depth, emotion and movement		Painting & Mixed Media: Portraits
Computing	Quizzing (4 weeks) (Information Technology)	Email (6 weeks) (Digital Literacy)	Game Creator (6 weeks) (Computer Science)	Spreadsheets (6 weeks) (Information Technology)	Coding (6 weeks) (Computer Science)	Word Processing (4 weeks) (Information Technology)
	Databases (4 weeks) (Information Technology)					Concept Maps (2 weeks) (Information Technology)
<i>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World</i>						
Design and Technology	Electrical Systems: Doodlers		Mechanical Systems: Making a pop-up book		Developing a Recipe	

<p>Geography</p>	<p><u>What is life like in the Alps?</u> <u>(Autumn 1)</u></p> <p>Where are the Alps? What is it like in the Alps? Why do people visit the Alps? What is there to do in our local area? How are the Alps different from our local area? What is life like in the Alps?</p> <p>Fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies.</p>	<p><u>Would you like to live in the dessert?</u> <u>(Spring 1)</u></p> <p>What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?</p>	<p><u>Why do oceans matter?</u> <u>(Summer 1)</u></p> <p>How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans? (Sustainability focus lesson) How littered is our marine environment? – Data collection How littered is our marine environment? – Findings What is fast fashion and why is it a problem? (Sustainability focus lesson)</p>
<p>History</p>	<p><u>Were the Vikings raiders, traders or something else?</u> <u>(Autumn 2)</u></p> <p>Who contributed to the war effort? (Remembrance Day focus lesson)</p> <p>When and why did the Vikings come to Britain? Were the Vikings raiders, traders or something else? Where did the Vikings go? How did they get there? Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? What were the impacts of Viking raids and settlements on local communities in Britain?</p>	<p><u>What was life like in Tudor England?</u> <u>(Spring 2)</u></p> <p>Henry VIII – fair ruler or tyrant? Why did Henry VIII have so many wives? Why was Anne Boleyn executed? How did Queen Elizabeth I use a royal progress? What can inventories tell us about life in Tudor times? What did John Blanke have in his inventory?</p>	<p><u>What is the legacy of ancient Greece civilisation?</u> <u>(Summer 2)</u></p> <p>Who were the ancient Greeks and when did they live? Who lived on Mount Olympus? How was Ancient Greece governed? Did the ancient Greeks give us democracy? How do the ancient Greek philosophers influence us today? What is the legacy of the ancient Greeks?</p>

	What were the Vikings' achievements and how did they impact the world?					
Music	Composition notation (Theme: Ancient Egypt)		Blues	South & West Africa	Composition to represent the festival of colour (Theme: Holi festival)	
MFL (French)	French Monster Pets	Space Exploration	Shopping in France	French Speaking World	Verbs in a Week	Meet my French Family
PE	Dance	Fitness	Golf	Netball	Tennis	Rounders
	Football	Dodgeball	Yoga	OAA	Cricket	Athletics
	Bikeability					