



St Oswald's Catholic Primary School

Year 5 Autumn Overview 2025

<u>Subject Area</u>	<u>Autumn</u>	
<u>English</u>	King Kong	FArTHER
<u>Mathematics</u>	Number – Place Value Number – Addition & Subtraction Number – Multiplication & Division Number - Fractions	
<u>RE</u>	Ourslves Who am I? Life Choices Is commitment important? Hope What does it mean to live in hope?	
<u>Science</u>	1 Properties and changes in materials. This unit builds on prior knowledge of materials and their states (solids, liquids, gases) to introduce more complex chemical and physical concepts: • Material Properties: Children learn to compare and group materials based on specific properties such as hardness, solubility,	2 – Animals Including Humans The unit explores the following key concepts: • Human Life Cycle: Children learn about the various stages of human development, from conception and growth as a baby, through childhood and adulthood, to old age.

	<p>transparency, and conductivity (both electrical and thermal), as well as their response to magnets.</p> <ul style="list-style-type: none"> • Dissolving and Solutions: The curriculum covers the process of dissolving, understanding that some materials are soluble while others are insoluble, and that a solution is formed when a solid dissolves in a liquid. • Separating Mixtures: Pupils investigate methods for separating mixtures, choosing the most suitable technique from filtering, sieving, and evaporating for different scenarios. • Reversible and Irreversible Changes: A core focus is on distinguishing between reversible changes (like melting, freezing, or dissolving, where the original material can be recovered) and irreversible changes (such as burning or rusting, which result in the formation of a new material that cannot be easily reversed). 	<ul style="list-style-type: none"> • Puberty: The curriculum covers the physical and emotional changes that occur in boys and girls during puberty, addressing these topics in an anatomical and factual manner. • Gestation and Reproduction: Pupils investigate the gestation periods of humans and other animals, comparing how different mammals reproduce and develop their young internally, as opposed to egg-laying animals like birds and reptiles <p>This unit builds upon prior knowledge of healthy lifestyles (diet and exercise) and skeletons/muscles taught in earlier years, preparing students for the broader study of life cycles in the subsequent "Living things and their habitats" unit</p>
<u>History</u>	<p>1 – The Round City – Baghdad</p> <ul style="list-style-type: none"> - Why were there so many restless minds in Cordoba and in Baghdad? <p>2 – The Anglo-Saxons</p> <ul style="list-style-type: none"> - How have historians learned about Anglo-Saxon Britain? 	

<u>Geography</u>	<p>1 – Why is California so Thirsty?</p> <ul style="list-style-type: none"> - How have the actions of people affected the drought in California? <p>2 – Oceans</p> <ul style="list-style-type: none"> - How can oceans affect human behaviour and settlements?
<u>Art</u>	<p>1 –Pablo Picasso</p> <ul style="list-style-type: none"> - Can I create a portrait inspired by Gustav Klimt? <p>As Artists, the children will study the life and work of the artist, Gustav Klimt with a focus on developing the use of different media-paint, pastel, collage, use of gold digital art fabric collage. The children will produce a final product of a clay tile in the style of Tree of Life from Mexico.</p>
<u>Design Technology</u>	<p>2 - Cooking and Nutrition</p> <p>Can you make a savoury African dish?</p> <p>Children will be taught to understand and apply the principles of a healthy and varied diet • to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed . They will prepare and cook a variety of dishes using a range of cooking techniques focusing on recipes using food traded from slave trade e.g. rice.</p>
<u>Music</u>	<p>2 - Living On a Prayer</p> <ul style="list-style-type: none"> - Can I use musical vocabulary when describing music? <p>The children will fluently perform 'Living On a Prayer'with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.</p>
<u>RSHE</u>	<p>A Journey in Love: God Loves Us in Our Changing and Developing Section 1: Social and Emotional To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>Life to the full: Created and loved by God: Religious Understanding Created and loved by God: Me, my body, my heath <i>Anti-Bullying week</i> <i>Road safety</i></p>

	<i>Wellbeing week</i> <i>Black History Month</i>	
<u>MFL</u>	<p>1 - Body parts, illnesses, family – (describing ailments) – bought in service</p> <ul style="list-style-type: none"> - Doctor, can you help me? <p>To recall parts of the body. To ask and answer questions about health and wellbeing, self and family. To read and recognise the written word and copy sentences containing familiar words about family members/ the body.</p>	<p>2 – Clothing, time</p> <ul style="list-style-type: none"> - What should I wear? <p>To produce items of clothing. To ask and answer questions about what you are wearing. To show understanding of sentences regarding clothing and time. To recall and show understanding of colours including word order and agreement of adjectives. To describe school uniform including colours.</p>
<u>Computing</u>	<p>Create/Search Database</p> <ul style="list-style-type: none"> - Can I use excel to create and search a database? Create/Search Database? <p>In this unit the children will use Excel to create and search a database.</p>	<p>Using Variables</p> <ul style="list-style-type: none"> - Can I explain how variables are used in computer programming? <p>Children identify different types of variables, what conditionals are and understand how variables are used in computer programming.</p>
<u>PE</u>	<p>1. Gymnastics</p> <p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres,</p>	<p>2. Dance</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges Perform self-rescue in different water-based situations</p>
<u>Games</u>	<p>1 – Hockey</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points</p> <p>Throwing / Catching</p> <p>[Dribbling and feinting using various balls]</p> <p>Control and catch a ball and accurately pass whilst moving.</p> <p>Take part in conditioned game with understanding of tactics and rules.</p> <p>Move with a ball in opposed situations.</p> <p>Understand/use principles of warm up and why exercise is good for</p>	<p>2 – Tag Rugby</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low,, fast, slow, Move the ball with purpose, varying speed, height and direction, Attacking and defending skills</p> <p>[Dribbling and feinting using various balls]</p> <p>Accurately pass whilst moving.</p> <p>Take part in conditioned game with understanding of tactics and rules.</p> <p>Move with a ball in opposed situations.</p> <p>Understand/use principles of warm up and why exercise is good for health.</p>

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