Curriculum Overview
Grasshoppers (Year 5) Autumn Term 2025

Interconnected Question: What is the legacy of the Romans in Britain?

Key Texts

Escape from Pompeii - Christina Balit
Roman Boy - Tony Bradman
Romans on the Rampage - J.Strong
The Orchard Book of Roman Myths - Geraldine McCaughrean

Anticipated Writing Outcomes

Setting description
- Expanded noun phrases
- Fronted adverbials
- Powerful verbs
- Variety of sentence types

Write an alternative ending to Escape from Pompeii
- Range of sentence structures
- Choice of vocabulary to support atmosphere
- Showing an awareness of the original content

Produce an information page on Volcanoes
- Subordination to extend sentences
- Relative clauses
- Subheadings/bullet points/captions
- Formal voice
- Technical vocabulary

Poetry
- Figurative language: similes/metaphors
- Sentence structure
- Awareness of audience
- Developing performance skills and prosody

History

<u>The Romans</u>

- Identify the chronology of Roman invasion of Britain within context of British history
- Discuss if native Britons welcomed or resisted the Romans
- Learn about the skills and attributes of Roman soldiers
- Understand why the Roman Army were so successful
- Investigate what the Romans did for us

Geography

<u>Volcanoes</u>

- Locate volcanoes around the world
- Explore what happens when a volcano erupts
- Explore features of volcanoes
- Understand what tectonic plates are and what the ‘ring of fire’ is
- Explore life in volcanic areas
- Compare a volcanic and non-volcanic area

Art and Design

<u>Mosaics</u>

- Understand the historical and cultural development of the art form - mosaics
- Explore ideas to improve mastery of art and design techniques (printing)
- Develop technique of printing including control and use of materials
- Produce more intricate surface patterns/textures and use them when appropriate
- Begin to evaluate and analyse work

	Design and Technology
	Design and construct a wooden frame for a mosaic ● Investigate methods of constructing a wooden frame ● Write a design specification ● Measure accurately, mark and cut wood to make frame ● Use junior hacksaw, sandpaper, vice/clamps, bench hook ● Assemble and join component parts of final product

Discrete Subjects

Maths	
Block A - Place Value ● read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit ● count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 ● interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 ● round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 ● solve number problems and practical problems that involve all of the above ● read Roman numerals to 1,000 (M) and recognise years written in Roman numerals **Block B - Addition and Subtraction** ● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ● add and subtract numbers mentally with increasingly large numbers ● use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ● solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	**Block C - Multiplication and Division A** ● identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers ● know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ● establish whether a number up to 100 is prime and recall prime numbers up to 19 ● multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ● multiply and divide numbers mentally, drawing upon known facts ● divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ● multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 ● recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) ● solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes ● solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates **Block D - Fractions**

	• compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5] • add and subtract fractions with the same denominator, and denominators that are multiples of the same number
Religious Education	Relationships, Sex and Health Education
How does tawhid create a sense of belonging to the Muslim community? • Muslims believe in the one-ness of Allah and the one-ness of the Muslim community • Explain how the Kaaba or 'cube' reminds Muslims that there is only one God. • Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.' • Describe the impact of Hajj on a Muslim. **What is it like to follow God?** • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	**Being me in my world** • Becoming a class team • Planning the forthcoming year • Being a citizen • Rights and responsibilities • How behaviour affects groups • Democracy having a voice, participating **Celebrating Difference** • Different cultures • Racism • Rumours and namecalling • Types of Bullying • Does money matter? • Celebrating difference across the world
Physical Education	Computing
Fitness • Recognise different areas of fitness and explore what your body can do • Develop strength and speed • Develop coordination • Develop agility	**Computing systems and networks - The Internet** • Connecting networks • What is the Internet made of? • Sharing information • What is a website • Who owns the web?

- Develop balance
- Develop stamina

Netball

- Develop passing and moving and play within the footwork rule
- Use a variety of passes to move towards a goal
- Develop movement skills to lose a defender
- Defend an opponent and try to win the ball
- Develop the shooting action
- Apply skills and knowledge to play games using netball rules

Gymnastics

- Develop individual and partner balances
- Develop individual and partner balances using apparatus
- Develop control in performing and landing rotation jumps
- Develop rotation jumps and sequence building using apparatus
- Develop straight, barrel, forward and straddle roll
- Assess my straight, barrel, forward and straddle roll
- Link actions that flow in a partner sequence using the rolls that have been learned
- Develop strength in inverted movements
- Create a great partner sequence to include the skills learned and apparatus

Dodgeball

- Develop throwing and apply this to a target game
- Develop dodging skills to avoid being hit
- Develop catching and learn the rules of the skill within this game
- Further develop catching and use the rules of the skill within this game
- Begin to think tactically and apply this to a game
- Apply skills and knowledge to compete in a tournament

- Can I believe what I read?

Vector Drawing

- identify that drawing tools can be used to produce different outcomes
- create a vector drawing by combining shapes
- use tools to achieve a desired effect
- recognise that vector drawings consist of layers
- group objects to make them easier to work with
- evaluate my vector drawing

Modern Foreign Languages

Consolidation of previous learning

- Know how to count to 20 in Spanish
- Ask somebody how they are feeling and give appropriate responses
- Ask somebody where they live, age and name and reply appropriately

Science

Plants

- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow)
- To investigate how water is transported in plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by

Family

- Learn the nouns for family members in Spanish
- Describe our own family or fictitious family in Spanish by name, age and relationship
- Discuss Christmas traditions in Spain

understanding pollination and fertilisation.
- describe the life process of reproduction in some plants

Sound

- identify how sounds are made, associating some of them with something vibrating
- identify how sounds are made, associating with something vibrating; recognise vibrations from sounds travel through a medium to the ear; recognise that sound gets fainter as distance from sound source increases
- notice patterns between the pitch and volume of a sound and the features of an object that produced it. To use understanding of pitch and volume to explore questions about soundwaves.
- use my understanding of the world to ask and answer questions about the hearing of humans and other animals. To begin to understand that sound travels slower than light.
- investigate sound-proofing materials by planning and conducting a fair test, considering all variables and how to record results.

Music

Recorders

- Hold a recorder properly
- Know how to play a B with control
- Read a B on a treble clef stave
- Know the terms crochet, rest and quaver and how they are represented in music
- Perform and play in solo and ensemble context, using voices and instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory

Beethoven

- Identify features of a piece of music; start to know about Beethoven and his life; create a graphic score
- Know what a motif is; compose a motif
- Compose a contrasting tune ; use and understand the term legato
- Understand sonata structure ; put together a piece of music and create a short ending

Elgar

- Listen and reflect on a piece of music
- Learn to play a tune
- Create pieces inspired by Elgar
- Perform as an ensemble
- Begin to learn simple staff notation
- Learn musical language appropriate to the task