

Year 5 Overview Autumn 2026

	In class your child will....	At home you could.....
Science		
Earth and Space	Learn about the shapes and relative sizes of the Earth, sun and moon. Use models to learn how the three bodies move relative to each other and how these movements relate to night and day.	<i>Look at the night sky. Can you spot any constellations? Research your star sign. Explore the http://www.esa.int/esaKIDSen/Arewealone.html website and learn more about space.</i>
Forces	Learn that weight is a force measured in Newtons and be able to illustrate forces acting on an object. Learn to use a forcemeter to measure forces. Present measurements in tables/graphs and be able to explain their findings.	<i>Fly a kite or go swimming and discuss the forces involved. Make your own forcemeter. Design your own parachute to get your teddy safely to the ground.</i>
Computing		
Film Making	Plan and write a script using appropriate software. Search for relevant information using appropriate websites. Use a digital video camera (or similar device) to record; Plan suitable questions to ask an interviewee. Import video files into video editing software.	<i>Practise some interviewing at home - this could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. List your top tips for interviewing or camera operating. Look at the end credits of a film or TV programme. List some of the roles and think about what responsibilities you may have and which role you would be best at.</i>
Online Safety	Identify healthy habits to manage challenging feelings related to media and tech. Identify common thinking traps that happen when using tech, considering how they impact our feelings. Understand what personally identifiable information (PII) is, thinking about it in real situations and understanding why it's important to protect personal information. Evaluate the privacy and safety risks of online communication, recognising the warning signs of a risky situation online. Understand what phishing is and identify warning signs of phishing scams.	<i>When using the internet safely, look out for privacy policies and privacy seals of approval. Are they easy to find? Look together at your devices at home – Is safe search enabled? Open a website or app that has a 'chat' feature. If you don't use them, ask a family member to help you. Find the choices about blocking or reporting a person.</i>
Religious Education		
What does it mean to be a Muslim in Britain today?	Identify and explain Muslim beliefs about God, the Prophet*, and the Holy Qur'an Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon. *Note: Many Muslims say the words 'Peace be upon him' after saying the name of the Prophet Muhammad	<i>There are three different Muslim groups: Sunni; Shi'a; and Sufi. Find out how many Sunni/Shi'a/Sufi mosques there are in our area. What sources of authority guide your lives? Discuss what is important to you as a family.</i>
Why do Christians believe that Jesus is the Messiah?	Understand the place of Incarnation and Messiah for Christians within the 'big story' of the bible. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Discuss why Christians believe the world needs a 'Saviour'.	<i>Think about things that are happening in the world at the moment e.g. through watching Newsround. Discuss what a person or a 'Saviour' saving the world might be able to do right now to help.</i>

History		
Anglo-Saxons	Who were the Anglo-Saxons and where did they come from? What happened in AD 410 (The Sacking of Rome). Why did the Anglo-Saxons not want to live in Roman towns and cities? The conversion of Anglo-Saxons to Christianity. What does Sutton Hoo tell us about the Anglo-Saxon world?	<i>Design an Anglo-Saxon shield.</i> <i>Research Odin (the King of the Anglo-Saxon Gods).</i> <i>Read the story of Beowulf (there is a version by Michael Morpurgo).</i>
Vikings	What the Vikings wanted in Britain and how King Alfred helped to stop them getting it. Identify where the Vikings came from on a map. The significance of the Viking attack on Lindisfarne in AD 793. Write a Viking saga. Understand why the design of longships was so important to the Vikings.	<i>Write coded messages or your name in runes.</i> <i>Make a Viking model (longship, longhouse, jewellery, etc.)</i> <i>Read some Viking Sagas.</i> <i>Research the Viking Gods.</i>
Design Technology		
Bread making	Learn about different types of bread and sample them, using what they have learnt to design their own bread. Have a go at baking their own bread through mixing ingredients, kneading, leaving to rise and cooking in the oven.	<i>Think about the types of bread you are eating at home.</i> <i>Help out with the cooking at home.</i>
Art		
3D Collaborative Art	Improve their mastery of drawing, painting and 3-dimensional shaping techniques to create a sculpture piece. We will be learning about and creating installation art, particularly focusing on the work of Cai Guo-Qiang.	<i>When out and about, look for examples of 3D art (sculpture, statues, etc.)</i> <i>Experiment at home with materials around the house.</i> <i>Can you work together to create an art installation in your home or garden? If you do, please share pictures!</i>
Music		
Melody and harmony in music	Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Learn to sing and play the glockenspiel to different songs and think about how music brings us together.	<i>Are there any songs that bring your family together? Listen to your family and friends' favourite songs. Enjoy singing along or creating dances to them.</i>
Composing and chords	Explore a variety of musical compositions from a range of artists and styles and examine within them different approaches to the writing of music. Children will explore some musical theory and language and take part in performances.	<i>Listen to a variety of musical styles and discuss how those songs may have been composed. A good beginning point for this is the discussion of lyrics and wondering why the composer or artist chose them.</i>
Personal, Social and Health Education		
Friendships, stereotypes and bullying	Explore respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	<i>Discuss what the term stereotypes means, and how it may affect them or their friends.</i> <i>Discuss TV programmes or books they have read, focussing on the themes of friendships, stereotypes and bullying? Discuss how different scenarios might feel.</i>
Mental health and wellbeing	Revisit and build on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	<i>Discuss self-regulation strategies which you regularly use at home. Add new ways of promoting healthy wellbeing into your daily and weekly routines.</i> <i>Look up the 'Fizz' scale and practise using the language at home.</i>

Physical Education		
Football	Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence.	<i>To develop skills:</i> <i>Practise shooting by decreasing the size of the goal.</i> <i>Make yourself an obstacle course and dribble the ball around it.</i> <i>To be inspired:</i> <i>Watch a local football team play.</i>
Dance	Our "Dance Through the Ages" PE unit explores key dance styles from different historical periods, fostering creativity, coordination, and cultural understanding. We will study and perform dances such as Ceilidh, The Lindy hip-hop, and contemporary styles, learning their historical significance and key movements. Each session emphasises rhythm, teamwork, and expression while encouraging students to adapt and choreograph sequences. This unit promotes physical fitness, artistic development, and an appreciation for dance as a dynamic form of storytelling and cultural heritage.	<i>To develop skills:</i> <i>Practise jumping, twisting and landing in control.</i> <i>Host a kitchen disco.</i> <i>To be inspired:</i> <i>Watch any professional dance you are able to and discuss the performances you see.</i>
Modern Languages		
French	<u>As-tu un animal?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	<i>Play some games to practise the vocabulary for these topics.</i> <i>Go to the website https://www.languageangels.com/schools/</i> <i>Click on 'LOGIN'</i> <i>Select 'PUPIL LOGIN'</i> <i>Username : Willand5C Password : WillandPupil</i> <i>Or Username : Willand5S Password : WillandPupil</i> <i>Click on 'Games' and then 'Intermediate'</i> <i>Then select our topic 'As-tu un animal?'.</i> <i>Remember not to play the games until the vocabulary has been introduced in class!</i>