



## ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2026-2027

### YEAR FIVE

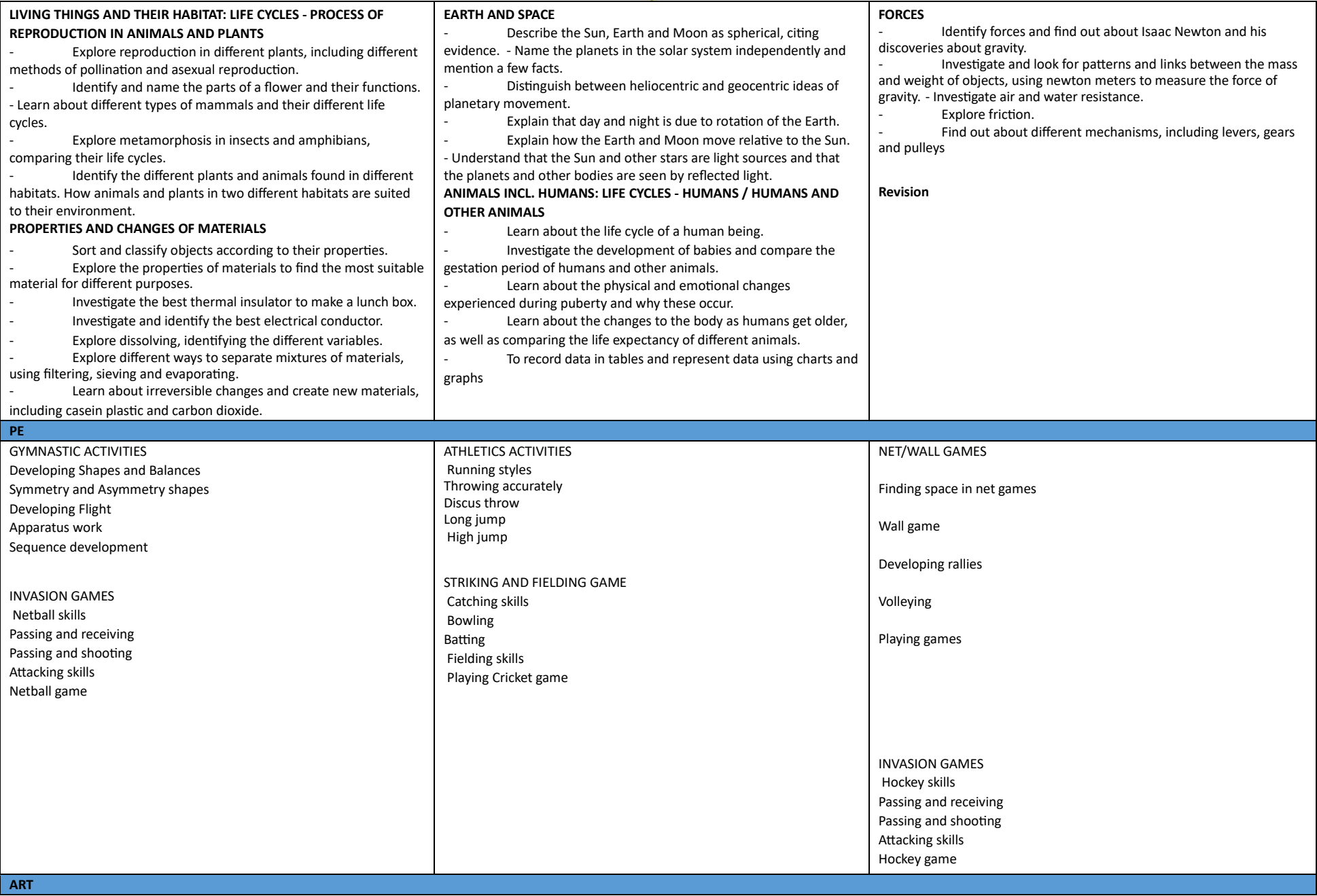
| MICHAELMAS TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LENT TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TRINITY TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>ENGLISH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Develop four comprehensions Skills-literal, inferential, deductive and evaluative.</p> <p>Explore classic fiction, recounts and classic poems</p> <p>Biographies and autobiographies</p> <p>Instructions and explanations</p> <p>Use conjunctions, commas and relative clauses</p> <p>Use adverbials of time, place and number to enrich sentence structures</p> <p>Use punctuation correctly in writing including parenthesis Use contractions and correct punctuation in written speech and spoken speech.</p> <p>Use Alan Peats sentence structure as examples to improve children's own sentences.</p> | <p>Develop four comprehensions Skills-literal, inferential, deductive and evaluative.</p> <p>Features of fiction genre</p> <p>Adverbials of time, place and number</p> <p>Features of argument and debate Features of narrative and oral poetry</p> <p>Free verse</p> <p>Using different punctuation when writing</p> <p>Using elaborate language description</p> <p>Features of drama and play-script</p> <p>Report and journalistic writing</p> <p>Use Alan Peats sentence structure as examples to improve your own sentences.</p> | <p>Develop four comprehensions Skills-literal, inferential, deductive and evaluative.</p> <p>Features and language style of classic fiction.</p> <p>Understanding and using complex sentences, relative clauses and elaboration in writing Features of fantasy.</p> <p>Reading and analysing text, using modal verbs in writing.</p> <p>Features of non-chronological reports.</p> <p>Analysing adverts and political speeches,</p> <p>Writing and performing poems and play-scripts.</p> |
| <b>MATHEMATICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Mental Maths</p> <p>Understand place value up to one million and rounding</p> <p>Roman numerals</p> <p>Negative numbers</p> <p>Number: addition and subtraction</p> <p>Number: multiplication and division</p> <p>Statistics: data handling</p> <p>Measures: perimeter and area</p> <p>Problem solving</p>                                                                                                                                                                                                                                                                                                 | <p>Mental Maths</p> <p>Number: multiplication and division</p> <p>Number: fractions- improper /proper, reducing fractions, addition/subtraction and multiplication of fractions</p> <p>Number: decimals and percentages</p> <p>Problem solving</p>                                                                                                                                                                                                                                                                                    | <p>Mental Maths</p> <p>Number: Decimals</p> <p>Geometry: position and direction</p> <p>Geometry: properties of shape</p> <p>Measures: converting units</p> <p>Measures: volume</p> <p>Problem solving</p>                                                                                                                                                                                                                                                                                 |
| <b>COMPUTING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>E-Safety</p> <p>Making a collage</p> <p>Using object-based package</p> <p>Creating and exploring models</p> <p>Planning adverts</p> <p>Creating adverts</p> <p>Introduction to Python programming language Coding</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Using search engines to gather information from the internet</p> <p>Understand safe use of the internet</p> <p>Analysing Text</p> <p>Carry out research</p> <p>Combining Texts and Graphics</p> <p>Python programming language activities Coding</p>                                                                                                                                                                                                                                                                               | <p>Carrying out research</p> <p>Recording and inserting sounds in a documentary</p> <p>Python programming language activities</p> <p>Coding</p>                                                                                                                                                                                                                                                                                                                                           |
| <b>HUMANITIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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| <p><b>History</b><br/>World War I – How people and local communities were affected.</p> <p>The WW1 timeline, reasons for war and countries involved.<br/>To know where and how the war was fought.<br/>How the fallen are remembered.<br/>Bravery and how it is recognised.<br/>The impact of war on civilians.<br/>How the war affected Africa and Africans.</p> <p><b>Geography</b><br/>North and South America – How diverse are their places and landscapes?</p> <p>To use maps to locate countries in North and South America.<br/>To use climate data to investigate and describe different climates.<br/>Investigate the key features of the physical geography of the Americas.<br/>Investigate the key features of the human geography of the Americas.<br/>To plan a trip covering six geographical highlights of the Americas.</p> | <p><b>History</b><br/>Britain after the Romans – How did Christianity survive?</p> <p>The rise of Christianity in Britain from the fourth century.<br/>The decline of Christianity after the Romans left Britain and the AngloSaxons settled there.<br/>Why Christianity increased in Ireland in the fifth century<br/>How the monasteries set up in Ireland promoted the growth of Christianity.<br/>How Irish missionaries spread Christianity in the 6th century. How Christianity survived the Roman's departure from the British Isles.<br/>How Christianity reached Nigeria.</p> <p><b>Geography</b><br/>Sustainable World – Does it matter how we live?</p> <p>Explain what sustainability means.<br/>Explain what a carbon footprint is and how to reduce it.<br/>Identify ways in which people can use less fossil fuels and why this is important.<br/>Explain which foods have the highest carbon footprint and how we can lower the footprint of what we eat.<br/>Explain what is meant by biodiversity and give reasons as to why nature matters.<br/>To research the ways in which cities can become more sustainable.</p> | <p><b>History</b><br/>Britain after the Romans - Baghdad the City of Peace.</p> <p>Explain the events that led to the rise of Islam.<br/>Describe the reasons for the early success of Islam in the 7th century C.E.<br/>How the caliphate expanded and spread Islam across North Africa and Southern Europe.<br/>Identify where the Islamic empire started and the regions it covered.<br/>Explain the founding of the city of Baghdad.<br/>How Islam spread from the Arabian Peninsula to the Southern Mediterranean, Middle East and parts of Asia.<br/>How Islam reached Nigeria. (Visit to a mosque).</p> <p><b>Geography</b><br/>Local and Global -Why trees and forests are important.</p> <p>To be able to identify some common Nigerian trees and find them in the local area.<br/>Use maps to decide what kind of woodland exists in an area. Use maps and data sources to identify changes in woodlands and forests.<br/>Identify and locate forests globally using atlases.<br/>Research the significance of forests to local communities. Find a suitable location to plant trees in the local area. (Field Trip to L.U.F.A.S.I.).</p> |
| <b>DRAMA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Improving voice projection / appropriate use of voice (characterisation)<br/>Modulation and characterisation<br/>Developing simple plays<br/>Stage etiquette<br/>Performing a Nigerian theme</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Projection of voice and speaking with expressions<br/>Improve confidence and public speaking skills<br/>Encouraging teamwork<br/>Improvisation and improving spontaneity<br/>Stimulating the imagination to explore situations</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Participating in discussions and presentations<br/>Speaking audibly and fluently<br/>Continuous improvement of confidence in public speaking performing the trinity term Production</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>MUSIC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Accidentals<br/>Construction of major scales<br/>Triads<br/>Musical symbols and terms<br/>Musical piece analysis<br/>Interval</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Basics of Notation<br/>Time Signatures<br/>Construction of Major Scales<br/>Musical terms and signs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Listen with concentration and understanding to high-quality live and recorded music.<br/>Perform in solo and ensemble contexts, using their voices<br/>listen with attention to detail and recall sounds with increasing aural memory<br/>Production Songs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| FRENCH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>"I'm making progress in French."</p> <ul style="list-style-type: none"> <li>• Revision: to introduce myself (name, nationality, age, languages spoken, the address, likes and dislikes) and to talk about of the family/friends/pets the school, the colors, subject liked and disliked</li> <li>• To understand instructions and know useful sentences to communicate in French with the teacher</li> <li>• To say how I feel, and which body part hurt</li> <li>• To say which after school activity I do / sport</li> <li>• To say what I can and can't do and why</li> <li>• The conjugation of the verb to be able</li> </ul> | <p>I am speaking in French."</p> <ul style="list-style-type: none"> <li>• Revisions: to ask and say the day/the time/the season, to know to talk about the city/the address</li> <li>• To talk about the weather</li> <li>• To say where things or objects are located (prepositions: close to, far from, in front of, behind, etc.)</li> <li>• To describe a place/a room</li> <li>• To say what I do in my room after school</li> </ul>                                                                                                                                                                     | <p>"I am speaking in French."</p> <ul style="list-style-type: none"> <li>• To say which clothes I wear and which I prefer</li> <li>• To describe an outfit</li> <li>• To describe someone physically</li> <li>• Preparation for DELF examination</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
| PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Being Me in My World</b><br/>           Planning the forthcoming year<br/>           Being a citizen<br/>           Rights and responsibilities<br/>           Rewards and consequences<br/>           How behaviour affects groups<br/>           Democracy, having a voice, participating<br/> <b>Celebrating Differences</b> Cultural differences and how they can cause conflict<br/>           Racism<br/>           Rumours and name-calling<br/>           Types of bullying<br/>           Material wealth and happiness<br/>           Enjoying and respecting other cultures</p>                                      | <p><b>Dreams and Goals</b><br/>           Future dreams<br/>           The importance of money<br/>           Jobs and careers<br/>           Dream job and how to get there<br/>           Goals in different cultures<br/>           Supporting others (charity)<br/>           Motivation<br/> <b>Healthy Me</b><br/>           Smoking, including vaping<br/>           Alcohol<br/>           Alcohol and anti-social behaviour<br/>           Emergency aid<br/>           Body image<br/>           Relationships with food<br/>           Healthy choices<br/>           Motivation and behaviour</p> | <p><b>Relationships</b><br/>           Self-recognition and selfworth<br/>           Building self-esteem<br/>           Safer online communities<br/>           Rights and responsibilities online<br/>           Online gaming and gambling<br/>           Reducing screen time<br/>           Dangers of online grooming<br/>           SMARRT internet safety rules<br/> <b>Changing Me</b><br/>           Self- and body image<br/>           Influence of online and media on body image<br/>           Personal hygiene<br/>           Growing responsibility<br/>           Coping with change<br/>           Preparing for transition</p> |
| LIBRARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Orientation<br/>           Library citizenship<br/>           Use electronic catalogue (Junior Librarian)<br/>           Periodical Indexes<br/>           Print and electronic resources<br/>           Developing research questions<br/>           Website evaluation<br/>           Genre (historical fiction, realistic fiction) Bibliographic skills.<br/>           Familiarizing children with newly acquired books</p>                                                                                                                                                                                                    | <p>DEWEY DECIMAL CLASSIFICATION SYSTEM<br/>           Arrangement of information book,<br/>           Dewey decimal classification system,<br/>           Dewey decimal exercise,<br/>           Dewey decimal wheel,<br/>           Familiarity with new books in the library<br/>           Selection and organization of relevant information<br/>           Note taking (in support of regular classroom instruction)<br/>           Graphic organisers (inspiration)<br/>           Copyright and plagiarism Works<br/>           consulted format</p>                                                   | <p>Poetry and prose (a comparison)<br/>           Familiarity with books<br/>           Poetry as a medium of communication<br/>           Poetic devices (2)<br/>           Prose fiction<br/>           Familiarity with books in the library<br/>           Oral/written and visual process and presentation of research<br/>           Literature appreciation/response<br/>           Authors<br/>           Newbery Award</p>                                                                                                                                                                                                                |
| SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |





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| <p>Whole School Collaborative project: To be determined by the</p> <p>Develop drawing and</p> <p>Exploring and developing ideas. Review and revisit ideas. Improve</p> <p>Collage making. techniques, including drawing. and silhouette</p> <p>Experimenting with 3D forms. Lines, Shapes, colours, forms,</p> <p>Colours and Values How to appreciate and interpret the work of</p> <p>Landscape Painting. Tints and Shades. Exploring shape and pattern</p> <p>Study of Claude Monet's painting of the beach. Investigating and</p> <p>Mountains and seaside. region/European region/ Nigerian region.</p> <p>Painting reflections on water. How artists have shown light and dark</p> | <p>teacher Investigating and exploring. Use sketch books to record ideas and observations a Exploring 3D forms. Investigating and making.</p> <p>mastery of art and design observation skills. Using sketchbooks to record ideas. Exploring painting</p> <p>work. Exploring Ancient Rome Art/ Ancient Egypt: gods</p> <p>Pattern, Values and tints and goddesses of Ancient Egypt and the importance of the afterlife –</p> <p>others. Mummies and Tutankhamun</p> <p>in buildings. Printmaking. Hieroglyphics</p> <p>making. Exploring and investigating arts from UK</p> <p>in their paintings. How to show light and dark in drawings. Value Scale. Notan paper design. Symmetry</p> |
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| <p>WHY DO RELIGIOUS BOOKS AND TEACHINGS MATTER?</p> <p>Why Are Some Books Special?</p> <p>What Makes a Book Sacred?</p> <p>The Bible – A Special Book for Christians</p> <p>What Can We Learn from the Bible?</p> <p>The Qur'an – A Special Book for Muslims</p> <p>How Do Muslims Show Respect for the Qur'an?</p> <p>The Torah – A Special Book for Jewish People</p> <p>The Guru Granth Sahib – A Guide for Sikhs</p> <p>The Vedas and Hindu Sacred Texts</p> | <p>WHY ARE SOME JOURNEYS AND PLACES SPECIAL?</p> <p>What Makes a Journey Special?</p> <p>What Makes a Place Special?</p> <p>Pilgrimage – A Special Religious Journey</p> <p>Hajj – The Muslim Journey to Makkah</p> <p>Why Is Makkah Special to Muslims?</p> <p>Christian Pilgrimage – Walking in the Footsteps of Jesus</p> <p>Jerusalem – A Special Place for Three Religions</p> <p>The Western Wall – A Special Jewish Place</p> <p>Amritsar – A Special Place for Sikhs</p> <p>The Ganges – A Sacred Hindu Journey</p> <p>Bodh Gaya – A Special Buddhist Place</p> | <p>HOW DO WE MAKE MORAL CHOICES?</p> <p>What Are Moral Choices?</p> <p>Moral, Immoral or Amoral?</p> <p>Why Do We Have Rules?</p> <p>Rules, Laws and Commandments – What's the Difference?</p> <p>The Ten Commandments</p> <p>Wise Sayings That Guide Our Choices</p> <p>The Golden Rule – Treat Others Well</p> <p>Teaching About Making Good Choices</p> <p>When Rules and Laws Seem Unfair</p> <p>Consequences – What Happens Because of Our Choices?</p> |



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| The Tripitaka – Buddhist Teachings<br>Stories That Teach Us How to Live<br>The Christmas Story                                                                                                                                                                                                                                                                                   | The Easter Story                                                                                                                                                                                                                                                                   | Justice, Fairness and Standing Up for Others<br>Making Moral Choices in Today's World                                                                                                   |
| <b>SWIMMING</b>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
| <b>BACKSTROKE AND BUTTERFLY</b><br>Using the kick board and the pull buoy for kicking and pulling<br>Using the correct backstroke and butterfly techniques<br>Perform actions and skills with more consistent, control and quality.                                                                                                                                              | <b>BREATHING AND FACE POSITION IN BACKSTROKE AND BUTTERFLY</b><br>Keeping the face straight, looking at the sky throughout on your back<br>Pulling and whipping the legs to the side in butterfly<br>Diving skills and techniques<br>Considering what makes a good swimming stroke | <b>BACKSTROKE AND BUTTERFLY</b><br>Using the correct techniques when swimming the backstroke and butterfly.<br>Swimming unaided for a sustained period over a distance of at least 25m. |
| <b>CODING</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
| Be A Super Digital Citizen<br>Private and Personal Information<br>Swimming Fish with Sprite Lab<br>Hello World<br>Mini-Project: About Me<br>Drawing with loops<br>Fancy Shapes using Nested Loops<br>Mini-Project: Design a Snowflake<br>Songwriting<br>Functions in Minecraft<br>Functions with Artist<br>Conditionals in Minecraft: Voyage Aquatic<br>Functions with Harvester |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
| <b>DESIGN &amp; TECHNOLOGY</b>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
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