YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Louis Sachar, *There is a Boy in the Girls' Bathroom* Malorie Blackman, *Cloud Busting*	Rudyard Kipling, *The Jungle Book* Charles Dickens, *Oliver Twist*; *A Christmas Carol*	Armin Greder, *The Island* Peter Brown, *The Wild Robot*	Phillip Pullman, *The Firework Maker's Daughter* Struan Murray, *Orphans of the Tide*	Francesca Sanna, *The Journey* Shaun Tan, *The Arrival* Onjali Rauf, *Boy at the Back of the Class*	Beverly Naidoo, *Journey to Jo'burg* Graeme Baker-Smith, *Rhythm of the Rain* (in Geography)
Grammar	Fronted adverbials Conjunctions Commas after fronted adverbials and to separate clauses Brackets for parenthesis	Dashes for parenthesis Direct speech punctuation Relative pronouns Homophones	Synonyms and antonyms Adverbials of probability and modal verbs Cohesion	Prefixes to alter the meaning of verbs (dis-, de-, re-, mis-, over-, re-) Suffixes to convert nouns into adjectives or verbs (-ate, -ify, -ise)	Passive voice	Revision, including word classes revision
Mathematics (White Rose)	<u>Number and Place Value</u> Numbers to a million Compare and order numbers to a million Decimal numbers Compare and order decimal numbers <u>Four operations</u> Multiples, factors, common multiples and factors, prime factors, prime numbers, square numbers Bus stop method for division	<u>Number and place value</u> Negative numbers Round decimals and numbers to a million <u>Four operations</u> Multiply and divide by multiples of 10. <u>Problem solving</u> Multistep word problems using addition, subtraction, multiplication and division. <u>Data handling</u> Line graphs Two way tables Timetables	<u>Number and Place value</u> Roman numerals to 10,000 <u>Fractions</u> Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions	<u>Percentages</u> Understand percentages Convert between percentages, fractions and decimals and use the knowledge to solve problems <u>Measurements</u> Convert between the units of measure Know imperial units of measure Convert units of time and solve problems involving timetables	<u>Measurements</u> Measure angles in degrees Draw lines and angles accurately Calculate angles on a straight line Calculate angles around a point Calculate lengths and angles in shapes Regular and irregular polygons Reasoning about 3D shapes Volume and capacity <u>Revision</u>	<u>Revision</u>

YEAR 5 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
	Column method for multiplication (3-digit numbers by 2-digit numbers) Addition and subtraction of decimals <u>Geometry</u> Coordinates (four quadrants) Reflection Translation	Measurement Find area and perimeter Find unknown lengths	Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operators			
Science (CUSP)	Life cycles <u>Skills:</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Life cycles <u>Skills:</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Animals including humans Animals including humans <u>Skills:</u> Describe the changes as humans develop to old age	Materials and changes in materials <u>Skills:</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Reproduction <u>Skills:</u> Describe and compare reproduction in some plants and animals.	The Solar System <u>Skills:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Forces <u>Skills:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

YEAR 5 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
			Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Plan different types of scientific enquiries to answer questions. Take measurements, using a range of scientific equipment. Begin to record data and results using scientific diagrams and			Working scientifically skills (see Materials and changes in materials)

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			labels, classification keys, tables, graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions.			
Computing (Kapow)	**We are game developers** Skills Create original artwork and sound for a game. Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. Detect and correct errors in their computer game. Use interactive development techniques (making and testing a series of small changes) to improve their game.	**We are cryptographers** Skills Be familiar with semaphore and Morse code. Understand the need for private information to be encrypted. Encrypt and decrypt messages in simple ciphers. Appreciate the need to use complex passwords and to keep them secure. Have some understanding of how encryption works on the web.	**We are artists (Fusing geometry and art)** Skills Develop an appreciation of the links between geometry and art. Become familiar with the tools and techniques of a vector graphics package. Develop an understanding of turtle graphics. Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. Develop some awareness of computer generated art, in particular fractal-based landscapes.	**We are web developers (Creating a website about cyber safety)** Skills Develop their research skills to decide what information is appropriate. Understand some elements of how search engines select and rank results. Question the plausibility and quality of information. Develop and refine their ideas and text collaboratively. Develop their understanding of e-safety and responsible use of technology.	**We are bloggers (Sharing experiences and opinions)** Skills Become familiar with blogs as a medium and a genre of writing. Create a sequence of blog posts on a theme. Incorporate additional media. Comment on the posts of others. Develop a critical, reflective view of a range of media, including text.	**We are architects (Creating a virtual space)** Skills Understand the work of architects, designers and engineers working in 3D. Develop familiarity with a simple CAD (computer aided design) tool. Develop spatial awareness by exploring and experimenting with a 3D virtual environment. Develop greater aesthetic awareness.

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography (CUSP)						
History: "Meanwhile, elsewhere…"	**Ancient Greece-influence on western world** Locate Greece, Mediterranean Sea, Athens, Sparta and Thebes on a map (Geog.) Explain how Cleisthenes reformed constitution of Athens Describe social structure of democratic ancient Athens Sequence events that created Athenian empire in 4th century BCE. Modern ideas we inherited from ancient Greeks: Architecture-classical style buildings, cenotaphs Government – democracy and law courts that used trial by jury (PSHE) Think rationally about the world through mathematics (especially Hypatia), science and philosophy (Sci) Cultural: architecture (DT), Olympics games (PE) Compare and contrast life in ancient Athens (ca.500BCE) to life in Iron Age Britain		**A House through time – local area study of Delapre Abbey, long arc of history** Describe neo-Classical architecture of the current house, explain ancient Greek origins of style (DT) Define terms: abbey, parish, nuns Explain the power of the Catholic church in the Medieval period (RE) Explain how the social structure of the 12th century affected how villages were set out (Geog.) Explain how recent reforms of Henry II changed administration of law: trial by jury, travelling judges to ensure consistency of decisions, lead to Common Law still used today Sequence events: founding of the abbey, resting place for Eleanor of Castile's funeral cortege, Battle of Northampton, Dissolution of the Monasteries and purchase by Tate family, War Office takes over ownership in 1940, Delapre Abbey Trust formed in 2005 to preserve history Explain role of Gonora Downghton as Abbess and nuns at Delapre during Battle of Northampton		**Colonisation – historical concept of *empire*** Describe factors that drive expansions throughout history. Recall from Roman expansion, Viking expansion, Benin expansion. Compare and contrast. Sequence events that led to growth of British Empire from founding of Royal African Company to Britain as a global power during Victorian period. Locate major parts of the British empire in 1900. Compare and contrast who the empire benefitted and who lost out (e.g. end of Edo kingdom, industrialisation meant slave-grown cotton became more in demand). Explain how growth of industrial power enabled expansion of empire, particularly the wealth created from weaving cotton and wool into cloth. Explain how some resisted the effects of empire: Wedgewood protesting through "Am I not a man and a brother" medallion; Liverpool dock workers refusing to unload American slave-grown cotton.	

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			Explain the role of Joan Wake who campaigned to preserve the Abbey site after WWII Oval Seal of the Abbey is still housed at Records Office at Wootton Hall Park		Lasting impact of empire: Transplanting rubber trees from Brazil to Sri Lanka and Malaysia destroyed Brazilian industry, but gave Britain own source of rubber which helped it survive WWII (from Y4 geography) How current diversity of Britain is result of historical influences of empire. Examine textbooks to evaluate how the history of empire has been taught. Compare and contrast imagery associated with empire to diversity of experiences of those living in empire.	
Art (CUSP)	Drawing and collage (Birds) <u>Skills:</u> Drawing from observation, using a pencil to work out proportions, relations between parts of objects and angles; using a variety of techniques to add interesting effect (e.g. reflections, shadows, direction of sunlight) Create a collage. Use overlapping.	Christmas craft: <u>Skills</u> Print making (carving). Use tools to carve and add shapes, texture and pattern. Build layers of colours. Explore the work of some significant artists, including through sketches. Evaluate own work and use studies of significant artists to suggest next steps for themselves.		Painting <u>Skills:</u> Mix colour with good precision when painting from observation. "Collect" colour palettes from colours observed in the natural and built world. Paint using watercolour and acrylics. Study and discuss the work of prominent artists, use studies to create original pieces showing a range of influences.		Art week

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Design & Technology (CUSP)	Mechanisms <u>Skills:</u> Use mechanisms (levers) in a product.	Carving <u>Skills:</u> Carve lino. Use carving tools safely.	Sewing <u>Skills:</u> Use a variety of stitches. Know how to use a pattern to create an item out of fabric.	Cross buns <u>Skills:</u> Use a recipe to make dough. Use measuring equipment to measure out ingredients. Knead dough. Adapt a recipe. Create a diagram.	Change 2020 <u>Skills:</u> Create a design specification to underpin work. Carry out research. Produce step by step plans, exploded diagrams or cross-sectional drawings to communicate ideas. Make design decisions, taking account of constraints such as time, cost, availability of resources.	
Music (Charanga)	Brass instruments <u>Skills:</u> Able to play a brass instrument, Read notes, Can play as part of a band.		Christmas performance <u>Skills</u> Can listen and appraise, Singing, Performance skills, Able to evaluate		<u>Skills:</u> Improvisation and composition	
P.S.H.E.	What makes a community? <u>Skills:</u> Explain what it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of	What does discrimination mean? <u>Skills:</u> Know how actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	How can we manage our money? <u>Skills:</u> Know about the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	What choices help health? <u>Skills:</u> Understand what makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	How can we be safe online and using social media? <u>Skills:</u> Know how to keep safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	What makes us enterprising? <u>Skills:</u> Know different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	people living around the world					
Religious Education	Hinduism Skills: Explore the Hindu belief of Brahman and the three forms called the Trimurti. Compare Hinduism to other religions i.e. scripture and a commonly agreed set of teachings Islam and Judaism). Explain how reincarnation affects normal life for Hindus.		Christianity Skills: Explore how the belief in God influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.		Charities Skills: Understand the purpose of religious groups active in charities e.g. Christian Aid, foodbanks, Fair Trade, Islamic Relief. Explore their influence on today's political/economic world.	
P.E.	Dance Skills: Perform different styles of dance clearly and fluently Refine & improve dances adapting them to include use of space rhythm & expression Adapt their skills to meet the demands of a range of dance styles Incorporate levels and flight in to movement patterns and dances Create and use compositional ideas confidently such as	Athletics Skills: Identify how they can change an activity by using the STEP principle Distinguish between good and poor performances and suggest ways to improve self and others Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Perform a range of jumps in different activities	Gymnastics Skills Selects a component for improvement and use guidance from others to do so Explain the significance of a warm up and how it relates to gymnastics activity Create longer and more complex sequences and adapt their performances Follow, copy and repeat others actions Make a dynamic sequence with contrasting shapes and	Tennis Skills Make appropriate choices in games about the best shot to use Apply tactics in games effectively Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve	Netball Skills Use a variety of techniques for passing, controlling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Basketball Skills: Recognise where they should stand on the court when playing on	Athletics Skills: Able to run as part of a team in relay style events and demonstrate max effort pace Compare own performance with previous ones and demonstrate improvement to achieve personal best Rounders Skills: Accurately and confidently judge

YEAR 5 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Work collaboratively in groups to compose short dances Confidently participate in dances from different cultures/parts of the world	Demonstrate a range of throwing actions using different equipment with some consistency and control	actions and balances demonstrating smooth transitions Attempt to perform more complex skills in isolation such as round-off Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing Perform symmetry and asymmetry individually, in pairs and as a group Tag rugby <u>Skills:</u> To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance	Begin to use full scoring systems Hockey <u>Skills:</u> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situations Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately, demonstrating power Play in different positions with some success Where appropriate mark goal side Use appropriate language to explain their attacking and defensive play Use specific learned skills to maintain	their own and with others Play a range of basic shots on both sides of the body Play modified games with confidence sending and returning a ball Apply some control when returning the ball including shot selection and aim Demonstrate a variety of service shots in isolation and some game play Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm ups that prepare the body appropriately for net/wall activities	across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers

YEAR 5 CURRICULUM OVERVIEW

Subject	*Term 1*	*Term 2*	*Term 3*	*Term 4*	*Term 5*	*Term 6*
				possession during a game and		
Spanish (Language Angels)	<u>Skills:</u> Can introduce themselves, Can tell basic information about themselves (where they live, how old they are),	<u>Skills:</u> Can use phrases I like, I have, Know names for members of the family, Know colours	<u>Topics:</u> Holiday+travel Shopping+numbers	<u>Topics:</u> Work+school+Home+time+leasure Food+drink Family+friendship+pets	<u>Topics:</u> Nature+society	<u>Topics:</u> Health+body