

Year 5 Curriculum Overview

Faculty	Subject	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Communications	Literacy	<p>All curriculum objectives for Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p><u>Percy Jackson and the Lightning Thief</u> Outcomes: Poetry in the form of an ode, soliloquy, setting descriptions, additional chapter, non-chronological reports</p> <p>Main outcome: Own version mythical narrative</p> <p>This sequence takes children on an adventure through the discovery of a sword, tied to which is an ancient-looking scroll, to writing an ode, exploring character and setting development, and then writing an own version narrative chapter. Following Reading for Research into Greek Gods, the children will complete the sequence by writing an extended narrative in the role of an invented demi-god.</p>	<p><u>Curiosity: The Story of a Mars Rover</u> Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report</p> <p>Main outcome: Expanded explanation for a new rover</p> <p>Children will follow the journey of the NASA rover Curiosity as it makes its way to Mars. Children will write labels to explain Curiosity's features before exploring how to use cohesive devices to expand and explain. They will use the passive voice to log the rover's landing on Mars and write a short news report to be broadcast to Times Square. needed to fill in gaps about childhood and events prior to this. They then write their own autobiography, with a focus on a particular</p>	<p><u>Kasper The Prince of Cats</u> Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report</p> <p>Main outcome: Newspaper article</p> <p>Children will create a range of fiction and non-fiction writing opportunities including letter writing, narrative writing, an alternative ending, newspaper articles, recounts and researching The Titanic and its voyage</p>	<p><u>The Strange Case of Origami Yoda</u> Outcomes: Instructions, persuasion, recount (diary entry)</p> <p>Main outcome: Discussion text</p> <p>The sequence begins when the class receives an envelope through the post containing only an Origami Yoda model and a message that simply reads: "The future, how much we can predict?" The children will go on to make predictions about what or who they think the origami creature is, before revealing its origins. They will discuss in more length events that they have been able to predict in their own lives, as well as the things they have had no control over and have been surprised by. There will be an opportunity to explore the history and meaning of origami and as a simple written outcome, children will write a short set of instructions for How to Make an Origami Yoda. Subsequently they write a discussion text to answer</p>	<p><u>The Man Who Walked Between the Towers</u> Outcomes: Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech</p> <p>Main outcome: Biography</p> <p>Children explore how a real-life story has been portrayed as fiction. They consider a diary entry found written by Philippe Petit just before he leaves to walk between the towers and write letters of advice to him, considering the pros and cons. After reading up to the point of the act, children write a first-person recount in the first person as the main character, using figurative language to describe feelings and scenery. As witnesses and reporters, they create newspaper reports for The New York times. Finally,</p>	<p><u>The Last Bear</u> Outcomes: Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report</p> <p>Main outcome: Newspaper article</p> <p>Children use the text to explore a range of genres and styles of writing. One of the key elements of this text is the way it weaves a gripping tale with important messages relating to the environment and climate change. Through the sequence, children will explore the main characters and their environment by writing in role, creating dialogue and writing scientifically about polar bears. The sequence culminates in children becoming journalists to write a</p>

			event in their life, which has been significant. Finally, children will draw together their learning to design a new rover and write an expanded explanation to propose it as the future of NASA exploration.		the question of whether we can predict the future, using the case notes from the book as evidence. As the text progresses, children will also explore the form of diary writing, write their own diary- entries from the point of view of Dwight, whose story is less- explored in the book. The final extended outcome will culminate in a longer discussion text, using the initial question posed by Yoda, which will be written up as a case for Tommy and put in a book to present to him to draw a final conclusion.	the children gather everything they have learnt about Philippe Petit and write a biographical account of his life, researching where.	newspaper report about a key event in the story and taking the opportunity to highlight important environmental messages to the reader.
Guided Reading	All curriculum objectives for Reading are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied.						
	<u>When the Stars Come Out</u>	<u>Cosmic</u>	<u>The Story of Titanic for Children</u>	<u>Black and British: A Short, Essential History</u>	<u>Cogheart</u>	<u>Real-life Mysteries: Can you Explain the Unexplained?</u>	
French	<u>As-tu un animal? (Do you have an animal?):</u> 8 pets; I have / don't have a pet; given the name of the pet; adding in conjunctions : et and mais	<u>Chez moi (My home):</u> What type of home they live in; where they live; what rooms they have / don't have in their house; producing a longer spoken and written response	<u>Quel temps fait-il? (What is the weather like?):</u> Talking about the weather	<u>Les vêtements (clothes):</u> Clothes items; porter; what you wear in different weathers; colours and adjectival agreement and position; mon / ma / mes	<u>Les Jeux Olympiques (The Olympic Games):</u> Key facts of history of the Olympics; key facts about modern Olympics; key sports ; faire ; de la / du / des ; finding cognates	<u>Les Romains (The Romans):</u> Key facts about Romans; days of the week; what were the most important Roman inventions; what was life like for a rich / poor child; negative verbs	

	<p>Maths</p>	<p>Place Value Roman Numerals to 1000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000</p> <p>Addition and Subtraction Mental strategies Add whole numbers with more than 4-digits Subtract whole numbers with more than 4-digits Round to check answers Inverse operations (addition and subtraction)</p>	<p>Multiplication and Division A Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000</p> <p>Fractions A Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number</p>	<p>Multiplication and Division B Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division</p> <p>Fractions B Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators</p>	<p>Decimals and Percentages Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages</p> <p>Perimeter and area Perimeter of a rectangle Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Estimate area</p> <p>Statistics Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables</p>	<p>Shape Understand and use degrees Classify angles Estimate angles Measure angles up to 180 Draw lines and angles Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes</p> <p>Position and Direction Read and plot coordinates Problem solving with coordinates Lines of symmetry Reflection in horizontal and vertical lines</p> <p>Decimals Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places</p>	<p>Negative numbers Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference</p> <p>Converting Units Kg and km Mm and ml Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables</p> <p>Volume Cubic cm Compare volume Estimate volume Estimate capacity</p>
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		Multi-step addition and subtraction problems Compare calculations Find missing numbers	Subtract from a mixed number - breaking the whole Subtract two mixed numbers			Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals - missing values	
Science	Science	<p>Working scientifically is taught across all topics. As each topic has a different number of learning objectives, some topics are longer than half a term whilst others are shorter than half a term.</p>					
		<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Properties of materials 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.</p>	<p>Animals including humans and Life cycles Describe the changes as humans develop to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Reproduction Describe the changes as humans develop to old age.</p>	<p>Reversible & irreversible changes Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</p>

							<p>including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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</p>
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Sport & Performing Arts

	PE	<p><u>Football</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Rugby</u> Pupils will develop their understanding of the attacking and defining principle of invasion games. Pupils will think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p><u>Gymnastics</u> In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences.</p> <p><u>Netball</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and</p>	<p><u>Dance</u> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Cross Country</u> Pupils will develop their endurance ability as well as how to tackle different terrain.</p>	<p><u>OAA</u> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><u>Hockey</u> Pupils will develop their understanding of attacking and defending principles of invasion games. Pupils have to think how to use the skills of possession and moving the ball towards the goal to outwit their opponent.</p>	<p><u>Athletics</u> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Cricket</u> Pupils will develop their skills of striking and fielding. They will develop their understanding of the different role of bowler, wicket keeper, fielder and batter. In games pupils will have to think about how they use their skills, strategies and tactics.</p>	<p><u>Tennis</u> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Rounders</u> Pupils will develop their understanding of striking and fielding. Pupils will develop the quality and consistency of their fielding skills and understanding of them to use them such as throwing underarm and overarm, catching and retrieving a ball. They will understand the different roles on the rounders field</p>
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			<p>attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>				
Music	<p><u>Song writing</u> This unit will enable students to learn how to compose a pop song using GarageBand. Students will begin by learning about the different musical elements that are important for composing music in this genre (i.e., melody, chord progression, bass line, drum beat) and will develop their knowledge and understanding of this genre of music through listening and appraising tasks in lessons as well.</p>	<p><u>Classroom Jazz 1</u> This unit of work will introduce students to jazz music. Students will develop an understanding of this style of music through listening and appraising tasks and will learn to perform two jazz pieces using instruments as well. In addition to performing jazz pieces, students will begin to develop their skills in Improvising music within a performance context.</p>	<p><u>Learning Brass Instruments</u> Students will have whole class instrumental lessons focusing on learning the Trumpet and Trombone.</p> <p>The lessons will incorporate a focus on the elements of music, reading of staff notation, performing and improvisation.</p>	<p><u>Learning Brass Instruments</u> Students will continue to have whole class instrumental lessons developing their musical skills on Brass instruments from the previous half term.</p>	<p><u>Learning Brass Instruments</u> Students will continue to have whole class instrumental lessons developing their musical skills on Brass instruments from the previous term.</p> <p>For this term, students will have the opportunity to learn a different Brass instrument (either Trumpet or Trombone) from the one learnt in the Spring term.</p>	<p><u>Learning Brass Instruments</u> The final half term of the whole class Brass instrument tuition will prepare students for the Junior School Music concert where the students will perform a selection of Brass ensemble pieces as a class.</p>	
Drama	<p><u>Greek Theatre - Myths and Legends.</u> Students to look at the myth of Icarus and must create their own performance based around him.</p>	<p><u>The Magic Door</u> Students are to explore a new world that they create, what happens when that new world gets threatened to be taken away?</p>	<p><u>What is Real?</u> Students explore the concept of dreams and create their own story about a dream they had.</p>	<p><u>Homelessness</u> Creating a piece of theatre on an issue of homelessness focusing on the backgrounds of a homeless man Jim and the people he meets to get him off the streets.</p>	<p><u>WW2 Evacuation</u> Students to explore WW2 as a stimulus and create a letter about being away and what the experience is like.</p>		

Humanities

History	<p><u>What did the Greeks ever do for us?</u> Pupils will look at how the Greeks lived. They will look at the importance of Greek Gods. Pupils will identify similarities and differences between Athens and Sparta. They will then look at democracy and how the Greeks have influenced life today.</p>		<p><u>What was life like in Tudor Britain?</u> Pupils will interpret the characters of Henry VIII and Anne Boleyn and look at why he has so many wives. They will then look at the Royal Progress of Elizabeth I. They will finally look at what it was like for someone living in the Tudor times.</p>		<p><u>What does the census tell us about our local area?</u> Pupils will make inferences about the past by looking at the census. They will investigate how the lives and working conditions of people have changed. They will then look at how the lives of local people have changed</p>	
Geography		<p><u>Would you like to live in the desert?</u> Pupils will summarize the characteristics of a desert biome and explore the locations and features of deserts. They will explore how humans can use deserts and some of the threats facing deserts.</p>		<p><u>Why do Oceans matter?</u> Pupils will explore the importance of oceans. They will describe the significance of the Great Barrier Reef. They will then look at the impact humans are having on our oceans and what we can do to help. Pupils will then look into different types of litter pollution in marine environments.</p>		<p><u>What is life like in the Alps?</u> Pupils will locate the Alps and then look at the physical and human characteristics. They will describe the physical and human features of an Alpine region. They will then investigate how the local area compares to the Alps.</p>
RE	<p><u>What do Christians believe about creation?</u> Pupils will explore that humanity has choice. They will look at all creations being affected by 'The fall' and that one day there will be a new creation.</p>	<p><u>What does it mean to be part of a Synagogue community?</u> Pupils will look at the centrality of the Torah to worship. The impact of commitment to justice and living to mitzvot in the Torah/ remembering</p>	<p><u>What helps Muslims to live a good life?</u> Pupils will look at the five pillars as duties for living a good life. They will explore fasting and celebrating contributes to a good life</p>	<p><u>Why is the idea of rescue so important to Christians?</u> Pupils will look at God's Big Story, the story of salvation in the Easter story.</p>	<p><u>How did the Church begin and where is it now?</u> Pupils will look at the birth of the Church at Pentecost. They will explore how the church is seen within the community and how to become a member</p>	<p><u>How did it all begin?</u> Pupils will reflect on different understandings of how / why the world began and to explore their own ideas about the question. Pupils will explore diverse creation accounts, as well as</p>

							revisiting the Genesis narratives and also considering what non-religious people may believe about how the world began. Children will search for common threads and express their own developing worldviews
PSHE	<p><u>Introductory lesson Family and relationships</u> Friendship skills. Marriage. Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Stereotypes: gender / race and religion.</p>	<p><u>Health and well-being</u> Understanding the relationship between stress and relaxation.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my feelings.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Sun safety.</p>	<p><u>Citizenship</u> Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>	<p><u>Economic well-being</u> Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p> <p>Stereotype in the workplace.</p>	<p><u>Well-being Safety and the changing body</u> Online friends / staying safe online. Learning about the emotional changes during puberty.</p> <p>Menstruation.</p> <p>Identifying reliable sources of help with puberty.</p> <p>First aid: Bleeding.</p> <p>Alcohol, drugs, tobacco: Making decisions.</p>	<p><u>Safety and the changing body Transition lesson: Roles and responsibilities</u> Roles and responsibilities.</p> <p>Recognising your own skills and how these can be developed.</p>	

Technology

D&T	<p><u>Resistant materials - Moving Toys</u> Sustainability - Timbers being a sustainable choice Research - User, existing moving toys Technical knowledge - Health and safety in the workshop Design - Scene development to incorporate movement Make - Cams and Mechanical systems creating moving parts changing the direction of movements Evaluate - Reflection of movement created and success</p>	<p><u>Textiles - Cross-stitch Bookmark</u> Sustainability - The 6R's and application in textiles Research - Task and product analysis. Technical knowledge - where textiles come from Design - Designing a pattern for a bookmark Make - Using different stitches to realise a design Evaluate - Reflection of success of their bookmark Career links - Textile Designer</p>	
Cooking and Nutrition	<p><u>Fruit'n'Veggies - EWP – seasonality</u> What seasons produce food for us to eat - different nutrients from different foods - eat in full colour, it can be an added extra! - <i>coleslaw, smoothies, baked apples</i> Preservation - how can we keep food for longer, and other ways of cooking or eating raw - <i>stuffed peppers, jam tarts, veggie frittata</i></p>		
Art	<p><u>JASPER JOHNS AND MIXED MEDIA</u> Pupils will gain an understanding of the work of Jasper Johns, in particular his Numbers work. After learning on advanced colour theory pupils then created their own mixed media piece inspired by Jasper Johns Numbers; to complete this work they will be taught how to use oil pastels, acrylic paints and colouring pencils correctly to add tone and blending. The final piece is a card construction of the Jasper Johns inspired number.</p>	<p><u>DISTORTED PORTRAITS</u> Pupils will learn how to draw a face using carbon paper and pencil. They will then experiment with the different way they can distort their portrait; by weaving the image, cutting and reassembling their image. They will study the work of Chuck Close and then recreate their own portrait in Closes grid method, in a range of media</p>	<p><u>FRIEDA KAHLO</u> Pupils will explore the passionate and vibrant artworks of famous female artist Frida Kahlo, and discover the person behind the famous self- portraits. They will look in detail at some of Frida Kahlo's most famous artworks, exploring the thought-provoking images to inspire their own self- portraits and artwork.</p>
Computing	<p><u>Computers</u> Students will learn that computers are very good at processing data and turning it into information. There are many ways that this can be achieved but one way is filtering using a condition. Students learn about data and data representation using the guess who game. <u>Digital literacy</u> Students learn about email, websites and social network technologies. <u>Networks</u> Students investigate network hardware. <u>Scratch</u> Introduction into programming using scratch</p>	<p><u>Security</u> Students research online threats and security. Shopping trip - Students identify and research the cost of buying and building a computer. History of the mobile phone - students create a timeline and research mobile telephony.</p>	<p><u>Robots</u> Students learn how computers interact with the world, learn what a robot is and consider the different types of robots and the jobs they do. <u>Flowcharts</u> Students can create a clear sequence of instructions with a start and finish that can be expressed in a flow chart.</p>