

Year 5 Curriculum Overview

AUTUMN TERM: ARTS AND HUMANITIES

ENGLISH

Flipped Fairy Tales (Film); 'Dracula' by Bram Stoker (Horror); 'Sherlock Holmes' by Sir Arthur Conan Doyle (Mystery)

Reading

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draw inferences from characters' feelings, thoughts and motives, and justify these with evidence. Understand and begin to use technical terminology to discuss language effects (e.g. simile, metaphor, personification). Learn a wide range of poetry by heart. Distinguish between statements of fact and opinion. Identify how structure and presentation contribute to meaning. Participate in discussions about books building on their own and others' ideas. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume, so that meaning is clear to an audience. Use knowledge of texts and organisation devices to retrieve, record information from non-fiction texts. Locate information through using contents pages and indexes. Make comparisons with other similar texts.

Writing

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Plan writing by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use a range of devices to build cohesion across paragraphs. Use some organisational devices to structure text. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Grammar and Punctuation

Understand the terminology 'noun', 'verb', 'conjunction', 'pronoun', 'adverb', 'preposition' and 'determiner' and identify these. Understand the difference between a phrase and a clause and how they are used. Identify main clauses and subordinate clauses. Understand and use the terminology 'modal verb'. Indicate degrees of possibility using modal verbs. Convert nouns or adjectives into verbs using suffixes. Use commas to clarify meaning or avoid ambiguity. Recognise that paragraphs are used to indicate shifts in time, place or character in fiction, as well as for different themes, subjects or topics in non-fiction. Use devices to build cohesion across paragraphs. Link ideas across paragraphs using adverbials of time, place and number, or tense choices. Understand how prefixes modify the meaning of the verb. Use brackets, dashes or commas to indicate parenthesis. Understand how to make antonyms using prefixes and suffixes.

Spelling

Review of Year 4 prefixes · Recap words from the Year 3/4 word list · Words containing the letter string -ough · Words from the Year 5/6 word list · Homophones and near-homophones · Words ending in -ious · Endings that sound like shl and are spelled -al and tial.

ART AND DESIGN

Native American Art

Work from a variety of sources including close first-hand observation, photographs and digital images · Select a style of drawing suitable for the work · Plan a sculpture through drawing and other preparatory work · Experiment with ways to solve problems independently · Create original pieces that show a range of influences and styles · Develop and extend ideas from given starting points · Collect information, inspiration and resources and present ideas imaginatively in sketchbooks · Understand the cultural significance of an art form.

MUSIC

Composing notation: Egyptians

Learn to identify the pitch and rhythm of written notes · Experiment with notating compositions using hieroglyphs and standard staff notation.

Blues

Learn about the history of blues music · Recognise 12 bar blues · Play 12 bar blues.

SPANISH

Phonetics

Know key Spanish consonants and how they are correctly used and pronounced.

Do You Have a Pet?

Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish · Develop understanding of gender and changing indefinite article to definite article · Tell somebody in Spanish if they have or do not have a pet · Ask somebody else in Spanish if they have a pet · Tell somebody in Spanish the name of their pet · Create a longer phrase using the connectives y ("and") or pero ("but")

HISTORY

Why did Britain once rule the largest empire the world has ever seen?

Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony · Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant · Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared · Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views · Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.

The story of the Trojan horse: historical fact, legend or classical myth?

Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece · Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions · Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision · Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.



Year 5 Curriculum Overview

AUTUMN TERM: STEM

COMPUTING

Being a YouTuber

Explain what online bullying is and discuss empathy and effects · Explain what is meant by the term vlogger · Identify the potential risks when putting content online.

My Digital Life

Be aware that there are people online who may try to upset me and my group of friends · Make a positive contribution to my online community · Use a search engine and be aware that not everything I read online is correct · Create a strong password and understand the real cost of some apps.

E-Safety: Passwords

Understand the importance of keeping passwords safe · Understand the importance of creating strong passwords.

MATHEMATICS

Number and Place Value: Numbers to 1 Million

Read and write numbers to 1 000 000 · Compare numbers to 1 000 000 using place value; pictorial representation and proportionality; lists and number lines · Make and identify patterns in numbers using knowledge of place value · Make number patterns that decrease in multiples of 10 000 or 100 000 · Round numbers to the nearest 100, 1 000, 10 000 and 100 000.

Calculations: Addition and Subtraction

Add using the 'counting on' strategy with concrete materials and number lines · Subtract using the 'counting backwards' strategy with concrete materials · Add numbers within 1 000 000 using rounding and concrete materials · Use addition and subtraction to solve comparison problems with numbers to 1 000 000 · Add numbers within 1 000 000 using the column method · Subtract using the column method, number bonds and number discs · Consolidate and refine addition and subtraction skills and place-value knowledge to solve addition problems.

Calculations: Multiplication and Division

Consolidate and review multiplication tables · Find common factors of numbers to 100 · Define and determine prime numbers to 100 · Create and determine square and cubed numbers · Multiply 1- and 2-digit numbers by 10, 100 and 1000 · Multiply up to 4-digit numbers by a single-digit number with regrouping from the ones, tens and hundreds · Multiply 2-digit numbers by 2-digit numbers using multiple methods, including the grid method, number bonds and column method, with regrouping · Multiply a 3-digit number by a 2-digit number with regrouping, using the column method as the key strategy · Divide 4-digit numbers by single-digit numbers, where number bonds and long division are the key strategies · Divide 3-digit numbers by single-digit numbers using long division, short division and mental methods.

Calculations: Word Problems

Solve word problems by identifying the operation needed to carry out the plan · Solve word problems involving multiplication and division using bar models as the main heuristic · Solve word problems involving multiple operations, identifying key information and representing information using model diagrams · Solve word problems involving multiple operations, using bar models as they key heuristic to represent key information.

DESIGN AND TECHNOLOGY

Digital World (delivered by a specialist Computing teacher)

Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools.

SCIENCE

Physical processes: Forces

Explain why objects fall to Earth · Describe the effects of air resistance, water resistance and friction · Tell you how mechanisms allow a smaller force to have a greater effect.

Materials

Classify materials by: transparency; hardness; solubility; electrical conductivity; thermal conductivity; response to magnets · Explain how some materials dissolve to form a solution · Know how to separate materials in a solution · Decide how best to separate mixtures · Explain using evidence why some materials are best suited to different uses · Explain why some state changes are reversible, and some state changes aren't.

Working scientifically

Plan different kinds of fair experiments · Explain how to control variables in experiments · Take accurate measurements using lots of different scientific equipment · Explain why it's important to take repeated measurements · Record data using labelled scientific diagrams, classification keys, tables, bar charts, line charts · Make predictions about how other tests will work using existing results · Draw conclusions from results and describe causal relationships in results · Present findings in a written report with an introduction, results and conclusion · Present findings in an oral presentation with an introduction, conclusion and results · Know about other experiments that have been done to support or disprove ideas.



Year 5 Curriculum Overview

AUTUMN TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Family

Belonging

Love

TOPICS:

Ourselves (Domestic Church)

Hinduism (Other Faiths)

Life Choices (Baptism/Confirmation)

Judaism (Other Faiths)

Hope (Advent/Christmas)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Me and My Relationships

Explain what collaboration means. Give examples of how they have worked collaboratively and describe the attributes needed to work collaboratively.

Explain what is meant by the terms negotiation and compromise. Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others.

Give examples of some key qualities of friendship. Identify what things make a relationship unhealthy. Identify who they could talk to if they needed help.

Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills.

Recognise basic emotional needs, understand that they change according to circumstance. Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks.

Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

Valuing Difference

Define some key qualities of friendship. Describe ways of making a friendship last. Explain why friendships sometimes end.

Develop an understanding of discrimination and injustice. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Consider how discriminatory behaviour can be challenged.

Identify and describe the different groups that make up their school/under community/ other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Understand that the information we see online, either text or images, is not always true or accurate. Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them. Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

PE

Fitness: Develop an awareness of what the body is capable of. Develop speed and stamina. Develop strength using own body weight. Develop co-ordination through skipping. Perform actions that develop agility. Develop control whilst balancing.

Netball: Develop passing and moving. Use the attacking principle of creating and using space. Change direction and lose a defender. Defend ball side and know when to go for interceptions. Develop the shooting action. Change direction to get free from a defender and receive a pass. Learn the positions of 5-a-side netball.

Dance: Create a dance using a random structure and perform the actions showing quality and control. Understand how changing the dynamics of an action changes the appearance of the performance. Use relationships and space to change how a performance looks. Work with a group to create poses and link them together using transitions. Copy and repeat movements in the style of Rock 'n' Roll, keeping in time with the music.

Tag Rugby: Develop attacking principles, understanding when to run and when to pass. Use the 'forward pass' and 'offside' rules. Play games using tagging rules. Develop dodging skills to lose a defender.



Year 5 Curriculum Overview

SPRING TERM: ARTS AND HUMANITIES

ENGLISH

'Peter in Peril' by Helen Bate (Comic/Graphic novel); 'The Lion and the Unicorn' by Shirley Hughes (Narrative); 'The Highwayman' by Alfred Noyes (Narrative poem)

Reading

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read, building on their own and others' ideas and challenging views. Compare themes across texts. Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Identify how language, structure and presentation contribute to meaning.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume, so that meaning is clear to an audience. Draw inferences from characters' feelings, thoughts and motives, and justify these with evidence. Discuss viewpoints on an event. Predict what might happen from details stated and implied.

Writing

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Plan writing by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use a range of devices to build cohesion across paragraphs. Use some organisational devices to structure text. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Grammar and Punctuation

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Know the terminology 'relative pronoun' and understand how relative pronouns work within a relative clause. Use the present perfect form and past perfect tense of verbs. Indicate degrees of possibility using adverbs. Understand that a singular subject takes a singular verb and a plural subject takes a plural verb. Use expanded noun phrases for description and specification. Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. Understand that apostrophes are used to mark where letters are missing in spelling (contraction/omission). Use apostrophes to mark singular and plural possession.

Spelling

Review of Autumn term spellings · Words ending in -able and -ible · Words ending in -ably and -ibly · Homophones and near-homophones · Words from the Year 5/6 word list · Words with silent letters · Words ending in -ant and -ent · Words ending in -ance/-ancy or -ence/-ency.

ART AND DESIGN

Out of this World

Select a style of drawing that is suitable for the work · Control the types of marks made using a range of implements and painting techniques · Use mixed media to paint on different surfaces · Mix paint confidently, creating a colour palette based upon colours in the natural or built world · Experiment with a range of media to overlap and layer creating interesting textures and effects · Use a variety of techniques e.g. printing, dyeing, weaving and stitching, knotting, fraying, fringing, pulling threads, twisting, plaiting to create different textural effects · Give details (including own sketches) about the style of a notable artist · Comment on artworks with a growing visual language.

MUSIC

South and West Africa

Learn and perform a traditional African song, playing the accompanying chords using tuned percussion · Play the djembe (African drum).

Composition to represent the festival of colour: Holi

Learning about the Indian festival of colour, explore the associations between music, sounds and colour · Compose and perform a musical composition to represent Holi.

SPANISH

Weather

Repeat and recognise the vocabulary for weather in Spanish · Ask what the weather is like today · Say what the weather is like today · Create a Spanish weather map and write a weather report · Speak clearly to describe the weather in different regions of Spain.

Date

Repeat and recognise the months of the year in Spanish · Ask when somebody has a birthday and say when they have their birthday · Say the date in Spanish · Create a Spanish calendar · Recognise key dates in the Spanish calendar · Read longer texts and infer meaning.

GEOGRAPHY

What is a river?

Describe how physical features of rivers change from source to mouth · Explain why the course of a river changes · Use OS maps, aerial photographs and GIS to compare and contrast how physical features change along the course of a river · Use a range of fieldwork techniques to measure, record and present changes along a section of a local river · Describe the features of river estuaries and explain why they are important ecosystems for wildlife · Describe the water cycle and explain the role that rivers play · Explain why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence linked to the causes of its sudden decline · Interpret a range of evidence to reach a conclusion as to why Bangladesh is at such risk of serious flooding · Understand what the 'Little Ice Age' refers to and how occasional severe winters impacted upon the River Thames · Explain why China built the Three Gorges Dam and evaluate some of its geographical impacts.

Why are mountains so important?

Recognise what geographers define as mountains and how this causes disagreements · Locate the largest mountain ranges in the world and the countries that they cover · Explain how movement of plates of the Earth's crust forms ranges of fold mountains · Reflect upon the expedition of Mallory and Irvine to climb Mount Everest in 1924 · Demonstrate how fossils form and explain why fossils of sea animals were found on the summit of Mount Everest · Explain the differences between the Cambrian Mountains and the Himalaya Mountains · Measure, record, compare and contrast climate data · Reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east · Describe the tourist attractions of the Cambrian Mountains using evidence presented on Ordnance Survey maps · Make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago.



Year 5 Curriculum Overview

SPRING TERM: STEM

COMPUTING

News Reporter and Podcaster

Improve the quality and presentation of work using editing and formatting techniques · Collaborate with others to develop and improve work · Record and produce a short audio podcasts and understand basic elements of audio editing.

Music Composer

Use the skills I have already developed to create content using unfamiliar technology · Collaborate with others to develop and improve work.

E-Safety: Gaming

Understand the importance playing games which are age appropriate.

DESIGN AND TECHNOLOGY

Structures: Bridges

Design arch and truss bridges · Select materials and equipment according to functional properties · Work with increasing accuracy in practical tasks · Use triangulation for bracing · Test to destruction to evaluate the successful and unsuccessful properties of a design and its materials · Understand the importance of compression and tension in bridge structures.

SCIENCE

Earth and Space

Tell you about how the planets in our solar system move in relation to the Sun · Tell you about how the Moon moves relative to the Earth · Tell you the shape of the Moon, Sun and Earth · Explain how day turns into night.

Working scientifically

Record data using labelled scientific diagrams and bar charts · Draw conclusions from results and describe causal relationships in results.

MATHEMATICS

Statistics: Graphs

Read the information presented in a table and interpret its meaning · Read and respond to tables that have a variety of data sets · Read and interpret information provided in a line graph where a single line represents the data · Read and interpret the information presented in a line graph where the data is represented by more than one line · Read and interpret information presented in a table and turn it into a line graph; determine relationships between data sets.

Fractions, Decimals and Percentages: Fractions

Divide whole numbers to create fractions; create mixed numbers and improper fractions when dividing whole numbers · Write improper fractions and mixed numbers using a number line and pictorial methods · Find equivalent fractions using pictorial methods · Compare and order fractions and improper fractions using the pictorial method · Compare mixed numbers using pictorial representations · Find common denominators where one fraction is already the common denominator for all fractions in the question · Make number pairs (number bonds) with fractions of different denominators · Add unlike fractions by finding a common denominator · Add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions · Add unlike fractions which create improper fractions and mixed numbers that give rise to simplification · Subtract fractions with different denominators · Subtract fractions from whole numbers · Subtract fractions and mixed numbers from mixed numbers with different denominators · Multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions · Multiply mixed numbers by whole numbers in multi-step word problems.

Fractions, Decimals and Percentages: Decimals

Read and write decimals · Compare tenths and hundredths written as decimals · Order and compare decimals · Write fractions as decimals · Add and subtract decimals · Add and subtract amounts in pounds and pence · Find decimal number pairs that make a total of 1 · Add and subtract the perimeter of an object using decimals · Round decimals to the nearest whole number · Round decimal numbers to nearest tenth.

Fractions, Decimals and Percentages: Percentage

Compare quantities · Compare fractions, decimals and percentages · Convert fractions to decimals and percentages · Convert values of an amount into percentages.

Properties and Shapes: Geometry

Know the names and qualities of acute, right, obtuse and reflex angles · Measure angles using a protractor · Draw, measure and add angles using a protractor · Identify two angles which add up to a straight line · Investigate angles that, when combined, make 360 degrees · Draw angles using a protractor · Draw lines and angles with a high level of accuracy · Describe the sides and angles of both rectangles and squares · Investigate the angles of various quadrilaterals · Solve problems involving angles in rectangles · Use understanding of angles to solve problems · Investigate regular polygons.



Year 5 Curriculum Overview

SPRING TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Community
Relating
Giving

TOPICS:

Mission (Local Church)
Memorial Sacrifice (Eucharist)
Sacrifice (Lent/Easter)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Rights and Responsibilities

Identify, write and discuss issues currently in the media concerning health and wellbeing. Express opinions and make recommendations relating to an issue concerning health and wellbeing.

Understand the difference between a fact and an opinion. Understand what biased reporting is and the need to think critically about things we read.

Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out.

Explain what we mean by the terms voluntary, community and pressure group. Give examples of voluntary groups, the kind of work they do and its value.

State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product.

Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance.

Explain some of the areas that local councils have responsibility for. Understand that local councillors are elected to represent their local community.

Being My Best

Know harmful effects of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.

Identify their own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements.

State what is meant by community. Explain what being part of a school community means to them. Suggest ways of improving the school community.

Identify people who are responsible for helping them stay healthy and safe. Identify ways that they can help these people.

Describe 'star' qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have.

PE

Dodgeball: Develop throwing at a moving target. Use jumps, dodges and ducks to avoid being hit. Develop catching to get an opponent out. Select and apply tactics in the game. Develop officiating skills and referee a dodgeball game.

Gymnastics: Perform symmetrical and asymmetrical balances. Develop the straight, forward, straddle and backward roll. Explore different methods of travelling, linking actions in both canon and synchronisation. Perform progressions of inverted movements. Explore matching and mirroring using actions both on the floor and on apparatus. Create a partner sequence using apparatus.

Swimming: Develop gliding, front crawl and backstroke. Develop rotation, sculling and treading water. Develop the front crawl stroke and breathing technique. Develop the technique for backstroke arms and legs. Develop breaststroke technique. Develop basic skills of water safety and floating. Develop the dolphin kick. Learn techniques for personal survival. Increase endurance in swim challenges. Identify fastest strokes and personal bests.

Tennis: Develop returning the ball using a forehand and backhand groundstroke. Work cooperatively with a partner to keep a continuous rally. Develop the underarm serve and understand the rules of serving. Develop the volley and understand when to use it. Use a variety of strokes to outwit an opponent.



Year 5 Curriculum Overview

SUMMER TERM: ARTS AND HUMANITIES

ENGLISH

'Jabberwocky' by Lewis Carroll (Nonsense/narrative poem); 'Cicada' by Shaun Tan (Graphic novel/Narrative)

Reading

Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Learn a wider range of poetry by heart. Distinguish between statements of fact and opinion. Locate information using contents pages and indexes. Identify and discuss themes and conventions across a wide range of writing. Make comparisons with other similar texts. Explain and discuss their understanding of what they have read, including through formal presentations and debates.

Writing

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Plan writing by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use a range of devices to build cohesion across paragraphs. Use some organisational devices to structure text. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Grammar and Punctuation

Understand how to make the choice between the personal pronouns 'I' and 'me'. Use a hyphen to join some prefixes to root words. Use a hyphen to join two or more words together in order to avoid confusion over meaning. Recognise and use adverbs, adverbials and fronted adverbials to give more information about a verb. Use a comma after a fronted adverbial. Know the term 'word family'. Explore the different word classes in one word family. Understand what an idiom is and how they are used in informal speech and language. Explore a range of idioms.

Spelling

Review of Spring term spellings · Revision of prefixes · Convert nouns and adjectives into verbs · Homophones and near-homophones · Words from the Year 5/6 word list · The possessive apostrophe - plurals

ART AND DESIGN

Stained Glass

Mix colour, shades and tones with confidence building on previous knowledge · Recognise warm and cool colours · Identify and use complementary colours · Develop close observation skills using view finders · Draw complex geometric patterns · Create layered digital images from original ideas · Use filters to manipulate the colour, saturation, contrast and transparency of an image and to layer images · Explore a range of work, using an increasingly broad vocabulary to discuss similarities and differences · Create original pieces that show a range of influences and styles.

MUSIC

Looping and remixing: Dance music

Learn how dance music is created, focusing particularly on the use of loops · Learn to play a well-known song before putting a dance music spin to it.

Musical theatre

Learn how singing, acting and dancing can be combined to give an overall performance and tell a story · Learn how this genre has changed over time · Create a scene from a musical.

SPANISH

Phonetics

Know the eight main Spanish letter strings and how they are correctly used and pronounced.

Clothes

Repeat and recognise the vocabulary for a variety of clothes in Spanish · Use the appropriate genders and articles for these clothes · Describe what they and other people are wearing · Use the verb PONERSE ('to wear') in the present tense · Say what they would wear in different weather.

HISTORY

Why was winning the Battle of Britain in 1940 so important?

Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was · Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940 · Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant · Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.

A local history study



Year 5 Curriculum Overview

SUMMER TERM: STEM

COMPUTING

Making AR Games

Explain what Augmented Reality is · Use the skills I have already developed to create content using unfamiliar technology.

E-Safety: Cyberbullying

Identify cyberbullying and understand its consequences.

DESIGN AND TECHNOLOGY

Mechanical systems: Pop-up books

Plan using storyboards and designs, communicating through words and illustrations · Make functional components · Use layers and spacers to construct pages · Cut and assemble with accuracy · Evaluate against the initial design · Understand sliders, levers and linkages · Understand structures and mechanisms.

SCIENCE

Living things and their habitats

Describe the differences between the life cycles of a mammal, a bird, an insect and an amphibian · Describe the reproductive cycle of a plant · Describe the reproductive cycle of an animal.

Animals including humans

Describe how humans change as they age.

Working scientifically

Record data using labelled scientific diagrams, classification keys and tables.

MATHEMATICS

Geometry—Position and Direction: Position and Movement

Name and plot points · Describe the position of a shape following a translation · Describe movements and reflecting shapes · Describe the movement of a 2-D shape when reflected · Reflect a shape more than once.

Measurement: Measurements

Convert units of length, mass and time · Read the temperature.

Measurement: Area and Perimeter

Find the perimeter of a shape using scale diagrams · Measure the area of a shape · Estimate the area of a shape.

Measurement: Volume

Understand and find the volume of solids · Find the capacity of regular boxes · Convert units of volume · Solve word problems involving volume.

Number and Place Value: Roman Numerals

Write Roman Numerals to 1000 · Write years in Roman Numerals.



Year 5 Curriculum Overview

SUMMER TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Serving
Inter-relating
World

TOPICS:

Transformation (Pentecost)
Freedom and Responsibility (Reconciliation)
Stewardship (Universal Church)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Keeping Myself Safe

Explain what a habit is, giving examples. Describe why and how a habit can be hard to change.

Recognise that there are positive and negative risks. Explain how to weigh up risk factors when making a decision. Describe some of the possible outcomes of taking a risk.

Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.

Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied.

Define what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare.

Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. Know how to protect personal information online. Recognise disrespectful behaviour online and know how to respond to it.

Understand some of the complexities of categorising drugs. Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

Understand the actual norms around smoking and the reasons for common misperceptions of these.

Growing and Changing

Taught through RSHE programme: 'Journey in Love'

PE

Basketball: Develop protective dribbling against an opponent. Move into a space to support a teammate. Choose when to pass and when to dribble. Track an opponent and use defensive techniques to win the ball. Perform a set shot and a jump shot.

Handball: Develop a variety of passes and know when to use each to help to maintain possession. Use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. Use defending skills to stop an opponent from scoring. Select and apply the appropriate skill to score goals. Use defensive skills to gain possession. Maintain possession under pressure.

Cricket: Develop throwing accuracy and catching skills. Develop batting accuracy and directional batting. Develop catching skills (close/deep catching and wicket keeping). Develop overarm bowling technique and accuracy. Develop a variety of fielding techniques and to use them within a game. Develop long and short barriers and apply them to a game situation.

Athletics: Apply different speeds over varying distances. Develop fluency and coordination when running for speed. Develop technique in relay changeovers. Develop technique and coordination in the triple jump. Develop throwing with force for longer distances. Throw with greater control and technique.

