

Year 5 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Topic: Collage (architectural) Knowledge: Learn about the history of collage Learn about the work of different collage artists Skills: Develop and refine work Create interesting compositions, exploring perspective</p>	<p>Topic: Drawing - 3D form Knowledge: Understand basic proportion of human body Understand light source and direction Skills: Use line, tone and shading to represent 3D form</p>	<p>Topic: Sculpture - Moore and Hepworth Knowledge: Know about different sculptors and their practices/processes Skills: Create slabs Slip and score technique to join clay</p>	<p>Topic: Painting - landscapes Knowledge: Develop understanding of composition Skills: Blotting and splattering Mix and match paint to create any colour Create tones and tints Incorporate techniques</p>	<p>Topic: Photography Knowledge: Photographic shots and their effects Technical vocabulary Understand basic theory behind setting up an effective composition Develop concept of art having a narrative Skills: Create interesting compositions Use range of shots Be able to explain choices content/long shot/close up</p>	
Computing	<u>Systems and Searching</u>	<u>Flat File Databases</u>	<u>Video Production</u>	<u>Selection in Physical</u>	<u>Vector Graphics</u>	<u>Computing Selection in Quizzes</u>
DT	<p>Topic: Mobile phone case Knowledge: Designing and making a mobile phone case Skills: Planning for a purpose and for functionality Making prototypes Using a wider variety of stitches Using a wider range of fasteners Adapting designs</p>		<p>Topic: Healthy eating Knowledge: Designing a pasty and making pastry Skills: Understanding healthy options (processed versus home cooked) Kneading, mixing, rolling, slicing using bridge method, grating, baking Measuring/weighing ingredients accurately Following instructions Use an oven for a heat source</p>		<p>Topic: Moving Toys Knowledge: Designing and making a moving toy using cams Skills: Understanding cam mechanisms Designing a simple moving toy Measuring, sawing, sanding and joining Problem solving Evaluating</p>	
English	<p>Topic: Place value of grammar Class Reader: Orphans of the</p>	<p>Topic: Space Non-chronological report Purpose: To inform</p>	<p>Topic: Holiday Resort- Persuasive website entry Purpose: To persuade</p>	<p>Topic: Informal letter to a friend Purpose: To complain</p>	<p>Topic: Explanation- Life cycle of an animal Purpose: To explain Audience: Children</p>	<p>Topic: Warning Story</p>

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	Tide by Struan Murray	<p>Audience: Year 5 Children Register: formal, scientific, knowledgeable</p> <p>Topic: Chapter (Prank) Purpose: To entertain (speech for characterisation) Audience: Children Register: authorial style like Roald Dahl</p> <p>Class Reader: Midsummer Night's Dream by William Shakespeare</p>	<p>Audience: Adults (website) Register: informal</p> <p>Topic: Holiday Resort: Letter of complaint Purpose: To complain Audience: Hotel Manager Register: Formal</p> <p>Class Reader: Year 5 Book Awards</p>	<p>Audience: Hotel Manager Register: Formal</p> <p>Topic: Diary writing Purpose: To reflect Audience: Yourself Register: Informal</p> <p>Class Reader: Kensuke's Kingdom by Michael Morpurgo</p>	<p>Register: Formal</p> <p>Topic: Quest Story Purpose: To entertain (Action and dialogue, setting) Audience: Children Register: Authorial style (brave vs reluctant character)</p> <p>Class Reader: Asha and the Spirit Bird by Jasbinder Bilan</p>	<p>Purpose: To entertain (Suspense) Audience: Children Register: Authorial Style (Authoritative parent and child response)</p> <p>Class Reader: Asha and the Spirit Bird by Jasbinder Bilan</p>
French	Phonics 1 to 3 Knowledge: Learn key French sounds	<p>Topic: Do You Have a Pet? Knowledge: Names of animals Gender & articles 1st person (to have) Verb (to be called) Negatives Conjunctions</p>	<p>Topic: What Is the Date? Knowledge: Days of the week Months of the year Revise numbers Talk about birthdays Skills: Ask and answer questions</p>	<p>Topic: Weather Knowledge: Weather Negatives Conjunctions Skills: Ask and answer questions Create short spoken passage</p>	<p>Topic: Clothes Knowledge: Items of clothing Gender & articles 1st person (to wear) High frequency verbs Skills:</p>	<p>Topic: Olympics Knowledge: Key facts about the Olympics Names for sports Names for athletes Gender & articles Verb to do High frequency</p>

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		<p>Skills: Ask and answer questions Create a short, spoken passage Read short phrases Write short phrases</p>	<p>Giving opinions Create a short, spoken passage Read short phrases Write short phrases</p>	<p>Read extended passage Write sentences</p>	<p>Ask and answer questions Create longer spoken sentences Write short phrases</p>	<p>verbs Skills: Ask and answer questions Read longer passages of text</p>
<p>History & Geography</p>	<p>Topic: Anglo-Saxons and Vikings Knowledge: Why the Romans left Britain Settlements Crime and punishment The role of religion Viking invasion at Lindisfarne Battle of Hastings Skills: Chronology Historical enquiry Devise historically valid questions Trips/enrichment opportunities: Past Productions or possible Butser Farm trip</p>	<p>Topic: Dangers and Disaster- Earthquakes and volcanoes Knowledge: Physical geography Understand how volcanoes are formed by the world Understand why earthquakes are more prevalent in certain areas of the world Human settlements near to disaster zones and the dangers or protocols in place to prevent/reduce loss of life Learn how these disasters are managed Learn how people react or prevent Skills: to ask questions about why disasters happen Understand why people live near to them Understand the links between physical and human geography e.g. fertile land near volcanoes but can be very dangerous</p>	<p>Topic: Victorians Knowledge: Queen Victoria Rich and poor Children in Victorian times Local history links The changes that the railways brought Golden or dark era Skills: Chronology Historical enquiry Interpretations of the past Trips/enrichment opportunities: Southsea walk, Past Productions Victorians Day Topic: Dangers and Disaster- Rivers and Flooding Knowledge: Features of rivers Flooding Land use Water cycle Skills: Fieldwork- River trip- observe a river in action</p>			
<p>Maths (Fluency, problem)</p>	<p>Topic: Number and place value Order and comparing up to 7 digits Interpreting negative numbers Rounding</p>	<p>Topic: Multiplication and Division Multiply and divide mentally Multiply and divide by 10,100 and 1000 Multiples & factors,</p>	<p>Topic: Decimals Multiply and divide by 10,100 and 1000 Use all 4 operations to solve measure problems</p>			

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<p>solving and reasoning included in all topics)</p>	<p>Roman Numerals Recognising and finding numbers using various representations</p> <p>Topic: Addition and subtraction Mental calculation with increasing number size Formal written methods Rounding to check Missing digit and multi-step problems</p> <p>Topic: Multiplication and division Multiply numbers by up to 4 digits Divide numbers up to 4 digits by 1 digit numbers Solve problems involving all four operations</p> <p>Topic: Statistics Comparing data Timetables and time intervals</p> <p>Topic: Area and Perimeter – measure and calculate perimeter of composite and rectilinear shapes, calculate and compare the areas of rectangles</p>	<p>Square & cube numbers Prime & composite numbers Solve problems using knowledge of the above</p> <p>Topic: Fractions Compare and order fractions Equivalent fractions Recognise and covert mixed & improper fractions Add & subtract fractions Multiply improper fractions by whole numbers Read and write decimal numbers as fractions Solve problems using the above including fractions of amounts</p> <p>Topic: Decimals and percentages Read, write, order and compare decimals with up to 3 places Recognise and use thousandths Round decimals and solve problems using the above Recognise % Write percentages as fractions & decimals</p>		<p>Topic: Geometry Properties of shapes and angles Position and direction Identify and describe the position of a shape following a translation or reflection</p> <p>Topic: Measurement Converting units Convert between units or metric measure, Understand use equivalences between metric & imperial Solve problems using the above</p> <p>Topic: Volume Estimate volume and capacity Use all 4 operations to solve problems</p>	
<p>Music</p>	<p>Topic: Christmas production (performance) Knowledge and skills: ensemble singing with confidence and precision; develop an understanding of the context of music. Cross curricular link: RE</p>	<p>Topic: Notation Knowledge and skills: use and understand notation, improvise their own piece of music, play and perform with</p>	<p>Topic: Composition Knowledge and skills: use a graphic score, create a vocal composition in response to a</p>	<p>Topic: South and West Africa Knowledge and skills: sing traditional African songs, use tuned percussion to play a chord</p>	<p>Topic: The Blues Knowledge and skills: know the key features of Blues music, explore and play the 12-bar Blues, improvise with</p>

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			<p>increasing accuracy. Theme: Ancient Egypt</p>	<p>picture, perform and record their compositions. Cross-curricular/Theme: Holi, the festival of colour</p>	<p>progression, play call and response rhythms, perform confidently as an ensemble.</p>	<p>notes from the Blues scale.</p>
RE	<p>Concept: Belonging Knowledge: Humanism Beliefs, religious practices Big picture: History of different religions Learn about how Humanism has changed through History and how the Humanist way of thinking is hundreds of years old</p>	<p>Concept: Love Knowledge: Christianity Religious practices Big picture: History of different religions Learn about how Christianity started and how it was spread through the Roman Empire</p>	<p>Concept: Special Knowledge: Islam-Five pillars of faith Religious practices, beliefs Big picture: History of different religions Introduce Islam and how the religion began</p>	<p>Concept: Community Knowledge: Islam-Ramadan Festivals, religious practices Big picture: History of different religions Make comparisons to Islam and Christianity and how they started at similar times</p>	<p>Concept: Denomination Knowledge: Christianity Religious practices, beliefs, religious figures Big picture: History of different religions History of Catholicism and the Church of England</p>	
PSHE	<p>Topic: Vision and values Knowledge: Rules and Routines Health and safety Mental Health and wellbeing Growth Mindset - The dip</p>	<p>Topic: Anti-bullying Knowledge: What is bullying? Different types of bullying (including cyber, racial and homophobic) Identity and diversity</p>	<p>Topic: Rights of the child Knowledge: Differences between wants and needs Explore fundamental human rights Conventions of the right of the child Rights of the child in around the world Understand the role of voluntary, community and pressure groups. Skills: Empathy</p>		<p>Topic: Financial awareness Knowledge: Understand personal finance Understand what things need to be paid for Cost of living and budgeting.</p>	<p>Topic: Health education - changing adolescent body Knowledge: External body changes Internal body changes (including menstruation) Keeping clean</p>

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	<p>Skills: Setting goals Resilience Active listening Learning from experiences</p>	<p>Why people might become bullies Establishing a system for dealing with any bullying problems Skills: Recognising some of the ways our brains can trick us or trap us in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Evaluating social norms Empathy</p>	<p>Critical, constructive self-reflection (including being aware of own needs, motivations) Analysis Drawing and defending conclusions Team-work</p>		<p>Wages – tax, NI etc Understand the terms debt and credit Skills: Making decisions. Self-organisation. Planning and deciding</p>	<p>Body Image Skills: Active listening. Formulating questions. Responding to the need for positive affirmation for self and others</p>
PE	Throw tennis, benchball and fitness circuits	Gymnastics	Dance	Dodgeball/ Kingball PE Shed games	Tag rugby	Rounders
	Playground games, Daily Mile intro and throwing and catching skills	Endball into Netball	Handball	Cricket	Sports Day/Athletics	Tennis
Science	<p>Topic: Forces Knowledge: Explain that unsupported</p>	<p>Topic: Earth and space Knowledge:</p>	<p>Topic: Properties and changes to materials</p>		<p>Topic: Living things and their habitats Knowledge:</p>	<p>Topic: Animals including humans Knowledge:</p>

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	<p>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>Skills: All working scientifically skills with a focus on observing and measuring, and interpreting and communicating results</p>	<p>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>Skills: All working scientifically skills with a focus on asking questions and evaluating</p>	<p>Knowledge: Compare and group together everyday materials on the basis of their properties</p> <p>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>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</p> <p>Skills: All working scientifically skills with a focus on setting up tests, recording data and evaluating</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>Skills: All working scientifically skills with a focus on observing and measuring, and recording data</p>	<p>Describe the changes as humans develop to old age</p> <p>Skills: All working scientifically skills with a focus on asking questions and making predictions</p>
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