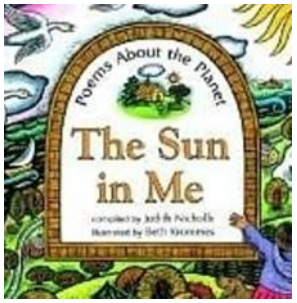
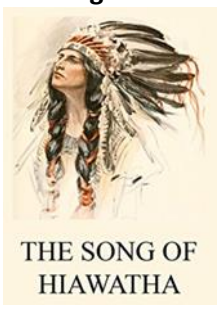
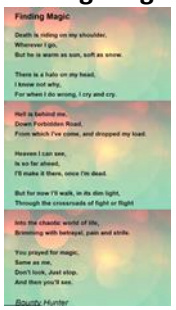
Year Five Curriculum Overview 2023-2024

YEAR FIVE	Autumn Term		Spring Term		Summer Term	
English	**The Moon** Various Poetic Structures	**The Sun in Me**  Personification	**The Song Hiawatha**  Narrative Poetry	**Animals of Africa** Performance Poetry	**Finding Magic**  Free Verse Poetry	**Viking Kennings and Spells** Kenning Poetry

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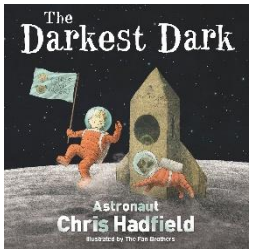
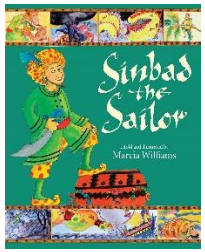
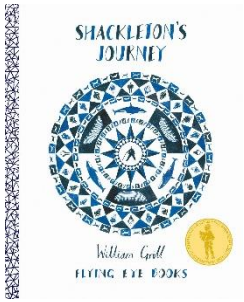
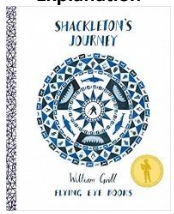
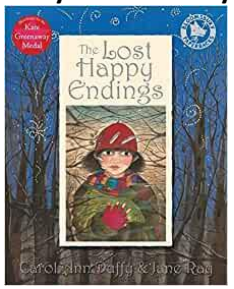
	The Darkest Dark by Chris Hadfield  Biography Auto-Biography	**Sinbad the Sailor by Marcia Williams**  Myth	**Shackleton's Journey By William Grill**  Biography	**Mini Units – range of genres and stimuli** **Narrative (Mystery)** Facts of the Case of Mr Hollow (animation) **Explanation**  Antarctic Survival – Shackleton's Journey **Instructions** How to build a 'perfect' town **Narrative** Children's own choice of narrative **Report (Green Flag Award)** Pollution **Persuasion** Holiday Brochure – a place they have visited	**Macbeth by William Shakespeare** Classic	**The Lost Happy Endings by Carol Ann Duffy and Jane Ray**  Humorous fiction

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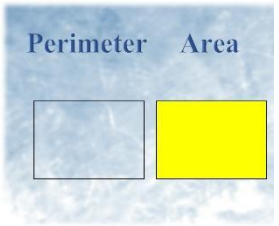
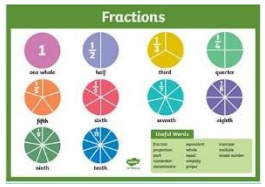
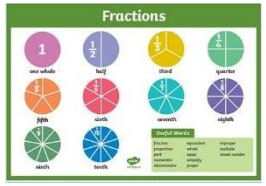
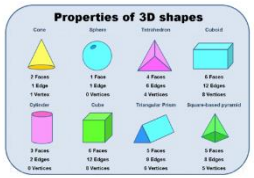
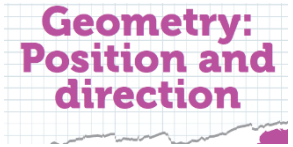
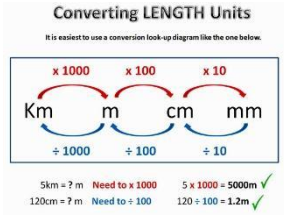
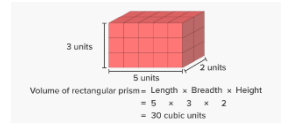
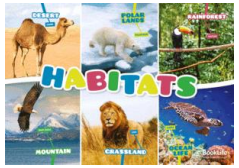
Maths	**Place Value** **Addition and subtraction** Addition Subtraction **Statistics** 	**Multiplication and division** Multiplication Division **Measurement: Perimeter and area**  	**Multiplication and division** Multiplication Division **Fractions**  	**Fractions**  **Number: Decimals** **Number: Percentages** 	**Number: Decimals** **Geometry: Properties of shape**  	**Geometry: Position and direction**  **Measurement: Converting units**  **Measurement: Volume** 

YEAR FIVE	Autumn Term		Spring Term	Summer Term	
Science	**Earth and Space** ● 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** ● 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	**Properties of and changes in 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 ● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ● 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	**Living things and their habitats**  ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● describe the life process of reproduction in some plants and animals	**Animals, including humans to old age** ● describe the changes as humans develop to old age

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History	**Was England impacted upon by the settlement of Anglo Saxons and Scots and if so, how?** • Britain's settlement by Anglo-Saxons and Scots	**Were the Vikings good people?** • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	**Did the ancient Mayan civilisation achieve any greatness?** • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

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Geography	**What is life like in the Alps?** **Fieldwork:** Urban or local area • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Why do oceans matter?** **Fieldwork:** Marine environment • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Would you like to live in the desert?** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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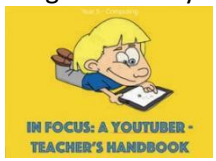
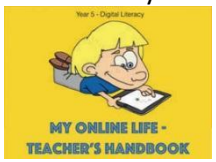
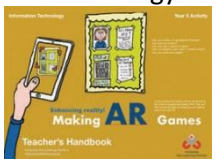
Computing	Digital Literacy  **Mandatory Skills:** ● I can film and produce a short video. **Information Technology:** ● I can use a search engine and I am aware that not everything I read online is correct. **Digital Literacy:** ● I can create a subject specific vlog and understand the potential risks of sharing content online. ● I can collaborate to develop & improve work.	Byte sized **Information Technology:** ● I can record and produce a podcast / audio clips. ● I can use unfamiliar technology to create content. I can improve the quality and presentation of my work **Information Technology:** ● I can record and produce a podcast / audio clips. ● I can use unfamiliar technology to create content. ● I can improve the quality and presentation of my work **Digital Literacy:** ● I can access school email and can send emails to classmates and teacher.	Digital Literacy E-Safety  **Digital literacy:** ● I can search for someone online and create a summary report about that person. ● I understand the need for copyright and the consequences of ignoring it. ● I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. ● I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. ● I understand the impact technology can have on my health, well being and lifestyle. ● I can create a strong password and understand the real cost of some apps. ● I am aware that my identity can be copied by other users and take appropriate	Computer Science **Mandatory Skills:** ● I can film and produce a short video. **Computer Science:** ● I can decompose a problem, design an algorithm and use this to write a program. ● I can use logical reasoning to detect & debug a program. **Information Technology:** ● I can use unfamiliar technology to create content.	Information Technology  **Mandatory Skills:** ● I can make a QR codes that links to my own work. ● I can film and produce a short video. **Information Technology:** ● I can use unfamiliar technology to create content. ● I can improve the quality and presentation of my work.	Fun/Application **Mandatory Skills:** ● I can make a QR codes that links to my own work. ● I can film and produce a short video. **Computer Science:** ● I can explore networks and internet traffic. ● I can create a basic web page using HTML. **Information Technology:** ● I can record and produce a podcast / audio clips. ● I can use unfamiliar technology to create content. ● I can improve the quality and presentation of my work. ● I can use a search engine and I am aware that not everything I read online is correct. **Digital Literacy:** ● I can create a subject specific vlog and understand the potential risks of sharing content online. ● I can collaborate to develop & improve work.

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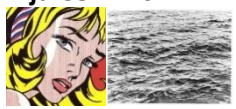
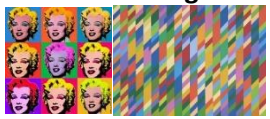
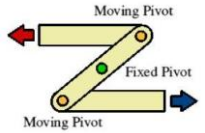
Art and Design Technology	**Drawing** **Artist Link – Roy Lichtenstein or Vija Celmins**  • Investigate a range of starting points for their work, and choose which idea to develop further. • Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.	**Construction and Textiles** **<u>Boats / Christmas Decorations</u>** • Record ideas using annotated diagrams. • Use models, kits and drawings to help formulate design ideas. • Sketch and model alternative ideas. • Decide which design idea to develop. • Develop one idea in depth. • Select from and use a wide range of tools. • Cut accurately and safely to a marked line. • Select from and use a wide range of materials. • Use the correct vocabulary appropriate to the project. • Join materials using appropriate methods. • Create 3=-D textile products using pattern pieces. • Understand pattern layout with textiles. • Cut strip wood, dowel, square section wood accurately to 1mm. • Build frameworks to support mechanisms. • Stiffen and reinforce complex structures. • Use mechanical systems such as cams, pulleys and gears. • Use electrical systems such as motors and switches. • Program, monitor and control using ICT.	**Printing** **Artist Link – Andy Warhol or Bridget Riley**  • Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette. • Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. • Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. • Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.	**Cooking and Nutrition** **<u>Chocolate Truffles</u>** • Join and combine a widening range of ingredients. • Select and prepare foods for a particular purpose. • Know where and how ingredients are grown and processed.	**Mixed Media** **Artist Link – Alma Woodsey Thomas or Beatriz Milhazes** • Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. • Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect. • Describe what they think and feel about their own and others' work and how this might influence their designs.	 • Record ideas using annotated diagrams. • Use models, kits and drawings to help formulate design ideas. • Sketch and model alternative ideas. • Decide which design idea to develop. • Develop one idea in depth. • Select from and use a wide range of tools. • Cut accurately and safely to a marked line. • Select from and use a wide range of materials. • Use the correct vocabulary appropriate to the project. • Join materials using appropriate methods. • Create 3=-D textile products using pattern pieces. • Understand pattern layout with textiles. • Cut strip wood, dowel, square section wood accurately to 1mm. • Build frameworks to support mechanisms. • Stiffen and reinforce complex structures. • Use mechanical systems such as cams, pulleys and gears. • Use electrical systems such as motors and switches. • Program, monitor and control using ICT.

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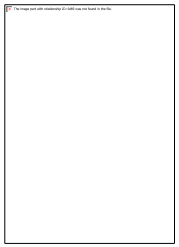
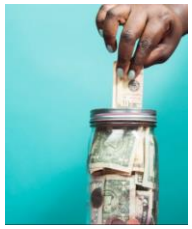
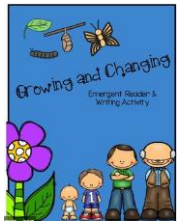
Personal, Social and Health Education	**Families and Friends** Managing friendships and peer influence	**Safe Relationships** Physical contact and feeling safe	**Respecting ourselves and others**  Responding respectfully to a wide range of people Recognising prejudice and discrimination	**Belonging to a community** Protecting the environment How we show compassion towards others	**Media literacy and digital resilience** How information online is targeted Exploring different media types, their role and impact	**Money and work**  Identifying job interests and aspirations Exploring what influences career choices Exploring and challenging workplace stereotypes	**Physical health and mental well-being** Recognising the importance of healthy sleep habits Exploring the impact of poor sun safety and exploring effective ways to keep safe in the sun Learn about medicines, vaccinations, immunisations and allergies	**Growing and changing**  Exploring physical and emotional changes (Puberty) The importance of personal hygiene	**Keeping safe** How to keep safe in different situations, including responding in emergencies, first aid

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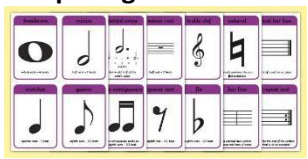
Music	**Composing notation**  • Performing accurately from graphic notation using voices and instruments. • Identifying how the key features of music are written down, by following a score whilst listening. • Creating a sound story using voices and instruments, and notate it using hiero-glyphs.	**Composition to represent the festival of colour: Holi** • Participating in a class performance. • • Representing a known piece of music using a graphic score. • • Creating vocal compositions based on a picture and a colour.	**Looping and remixing: Dance music** • Playing their own composition in time with a backing rhythm. • Hearing loops or sections of music within remixes. • Creating their own remix using fragments of a known song.	**South and West Africa** • Singing a traditional African song unaccompanied. • Playing a chord progression on tuned percussion. • Recognising the stylistic features of south and west African music. • Composing an eight beat rhythmic break. • Learning how music evolved in different traditions.	**Blues** • performing the blues scale on a tuned percussion instrument. • • Hearing when songs play the 12 bar blues. • Improvising a blues performance. • • Understanding how this genre of music came to be	**Musical theatre** • Participating in a group performance to tell a story. • Performing a vocal ostinato as part of a layered ensemble. • Identify the features of songs from musical theatre. • Composing an original piece or using familiar songs to tell a story. • Understanding what musical theatre looked and sounded like across decades.

YEAR FIVE	Autumn Term		Spring Term		Summer Term	
Physical Education	**Handball** • To perform skills with accuracy, confidence and control. • know the difference between attacking and defending skills. • respond consistently in the games they play choosing and using skills which meet the needs of the situation. • find and use space effectively. • use a variety of skills to keep possession of the ball. • analyse specific parts of a game and suggest ways to improve outcomes. • be able to warm up thoroughly and understand the importance of the different elements of fitness throughout the lesson.	**Tag Rugby** • To perform skills with accuracy, confidence and control. • know the difference between attacking and defending skills. • respond consistently in the games they play choosing and using skills which meet the needs of the situation. • find and use space effectively. • use a variety of skills to keep possession of the ball. • analyse specific parts of a game and suggest ways to improve outcomes. • be able to warm up thoroughly and understand the importance of the different elements of fitness throughout the lesson.	**Badminton** • To play shots on both sides of the body and above their heads in practices and during games. • direct the ball/shuttle well towards their partner or target court area. • show good backswing, follow through and feet positioning. • hit with purpose, varying speed, height and direction. • explain the skills and why they are important in a game situation. • spot the spaces on their opponents court and aim for those. • position themselves well on court and in the 'ready' position. • understand their own strengths and weaknesses and discuss ways to improve. • work cooperatively and considerately with others. • understand why warming up is important and how it relates to performance. • have an understanding of the components of fitness: flexibility, agility, balance, coordination	**Dance** • To explore, improvise and choose appropriate material to create new motifs in a chosen dance style. • perform specific skills and movement patterns with accuracy. • compose, develop and adapt motifs to make longer dance phrases. • use appropriate dance terminology to describe their own and the dances of others. • discuss ways to improve upon performance or composition components. • warm up and cool down independently and understand the relationship between an active lifestyle and long term health.	**Rounders** • To use different ways of bowling and perform accurately. • vary bowling methods. • bat effectively using different types of shot. • field with increasing accuracy and speed using the relevant type of throw for the distance. • hit the ball from both sides of the body. • direct the hit away from fielders by using different angles and speeds. • be able to plan to outwit the opposition whether batting, bowling or fielding. • judge when it's safe to run and for how long. • work effectively within a team communicating well. • recognise strengths and weaknesses in play and discuss steps for success. • understand the effects of exercise on the body and the components of fitness.	**Athletics** • sustain their pace over longer distances. • throw with greater control, accuracy, power and efficiency. • perform a range of jumps showing power, control and consistency at both take-off and landing. • organise themselves in small groups safely taking it in turns to complete the challenges set. • understand the principles of relay take-overs and perform well in a relay event. • watch another performer and identify the main strengths and weakness. • be able to discuss steps for success and put these in to practice. • perform an effective warm up and cool down, understanding their importance with physical performance. • understand the elements of fitness.

YEAR FIVE	Autumn Term		Spring Term		Summer Term	
Religious Education	**Christianity (God)** Why is it sometimes difficult to do the right thing?	**Islam** Why is the Qur'an so important to Muslims?	**Hindu Dharma** What might Hindus learn from stories about Krishna?	**Christianity (Jesus)** What do we mean by a miracle?	**Christianity (Church)** How do people decide what to believe?	**Judaism** Do people need laws to guide them?

YEAR FIVE	Autumn Term		Spring Term		Summer Term	
Languages	**My school, my subject** Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	**Time in the city** Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50	**Healthy eating – going to market** Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish	**Clothes, colours, fashions show** What are you wearing? I am wearing What's it like? It's + colour and size It has…	**Out of this world** Personal information at passport control Countries Planets Adjectives	**Going to the seaside** You can Play + sports Eat + foods Wear +beach clothes
Enrichment	**Enterprise (Car Wash)** **Languages Day (27/9)**		**PAN Visual Art**	**World Book Day (3/3)** **Science Week and International Women's Day (11-20/3)** **PAN exhibition (17-31/3)** **World Maths Day (23/3)** **PAN Performance (27/3)**		