

Curriculum Overview Year 5

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Curriculum Drivers	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
Empowering Learning	Team Worker Effective Participator		Independent Enquirer Self Manager		Resourceful Thinker Reflective Learner	
Reading	<p>Comprehension and Understanding: Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.</p> <p>Prediction, Inference & Deduction: Draw inferences and justify with evidence from the text.</p> <p>Intonation and Expression: Varies voice for direct or indirect speech.</p> <p>Grammatical Features: Recognise clauses within sentences.</p> <p>Research: Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.</p>					
Writing	<p>Treasure: Writing inspired by film. Write first person narrative; including linking past and present, inner monologues and diary entries. Understand hyperboles and exaggeration.</p> <p>Poetry: Poets' Voices Enjoy and discuss poems, giving their own reasons for preferences. Draft</p>	<p>Fiction: Friend or Foe? Explore the feelings of the main characters and infer what they may be thinking and feeling. Use evidence and detail in the text to justify their views. Explore figurative language while looking at the author's vocabulary choices. Write a new scene for the novel, paying attention to</p>	<p>Poetry: Tell me a story - Explore narrative poems, focusing in depth on the work of two poets. Retrieve information, answer questions that require literal comprehension, inference, deduction and imagination. Write the 'back story' to a poem in narrative form and compose an</p>	<p>Modern Fiction: The Great Kapok Tree – Use a picture book to inspire narrative writing.</p> <p>Persuasive Non-fiction: Report writing using evidence from factual sources.</p>	<p>Short stories: Short! Read short stories, predict and analyse features. Write short stories based on those read.</p> <p>Roads End: Write conversations and perform and record an interview.</p> <p>Myths, legends and traditional stories: Beowulf Collect evidence and retrieve information to write a C.V and a</p>	<p>Poetry: Compare and perform - Give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. Plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.</p>

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	whole-class poems, evaluating and editing. Composition work includes drafting and writing a nonsense-writing poem and a free-verse poem. They also prepare poems to read aloud.	the features of dialogue. Migration: Use text and pictures to present non-fiction information report in a modern contextual format.	autobiographical narrative poem.		biography. Compare two versions of the same story.	
GPS	GPS will be taught across the year and will cover these areas:					
	Use cohesive devices to link ideas within and between paragraphs. Develop sentence starters using adverbials, including use of commas. Relative clauses and relative pronouns. Identify and write direct and reported speech.	Persuasive language. Use relative clauses. Use modal verbs to indicate degrees of possibility; use semi-colons and dashes to mark boundaries between independent clauses. Use colons to mark characters' names in a play script. Use adverbials of time, space and number, using commas correctly; using expanded noun phrases.	Use precise word choices to create impact. Use commas accurately to make grammatical boundaries in sentences with more than one clause.	Revision of common and proper nouns, adjectives, noun phrases, determiners and pronouns. Use a range of sentence starters. Use modal verbs and adverbs to indicate degrees of possibility. Use connecting adverbs to structure an argument. Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'; use adverbs to indicate degrees of possibility.	Identify word classes. Use standard and non-standard English. Revision of conjunctions: some, like 'and', 'so', 'but', 'or' (ASBO), make simple links between two main clauses (co-ordination). some, like 'because' and 'whenever', introduce a subordinate clause (subordination).	Use a range of sentence starters to link paragraphs. Revise apostrophes for contracted form and possession. Use clauses and multi clause sentences. Use commas to clarify meaning or avoid ambiguity. Use expanded noun phrases and relative clauses to write descriptively.
Maths – White Rose	Place value Addition & Subtraction	Multiplication & Division Fractions	Multiplication & Division Fractions Decimals & Percentages	Perimeter & Area Statistics	Shape Position & Direction Decimals	Negative Numbers Converting Units Volume

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Science	How and why do materials change? Materials	Can you feel the force? Forces	What is out in space? Earth and Space		Do all animals and plants start life as an egg? Living things and their habitats	How different will you be when you are as old as your grandparents? Animals including humans
History & Geography	History How did the Battle of Britain influence WW2?	Geography What is life like in the Alps?	Geography Why do oceans matter?	Geography Would you like to live in the desert?	History Who were the Anglo-Saxons?	History Were the Vikings really vicious?
Computing	Knowledge and Understanding and Skills in Digital Citizenship and Online Safety will continue throughout the year					
	Coding Understand what a simulation is. Use decomposition and abstraction to make a real-life situation. Recognise variable types and strings.	Spreadsheets Recognise the use of spreadsheets in real-life. Create formulae using text variables.	Databases Search a database to find information, contribute to and create a database.	Game Creator Design a game environment, with playable content.	3D Modelling Explore 3D modelling using digital technology. Design, create and make a 3D model using moving points.	Concept Maps Recognise the possibilities and advantages of concept maps. Contribute to a concept map.
		Word Processing Add and edit text. Insert and edit images, considering Copyright. Present information, including tables.				
Art & Design and Design Technology	Inspirational Artists will be studied where appropriate					
	Art and Design: Interactive installation Sculpture and 3D - learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in	Design Technology: Monitoring devices Digital world - Apply computing knowledge and understanding to program a Micro: bit animal monitoring device.	Art and Design: I need space Drawing – understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It	Design Technology: Pop-up book Mechanical Systems - Make a pop-up book, incorporating a range of mechanisms and decorative features.	Art and Design: Portraits Painting and mixed media - develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-	Design Technology: Bridges Structures - Reinforce structures using knowledge of how supports and strength of structures can be affected by the shapes used. Measure, saw and

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	construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.		emphasises the development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork.		portraits that represent aspects of themselves.	join wood accurately.
PE	<p>Swimming Focus on swimming more fluently and with increased confidence and control.</p> <p>Fitness Activities that explore and develop strength, stamina, speed, co-ordination, balance, and agility.</p>	<p>Indoor Athletics Improve stamina and coordination.</p> <p>Dance Work towards showing varying movement types e.g strength, softness, power, flexibility, control, energy, etc within one performance.</p>	<p>Gymnastics Develop balancing, rolling, jumping and inverted movements. Create more complex and extended sequences.</p> <p>Basketball Develop agility, improve coordination and techniques. Improve defence and attack strategies.</p>	<p>Gymnastics Explore partner relationships such as canon and synchronisation and matching and mirroring.</p> <p>Football Develop their understanding of the attacking and defending principles of invasion games, by maintaining possession and moving the ball towards goal to score.</p>	<p>Volleyball They use skills, strategies and tactics to outwit the opposition, by placing an object away from an opponent to make it difficult for them to return.</p> <p>Rounders Develop their understanding of the principles of striking and fielding. Throwing underarm and overarm, catching and retrieving a ball. To play the different roles and positions.</p>	<p>Swimming Improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</p> <p>Tennis Understand the principles of net and wall games. How they use skills, strategies and tactics to outwit the opposition.</p>
Spanish	<p>Do you have a pet? ¿Tienes una mascota? Repeat, recognise and attempt to spell nouns (including the correct</p>	<p>What is the date? ¿A qué fecha estamos? Repeat, remember and attempt to spell most of the days of the week, the months</p>	<p>What is the weather like today? ¿Qué Tiempo Hace? Repeat most of the weather vocabulary presented in class with good pronunciation,</p>	<p>Clothes La ropa Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders</p>	<p>Habitats Hábitats Tell somebody in Spanish the key elements animals and plants need to survive in their habitat. In</p>	<p>Olympics Las Olimpiadas Tell somebody in Spanish the key facts of the ancient and modern Olympic games. Look for</p>

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	<p>article for each) for pets in Spanish. 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").</p>	<p>of the year and numbers 1-31 in Spanish. Say the date in Spanish. Say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.</p>	<p>and attempt to spell some of these phrases from memory. Ask what the weather is and reply in Spanish. Read a Spanish weather map.</p>	<p>and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p>	<p>Spanish, give examples of the most common habitats for plants and animals and name examples of these habitats. Tell somebody in Spanish which animals and animals live in these different habitats.</p>	<p>cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. Say the nouns in Spanish for key sports in the current Olympic games. Conjugate the irregular verb PRACTICAR to say what sports they play and what sports they do not play. Understand the concept of gender, using el and la when you say you play a sport in Spanish.</p>
RE		<p style="text-align: center;">Philosophy Is believing in God Reasonable? Multi and Humanism</p>	<p style="text-align: center;">Human and Social Science How has belief impacted on music and art through history? Christian and Muslim</p>	<p style="text-align: center;">Philosophy Why should we be good? Multi faith</p>	<p style="text-align: center;">Theology What difference does the resurrection make to Christians? Christian</p>	<p style="text-align: center;">Theology How do Hindus make sense of the world? Hinduism</p>
PSHE	<p style="text-align: center;">Being Me in My World Understand why we have rules, rights and responsibilities. Identify how the actions of one person can affect another, considering our school and the wider community.</p>	<p style="text-align: center;">Celebrating Difference Recognise different types of bullying and strategies to help themselves and others. Explain why racism and other forms of discrimination are unkind.</p>	<p style="text-align: center;">Dreams and Goals Compare and reflect on the hopes and dreams of other young people from different cultures.</p>	<p style="text-align: center;">Healthy me Explain the different roles that food and substances can play in people's lives. Understand issues relating to body image. Respect and value their bodies.</p>	<p style="text-align: center;">Relationships Compare different types of friendships. Understand how to stay safe when using technology, including strategies to manage feelings and pressures they may face when using technology.</p>	<p style="text-align: center;">Changing Me Know why looking after themselves physically and emotionally is important. Accept that changes take place in the body during puberty.</p>

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Music	<p>Living On A Prayer Identify the piece's structure and identify the instruments /voices. Find the pulse whilst listening. Improvise in the lessons and as part of the performance on a glockenspiel.</p>	<p>Classroom Jazz 1 Using glockenspiels the children play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E, D, E, G.</p>	<p>Ukulele Read notes, play chords and rhythms.</p>	<p>Ukulele Follow a piece of music, play and perform.</p>	<p>Dancing in The Street Improvise in the lessons and as part of the performance on recorders. Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G.</p>	<p>Reflect, Rewind and Replay Consolidate learning and performing. Revisit songs and musical activities, within the context of History of Music and the beginnings of the Language of Music.</p>
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Note: This is a guide only. Units may not be taught in the order that they appear.