

English

Reading:

*Continue to read increasingly wide range of fiction, poetry, plays, non-fiction and reference books, structured in different ways, referencing our literary heritage, and other cultures and traditions

*Further develop use of skills and understanding of vocabulary, inference, prediction, explanation, retrieval and sequencing: VIPERS); formally present views, debate, separate fact/opinion

Writing:

*Spelling: more prefixes/suffixes, etymology, morphology, Y5 rules.

*Handwriting: write legibly, fluently and with increasing speed.

*Composition: identify audience, develop ideas with research & author reference, select vocabulary, use character, atmosphere and dialogue to advance action, precis longer passages, wide range of cohesive devices, further organisational and presentational devices, evaluate/edit-enhance effect. Entertain, inform, persuade, discuss.

*Vocabulary, grammar and punctuation: Formal speech, subjunctive forms, passive, modal and perfect verbs, relative clauses, commas, hyphens, brackets, semi-colons, colons, bullet points.

RE

*Why is the Torah so important to Jewish people?

*Why do Hindus want to be good?

*What does it mean if Christians believe God is holy and loving?

*What do Christians believe Jesus did to 'save' people?

*For Christians, what kind of king is Jesus?

*What matters most to Humanists and Christians?

Computing

*Computing Systems & Networks - Sharing information

*Creating media - Video editing: Vector drawing

*Programming - Selection in physical computing

*Data and Information - Flat-file databases

*Programming - Selection in quizzes

PE

Dance, gymnastics, fitness, yoga, athletics, hockey (invasion), volleyball and tennis (net wall), Outdoor Adventurous Activities, cricket (striking and fielding).

Science

Fantastic Forces: Children will build on their learning about forces in Year 3 by exploring falling objects as well as ways in which we can increase the effect of a force.

Spectacular Space: Children will be introduced to a model of the Sun and Earth that enables them to explain day and night, the seasons and the phases of the moon.

Clever Chemistry: Children will build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials as well as exploring reversible and irreversible changes.

Life Lab: Life Cycles: Children will build on their prior learning by exploring and comparing the life cycles of different animal groups, plants and humans.

Year 5 Curriculum Overview

2023-2024



Music

Festivals: Christmas and Summer; World Music Share - Samba

*Can music be used to depict a journey? Composition inspired by Smetana

*What makes music 'Romantic'? Stylistic features & influential composers

*Can music lift spirits in hard times? Class composition and performance

Art

*Drawing - Digital art - study 20th Century Pop Art, create on iPads (Liechtenstein)

*Painting - printing - roller, string and block, create own pop art (Andy Warhol)

*Textiles/collage - techniques - embroidery, tie dye, screen print, batik (Warhol)

DT

*Cooking and Nutrition - Celebrating Food Culture - combine healthy and varied food knowledge and research on festival foods to design a gingerbread Christmas house.

*Mechanisms - Pulleys and gears - investigate gear systems and design and build a motorised toy car that involves a pulley, battery, reverse switch and motor.

*Structures - Frame structures - rigid, gable ended, braced and tent structures

PSHE:

Being Me In My World - democracy and having a voice. **Celebrating Difference** - conflict around cultural differences; racism. **Dreams and Goals** - jobs and careers. **Healthy Me** - vaping, smoking, alcohol, relationships with food, first aid. **Relationships** gaming, screen time, gambling. **Changing Me** - puberty, conception.

Mathematics

Numbers and place value: Read, write, order, compare numbers to 1000000, round to 10 100 1000 10000 100000 Roman to M

Addition and Subtraction: Mental and formal written methods for +/- 4 digit numbers; round to check; multi-step problems

Multiplication and Division: Identify multiples, factors, prime, square, cube numbers; multiply 4 digit by 1 or 2 digit numbers, divide 4 digit by 1. Multiply/divide whole/decimal numbers by 10, 100, 1000.

Fractions: Compare, order, add, subtract fractions with denominators that are multiples of the same number, equivalent fractions, mixed numbers and improper fractions; multiply by whole numbers, decimals to 3dp - read, write order, round, use percentages (recognise as fractions /100), percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ 1, 2, 4 fifths, denominator = multiple of 10, 25

Measurement: *Convert metric units, use common imperial, perimeter/area of composite rectilinear shapes, estimate volume, convert units of time.

Shape and Geometry: *Draw given angles and measure them ($^{\circ}$), identify angles at a point (total 360 $^{\circ}$), angles at a point on a straight line, distinguish irregular and regular shapes. *Identify, describe and represent position of shapes following reflection or translation.

Statistics: Interpret/present discrete/continuous data - line graphs, timetables; solve comparison, sum and difference problems.

MFL

Buildings, directions, shops, Christmas, sports, numbers to 60, seasons, weather, breakfast, Spanish desserts, comparing UK & Spain.

History

*Vikings: How vicious were the Vikings? What does the evidence tell us? Viking and Anglo-Saxon struggle for the Kingdom of England.

*Maya: Who were the Maya and what happened to them? Non-European society that provides contrast with British history.

*Crime and Punishment: How has crime and punishment changed over the last 1000 years? Theme in British history that extends chronological knowledge beyond 1066.

Geography

*Cartographers: What can I find on Earth? Locational knowledge

*Costa Rica: Why is this biome crucial? Human and physical geography

*Living in a sustainable world: How to make our local area more sustainable.