

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	<p>Topic: Online Safety Knowledge: SMART rules revisited with focus on permission and altering images as well as the impact that digital content can have Recognising reliability of results online Skills: Applying SMART rules Researching, recording and analysing</p>	<p>Topic: Spreadsheets Knowledge: Using formulas to test hypothesis Skills: Formatting cells Creating formulas to make calculations</p>	<p>Topic: Game Creator Knowledge: Create a competitive game based on own knowledge of games and their playability Skills: Animation Repetition Evaluating content</p>	<p>Topic: Word processing Knowledge: formatting document, add text, edit, insert Skills: keyboard and mouse skills.</p>	<p>Topic: Coding Knowledge: Building on knowledge of previous years, design and write a code, which simulates a physical system using decomposition Explore use of 'launch' command and use timers and a score pad to code game Skills: Designing and writing code Debugging</p>	

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	<p>Topic: Databases</p> <p>Knowledge: Search database and organise data Represent data in pictorial form</p> <p>Skills: Reading data and representing it in a variety of ways Application of cross-curricular knowledge by creating a database</p>					
DT	<p>Topic: Mobile phone case</p> <p>Knowledge: Designing and making a mobile phone case</p> <p>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</p> <p>Knowledge: Designing a pasty and making pastry</p> <p>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</p> <p>Knowledge: Designing and making a moving toy using cams</p> <p>Skills: Understanding cam mechanisms Designing a simple moving toy Measuring, sawing, sanding and joining Problem solving Evaluating</p>	
English	<p>Text: The Twits narrative (Response to a text) Plot development Characterisation Relative clauses</p>	<p>Topic: Space non-chronological reports (Talk for writing) Organisational features Select appropriate vocabulary</p>	<p>Text: Kensuke's Kingdom (Response to a text) Diary Settings Informal letter Instructional text</p>	<p>Text: Highwayman poetry (Response to a text) Formal, persuasive letter Monologue Tragedy story Setting</p>	<p>Topic: Poetry Magic Box (Performance) Perform their own compositions Prepare and read poems aloud</p>	<p>Topic: Wish Story (Talk for writing) Informal letter Wish story Characterisation Relative clauses</p>

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	<p>Punctuating Dialogue accurately Balance between dialogue and narrative Evaluate and edit the effectiveness of their writing</p> <p>Topic: The Piano (Response to clip) Flashbacks Informal letter Characterisation Select appropriate vocabulary Range of sentence structures</p> <p>Class Reader: Kensuke's Kingdom by Michael Morpurgo</p>	<p>Relative clauses Parenthesis-dashes and brackets Evaluate and edit the effectiveness of their writing</p> <p>Topic: Space News Reports Planet (Talk for writing) Organisational features Identify audience and purpose Range of sentence structures</p> <p>Class Reader: Deadline by Simon Cheshire</p>	<p>Figurative language Expanded noun phrases by the addition of modifiers Range of sentence structures Organisational features Parenthesis-brackets</p>	<p>Newspaper report</p> <p>Figurative language Summarise key events of a text Characterisation Link ideas across paragraphs Commas to clarify meaning Evaluate and edit the effectiveness of their writing Devices to build cohesion within and across paragraphs and sentences</p>	<p>Discuss a range of poetry</p> <p>Topic: The workhouses (Talk for writing) Discussion text Diary Non-chronological report</p> <p>Parenthesis-dashes, brackets and commas Organisational features Evaluate and edit the effectiveness of their writing</p> <p>Class Reader: Asha and the Spirit Bird by Jasbinder Bilan</p>	<p>Figurative language Commas to clarify meaning</p> <p>Transition Task: Taking Flight</p> <p>Class Reader: A Midsummer Night's Dream by Andrew Matthews (abridged Shakespeare)</p>
French	<p>Topic: Phonics 3 Presenting Myself Knowledge: Learn key French sounds Revise greetings Revise numbers</p>	<p>Topic: Family Knowledge: Family members Numbers to 100 Verb (to be called) Gender & articles Possessives</p>	<p>Topic: My Home Knowledge: Rooms in a house Names of places Gender & articles 1st person (to live, to have) Negatives</p>	<p>Topic: Habitat Knowledge: Names of habitat Names of plants Names of animals Verbs (to live, to grow) Skills:</p>	<p>Topic: Clothes Knowledge: Items of clothing Gender & articles 1st person (to wear) High frequency verbs</p>	<p>Topic: Olympics Knowledge: Key facts about the Olympics Names for sports Names for athletes Gender & articles Verb to do</p>

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	<p>Asking for key information 1st person Adj. agreement Skills: Ask and answer simple questions Create a short spoken passage Read short passages Write short phrases</p>	<p>Skills: Ask and answer simple questions Create a short spoken passage Read short passages Write short phrases</p>	<p>Conjunctions Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>	<p>Listen to extended passage Recognising similar words in French/English Read short passages Write short phrases</p>	<p>Skills: Ask and answer questions Create longer spoken sentences Write short phrases</p>	<p>High frequency 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>			

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<p>Maths</p> <p>(Fluency, problem solving and reasoning included in all topics)</p>	<p>Topic: Number and place value Order and comparing up to 7 digits Interpreting negative numbers Rounding 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>Topic: Multiplication and Division Multiply and divide mentally Multiply and divide by 10,100 and 1000 Multiples & factors, 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: Decimals Multiply and divide by 10,100 and 1000 Use all 4 operations to solve measure problems</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: Finish This (composition) Knowledge and skills: Listen and reflect on a piece of orchestral music Use appropriate musical vocabulary</p>	<p>Topic: Gustav Holst (composer) Knowledge and skills: Understand how pulse, rhythm and pitch work together Musical improvisation</p>	<p>Topic: Protest songs (listening & composition) Knowledge and skills: Explore the social and cultural meaning of music</p>

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	<p>Compose their own musical motifs and perform as an ensemble with growing confidence</p> <p>Topic: Performance – Christmas production Knowledge and skills: Ensemble singing with confidence and precision Develop an understanding of the context of music Cross curricular link: RE</p>		<p>Appraisal of Gustav Holst’s music and historical context Cross curricular link: Science</p>		<p>Explore the history and context of these pieces Develop lyric writing and song structures Compose and evaluate simple pieces of music</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</p>	<p>Topic: Anti-bullying Knowledge: What is bullying? Different types of bullying (including</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</p>		<p>Topic: Financial awareness Knowledge: Understand personal finance Understand what</p>	<p>Topic: Health education - changing adolescent body Knowledge: External body changes</p>

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	<p>Mental Health and wellbeing Growth Mindset - The dip Skills: Setting goals Resilience Active listening Learning from experiences</p>	<p>cyber, racial and homophobic) Identity and diversity 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>Understand the role of voluntary, community and pressure groups. Skills: Empathy Critical, constructive self-reflection (including being aware of own needs, motivations) Analysis Drawing and defending conclusions Team-work</p>	<p>things need to be paid for Cost of living and budgeting. Wages – tax, NI etc Understand the terms debt and credit Skills: Making decisions. Self-organisation. Planning and deciding</p>	<p>Internal body changes (including menstruation) Keeping clean Body Image Skills: Active listening. Formulating questions. Responding to the need for positive affirmation for self and others</p>	
PE	<p>Topic: Cognitive (RealPE) outside Knowledge: I can develop mine and others work Skills: Coordination ball skills (9) Agility</p>	<p>Topic: Creative (RealPE) inside Knowledge: I can respond, adjust and adapt skills to different situations Skills: Static balance seated (2)</p>	<p>Topic: Social (RealPE) outside Knowledge: I can give and receive feedback. I can negotiate and collaborate Skills: Dynamic</p>	<p>Topic: Physical (RealPE) inside Knowledge: I can combine skills, perform a range of skills Skills: Static balance one leg (1)</p>	<p>Topic: Health and fitness (RealPE) inside/outside Knowledge: I can self-select and perform warm ups and cool downs. I</p>	<p>Topic: Personal (RealPE) outside Knowledge: I can recognise strengths and weaknesses, set myself targets</p>

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	react/response (12)	static balance floor work (3)	balance (5) Counter balance (7)	balance to agility - jumping and landing (6)	can plan and identify dangers Skills: Static balance stance (4) footwork (10) Application: rounders /cricket/ Tennis	Skills: Agility - ball chasing (11) co-ordination with equipment (8)
	Topic: RealDance Knowledge: I can develop movement to music and create a story through music Skills: footwork, timing, team-work, sequencing movement	Topic: Application cognitive/creative to tag rugby/hockey Knowledge: I can transfer and apply skills Skills: co-ordination, agility	Topic: Real Gym Social Knowledge: I can negotiate and collaborate Give and receive sensitive feedback Skills: Hand apparatus and low apparatus	Topic: Physical outside Knowledge: I can combine skills, perform a range of skills Skills: application to netball/ basketball/hockey	Topic: Real Gym Knowledge: I can self-select and perform warm ups and cool downs I can plan and identify dangers Skills: partner work, large apparatus	Topic: Personal outside Knowledge: I can recognise strengths and weaknesses, set myself targets Skills: agility - ball chasing (11) co-ordination with equipment (8) Application to athletics and sports day
Science	Topic: Forces Knowledge: 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	Topic: Earth and space Knowledge: 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	Topic: Properties and changes to materials Knowledge: Compare and group together everyday materials on the basis of their properties 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	Topic: Living things and their habitats Knowledge: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in	Topic: Animals including humans Knowledge: Describe the changes as humans develop to old age Skills: All working scientifically skills with a focus on asking questions	

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	<p>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</p> <p>Skills: All working scientifically skills with a focus on observing and measuring, and interpreting and communicating results</p>	<p>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</p> <p>Skills: All working scientifically skills with a focus on asking questions and evaluating</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials 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</p> <p>Skills: All working scientifically skills with a focus on setting up tests, recording data and evaluating</p>	<p>some plants and animals</p> <p>Skills: All working scientifically skills with a focus on observing and measuring, and recording data</p>	<p>and making predictions</p>
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