

Year 5 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Topic:</b> Sculpture/Modelling Anglo-Saxon art and culture</p> <p><b>Knowledge:</b> Saxon art and culture</p> <p>Know about skills, techniques and materials used in Saxon times</p> <p><b>Skills:</b> Refer to knowledge of Saxon times to explain choices in design and colour</p>	<p><b>Topic:</b> Drawing - human form</p> <p><b>Knowledge:</b> Understand basic proportion of human body</p> <p>Understand light source and direction</p> <p><b>Skills:</b> Use line, tone and shading to represent 3D form</p>	<p><b>Topic:</b> Sculpture - Moore and Hepworth</p> <p><b>Knowledge:</b> Know about different sculptors and their practices/processes</p> <p><b>Skills:</b> Create slabs</p> <p>Slip and score technique to join clay</p>	<p><b>Topic:</b> Painting - landscapes</p> <p><b>Knowledge:</b> Develop understanding of composition</p> <p><b>Skills:</b> Blotting and splattering</p> <p>Mix and match paint to create any colour</p> <p>Create tones and tints</p> <p>Incorporate techniques</p>	<p><b>Topic:</b> Photography</p> <p><b>Knowledge:</b> Photographic shots and their effects</p> <p>Technical vocabulary</p> <p>Understand basic theory behind setting up an effective composition</p> <p>Develop concept of art having a narrative</p> <p><b>Skills:</b> Create interesting composition</p> <p>Use range of shots</p> <p>Be able to explain choices content/long shot/close up</p>	
<b>Computing</b>	<p><b>Topic:</b> Online Safety</p> <p><b>Knowledge:</b> SMART rules revisited with focus on permission and altering images as well as the impact that digital content can have</p> <p>Recognising reliability of results online</p> <p><b>Skills:</b> Applying SMART rules</p> <p>Researching, recording and</p>	<p><b>Topic:</b> Databases</p> <p><b>Knowledge:</b> Search database and organise data</p> <p>Represent data in pictorial form</p> <p><b>Skills:</b> Reading data and representing it in a variety of ways</p> <p>Application of cross-curricular knowledge by creating a database</p>	<p><b>Topic:</b> Spreadsheets</p> <p><b>Knowledge:</b> Using formulas to test hypothesis</p> <p><b>Skills:</b> Formatting cells</p> <p>Creating formulas to make calculations</p>	<p><b>Topic:</b> Game Creator</p> <p><b>Knowledge:</b> Create a competitive game based on own knowledge of games and their playability</p> <p><b>Skills:</b> Animation</p> <p>Repetition</p> <p>Evaluating content</p>	<p><b>Topic:</b> Coding</p> <p><b>Knowledge:</b> Building on knowledge of previous years, design and write a code, which simulates a physical system using decomposition</p> <p>Explore use of 'launch' command and use timers and a score pad to code game</p> <p><b>Skills:</b> Designing and writing code</p>	<p><b>Topic:</b> Computer generated 3D modelling with Sketch up</p> <p><b>Knowledge:</b> Developing Computer aided designs (CAD) for DT unit</p> <p><b>Skills:</b> Designing for a purpose</p>

Year 5 Curriculum overview

	analysing				Debugging	
<b>DT</b>	<p><b>Topic:</b> Mobile phone case  <b>Knowledge:</b> Designing and making a mobile phone case  <b>Skills:</b> 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><b>Topic:</b> Healthy eating  <b>Knowledge:</b> Designing a pasty and making pastry  <b>Skills:</b> Understanding healthy options  Kneading, mixing, rolling, slicing, grating  baking  Measuring/weighing ingredients accurately  Following instructions</p>		<p><b>Topic:</b> Moving Toys  <b>Knowledge:</b> Designing and making a moving toy using cams  <b>Skills:</b> Understanding cam mechanisms  Designing a simple moving toy  Measuring, sawing, sanding and joining  Problem solving  Evaluating</p>	
<b>English</b>	<p><b>Baseline task</b>  Something Fishy</p> <p><b>Text:</b> The Twits  narrative  Response to a text  Plot development  Characterisation  Relative clauses  Punctuating  Dialogue accurately  Balance between dialogue and narrative  Evaluate and edit the effectiveness of their writing</p> <p><b>Topic:</b> The Piano  Response to clip  Flashbacks  Informal letter  Characterisation</p>	<p><b>Topic:</b> Space non-chronological reports  Talk for writing  Organisational features  Select appropriate vocabulary  Relative clauses  Parenthesis-dashes and brackets  Evaluate and edit the effectiveness of their writing</p> <p><b>Topic:</b> Space News Reports  Planet  Talk for writing  Organisational features  Identify audience and purpose</p>	<p><b>Text:</b> Kensuke's Kingdom  Response to a text  Diary  Settings  Informal letter  Instructional text</p> <p>Figurative language  Expanded noun phrases by the addition of modifiers  Range of sentence structures  Organisational features  Parenthesis-brackets</p> <p><b>Class Reader:</b>  Portsmouth Book Awards</p>	<p><b>Text:</b> Highwayman (poetry)  Response to a text  Formal, persuasive letter  Monologue  Tragedy story  Setting  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</p>	<p><b>Topic:</b> Poetry  Magic Box  Perform their own compositions  Prepare and read poems aloud  Discuss a range of poetry</p> <p><b>Topic:</b> 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><b>Topic:</b> Wish Story  Talk for writing  Informal letter  Wish story</p> <p>Characterisation  Relative clauses  Figurative language  Commas to clarify meaning</p> <p><b>Transition Task:</b>  Taking Flight</p> <p><b>Class Reader:</b>  The girl who stole an elephant by Nizrana Farook</p>

### Year 5 Curriculum overview

	<p>Select appropriate vocabulary Range of sentence structures</p> <p><b>Class Reader:</b> The Twits by Roald Dahl</p>	<p>Range of sentence structures</p> <p><b>Class Reader:</b> Deadline by Simon Cheshire</p>		<p>paragraphs and sentences</p> <p><b>Class Reader:</b> Kensuke's Kingdom by Michael Morpurgo</p>	<p><b>Class Reader:</b> A Midsummers night dream short version by William Shakespeare</p>	
<b>French</b>	<p><b>Topic:</b> Describing places <b>Knowledge:</b> Names of places Locations in school Understanding and giving directions Verb: to go Verb: to live <b>Skills:</b> Take part in conversations using accurate pronunciation Read and understand a short text Write a short paragraph using a word bank</p>	<p><b>Topic:</b> Food and drink <b>Knowledge:</b> Types of food and drink Language of opinion Number 40-200 Verb: to like Negative sentence structure <b>Skills:</b> Take part in conversations using accurate pronunciation Read and understand a short text Write a short paragraph using a word bank Express opinions giving reasons</p>		<p><b>Topic:</b> School subjects <b>Knowledge:</b> Vocabulary of school subjects Adjectives for description Verb: to like Negative sentence structure <b>Skills:</b> Take part in conversations using accurate pronunciation Read and understand a short text Write a short paragraph using a word bank Express opinions giving reasons</p>		
<b>History &amp; Geography</b>	<p><b>Topic:</b> Anglo-Saxons and Vikings <b>Knowledge:</b> Why the Romans left Britain Settlements Crime and punishment The role of religion Viking invasion at Lindisfarne Battle of Hastings <b>Skills:</b> Chronology Historical enquiry Devise historically valid questions <b>Trips/enrichment opportunities:</b> Anglo-Saxons day</p>	<p><b>Topic:</b> Dangers and Disaster- Earthquakes and volcanoes <b>Knowledge:</b> 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 <b>Skills:</b> to ask questions about why disasters happen</p>		<p><b>Topic:</b> Victorians <b>Knowledge:</b> Queen Victoria Rich and poor Children in Victorian times Evaluating if it was a golden or dark era <b>Skills:</b> Chronology Historical enquiry Interpretations of the past <b>Trips/enrichment opportunities:</b> Southsea walk</p>		

### Year 5 Curriculum overview

		<p>Understand why people live near to them Understand the links between physical and human geography</p> <p><b>Topic:</b> Dangers and Disaster- Rivers and Flooding <b>Knowledge:</b> Features of rivers Flooding Land use Water cycle <b>Skills:</b> Fieldwork- River trip- observe a river in action</p>	
<p><b>Maths</b>  (Fluency, problem solving and reasoning included in all topics)</p>	<p><b>Topic:</b> 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><b>Topic:</b> Addition and subtraction Mental calculation with increasing number size Formal written methods Rounding to check Missing digit and multi-step problems</p> <p><b>Topic:</b> 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><b>Topic:</b> Statistics Comparing data</p>	<p><b>Topic:</b> Multiplication and Division Multiply and divide mentally Multiply and divide by 10,100 and 1000 Multiples &amp; factors, Square &amp; cube numbers Prime &amp; composite numbers Solve problems using knowledge of the above</p> <p><b>Topic:</b> Fractions Compare and order fractions Equivalent fractions Recognise and covert mixed &amp; improper fractions Add &amp; 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><b>Topic:</b> Decimals and percentages</p>	<p><b>Topic:</b> Decimals Multiply and divide by 10,100 and 1000 Use all 4 operations to solve measure problems</p> <p><b>Topic:</b> Geometry Properties of shapes and angles Position and direction Identify and describe the position of a shape following a translation or reflection</p> <p><b>Topic:</b> Measurement Converting units Convert between units or metric measure, Understand use equivalences between metric &amp; imperial Solve problems using the above</p> <p><b>Topic:</b> Volume Estimate volume and capacity Use all 4 operations to solve problems</p>

### Year 5 Curriculum overview

	<p>Timetables and time intervals</p> <p><b>Topic: Area and Perimeter</b> – measure and calculate perimeter of composite and rectilinear shapes, calculate and compare the areas of rectangles</p>		<p>Read, write, order and compare decimals with up to 3 places</p> <p>Recognise and use thousandths</p> <p>Round decimals and solve problems using the above</p> <p>Recognise %</p> <p>Write percentages as fractions &amp; decimals</p>			
<b>Music</b>	<p><b>Topic:</b> Composers – Hans Zimmer</p> <p><b>Knowledge and skills:</b> Listen and reflect on a piece of orchestral music</p> <p>Use appropriate musical vocabulary</p> <p>Improvise their own piece of music and perform as an ensemble with growing confidence</p>	<p><b>Topic:</b> Performance – Christmas production</p> <p><b>Knowledge and skills:</b> Ensemble singing with confidence and precision</p> <p>Develop an understanding of the context of music</p> <p>Cross curricular link: RE</p>	<p><b>Topic:</b> Listening – Solar System</p> <p><b>Knowledge and skills:</b> Understand how pulse, rhythm and pitch work together</p> <p>Musical improvisation</p> <p>Appraisal of Gustav Holst’s music and historical context</p> <p>Cross curricular link: Science</p>		<p><b>Topic:</b> Musical Narratives</p> <p><b>Knowledge and skills:</b> Explore the social and cultural meaning of music</p> <p>Explore the history and context of these pieces</p> <p>Develop lyric writing and song structures</p> <p>Compose and evaluate simple pieces of music</p>	
<b>RE</b>	<p><b>Topic:</b> Sacred- The Mosque</p> <p><b>Knowledge:</b> Know the meaning of sacred</p> <p>Understand the importance of the Mosque to Muslims</p>	<p><b>Topic:</b> Prophecy</p> <p><b>Knowledge:</b> Know the meaning of prophecy</p> <p>Understand the significance of the Magi’s prophecy to Christians</p>	<p><b>Topic:</b> Identity- Eucharist</p> <p><b>Knowledge:</b> Know the meaning of identity</p> <p>Know what the Eucharist is and why it is important to Christians</p>	<p><b>Topic:</b> Sacrifice- Easter</p> <p><b>Knowledge:</b> Know the meaning of sacrifice</p> <p>Understand why Jesus’ sacrifice is important to Christians</p>	<p><b>Topic:</b> Ritual- Ramadan</p> <p><b>Knowledge:</b> Understand Ramadan and why it is important to Muslims</p>	<p><b>Topic:</b> Justice- Stories of Justice in Christianity and Islam</p> <p><b>Knowledge:</b> Know the meaning of justice</p> <p>Understand that Christians and</p>

Year 5 Curriculum overview

	<p>Know different parts of the Mosque</p> <p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know the gifts brought by the Magi and what they represent</p> <p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>	<p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>	<p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>	<p>Know the events of the ritual of Ramadan</p> <p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>	<p>Muslims believe God is just</p> <p><b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate</p>
<p><b>PSHE</b></p>	<p><b>Topic:</b> Vision and values</p> <p><b>Knowledge:</b> Rules and Routines Health and safety Mental Health and wellbeing Growth Mindset - The dip</p> <p><b>Skills:</b> Setting goals Resilience Active listening Learning from experiences</p>	<p><b>Topic:</b> Anti-bullying</p> <p><b>Knowledge:</b> What is bullying? Different types of bullying (including cyber, racial and homophobic) Identity and diversity Why people might become bullies</p> <p>Establishing a system for dealing with any bullying problems</p> <p><b>Skills:</b> Recognising some of the ways our brains can trick us or trap us in unhelpful thinking (including generalisation, distortion of</p>	<p><b>Topic:</b> Drugs education</p> <p><b>Knowledge:</b> Smoking, Drinking, Legal/Illegal Drugs Health implications Legalities and consequences</p> <p><b>Skills:</b> Identification, assessment and management of risk Recognising and utilising strategies for managing pressure, persuasion and coercion Critical, constructive self-reflection</p>		<p><b>Topic:</b> First Aid</p> <p><b>Knowledge:</b> Calling for help Basic first aid for: Head injuries Bleeding Choking Unresponsive</p> <p><b>Skills:</b> Making decisions Recalling and applying knowledge Self-organisation Communication</p>	<p><b>Topic:</b> Relationships and Sex Education</p> <p><b>Knowledge:</b> Different types of relationships Changes to the body How babies are made How babies are born</p> <p><b>Skills:</b> Active listening Formulating questions</p>

Year 5 Curriculum overview

		events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Evaluating social norms Empathy				
PE	<p><b>Topic:</b> Cognitive <b>Knowledge:</b> I can develop mine and others work <b>Skills:</b> Coordination ball skills (9) Agility react/response (12)</p>	<p><b>Topic:</b> Creative <b>Knowledge:</b> I can respond, adjust and adapt skills to different situations <b>Skills:</b> Static balance seated (2) static balance floor work (3)</p>	<p><b>Topic:</b> Social <b>Knowledge:</b> I can give and receive feedback. I can negotiate and collaborate <b>Skills:</b> Dynamic balance (5) Counter balance (7)</p>	<p><b>Topic:</b> Physical <b>Knowledge:</b> I can combine skills, perform a range of skills <b>Skills:</b> Static balance one leg (1) balance to agility - jumping and landing (6)</p>	<p><b>Topic:</b> Health and fitness <b>Knowledge:</b> I can self-select and perform warm ups and cool downs. I can plan and identify dangers <b>Skills:</b> Static balance stance (4) footwork (10) <b>Application:</b> rounders /cricket/ Tennis</p>	<p><b>Topic:</b> Personal Knowledge: I can recognise strengths and weaknesses, set myself targets <b>Skills:</b> Agility - ball chasing (11) co-ordination with equipment (8)</p>
	<p><b>Topic:</b> Dance - Robin Hood <b>Knowledge:</b> I can develop movement to music and create a story through music <b>Skills:</b> footwork, timing, team-work,</p>	<p><b>Topic:</b> Application cognitive/creative to tag rugby/hockey <b>Knowledge:</b> I can transfer and apply skills <b>Skills:</b> co-ordination, agility</p>	<p><b>Topic:</b> Real Gym Social <b>Knowledge:</b> I can negotiate and collaborate Give and receive sensitive feedback <b>Skills:</b> Hand apparatus and low</p>	<p><b>Topic:</b> Physical <b>Knowledge:</b> I can combine skills, perform a range of skills <b>Skills:</b> application to netball/ basketball/hockey</p>	<p><b>Topic:</b> Real Gym <b>Knowledge:</b> I can self-select and perform warm ups and cool downs I can plan and identify dangers <b>Skills:</b> partner work, large apparatus</p>	<p><b>Topic:</b> Personal <b>Knowledge:</b> I can recognise strengths and weaknesses, set myself targets <b>Skills:</b> agility - ball chasing (11) co-ordination with equipment (8)</p>

Year 5 Curriculum overview

	sequencing movement		apparatus			Application to athletics and sports day
<b>Science</b>	<p><b>Topic:</b> Forces  <b>Knowledge:</b>            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  <b>Skills:</b>            Observing and measuring            Interpreting and communicating results</p>	<p><b>Topic:</b> Earth and space  <b>Knowledge:</b>            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  <b>Skills:</b>            Asking questions            Making predictions</p>	<p><b>Topic:</b> Properties and changes to materials  <b>Knowledge:</b> 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            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  <b>Skills:</b>            Setting up data            Recording data and evaluating</p>	<p><b>Topic:</b> Living things and their habitats  <b>Knowledge:</b>            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  <b>Skills:</b>            Observing and measuring            Interpreting and communicating results</p>	<p><b>Topic:</b> Animals including humans  <b>Knowledge:</b>            Describe the changes as humans develop to old age  <b>Skills:</b>            Making predictions            Recording data</p>	