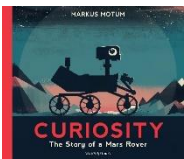
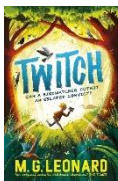




# Year 5 Curriculum Overview

|         | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|         | <p>Curiosity: The story of a Mars Rover<br/>By Markus Motum</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   <p>Arthur &amp; the Golden Rope by Todd Stanton<br/>The Last Wild by Piers Torday</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Twitch by M.G. Leonard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| English | <p><b>Writing to include:</b></p> <ul style="list-style-type: none"> <li>• Role on the Wall</li> <li>• Poster</li> <li>• Research notes</li> <li>• Non-chronological texts</li> <li>• Illustration spread</li> <li>• Hot-seating questions</li> <li>• Writing in role</li> <li>• Eyewitness accounts</li> <li>• News piece</li> <li>• Diagrams, charts and graphic models</li> <li>• Double Bubble</li> <li>• Oral presentation</li> <li>• Exhibition labels</li> <li>• Speech</li> <li>• Biography</li> <li>• Documentary script</li> <li>• Research reports</li> </ul> <p><b>Grammar to include:</b></p> <ul style="list-style-type: none"> <li>• Verb prefixes (e.g., dis-, de-, mis-, re-)</li> <li>• Relative clauses</li> <li>• Pronouns to aid cohesion</li> <li>• Commas &amp; parenthesis to clarify</li> <li>• Adverbials of time, place &amp; number</li> <li>• Adverbs or modal verbs for degrees of possibility</li> <li>• Paragraphs to organise ideas</li> <li>• Subheadings to aid presentation</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Explore levels of formality</li> </ul> | <p><b>Writing to include:</b></p> <ul style="list-style-type: none"> <li>• Annotations</li> <li>• Text marking</li> <li>• Note taking</li> <li>• Newspaper report</li> <li>• Writing in Role</li> <li>• Poetry</li> <li>• Story mapping</li> <li>• Script</li> <li>• Persuasive letter</li> <li>• To plan and write a short story</li> <li>• Setting and character descriptions.</li> </ul> <p><b>Grammar to include:</b></p> <ul style="list-style-type: none"> <li>• Explore levels of formality</li> <li>• Adverbs or modal verbs for degrees of possibility</li> <li>• Progressive form of verbs to mark actions in progress</li> <li>• Figurative language, including metaphor, simile, personification</li> <li>• Verb prefixes (e.g., dis-, de-, mis-, re-)</li> <li>• Inverted commas to punctuate direct speech</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Adverbials of time, place &amp; duration.</li> </ul> | <p><b>Writing to include:</b></p> <ul style="list-style-type: none"> <li>• Knowledge Organisers</li> <li>• Balanced Argument</li> <li>• Personal Writing</li> <li>• Poetry</li> <li>• Explanatory Writing</li> <li>• Online news article</li> <li>• Extended Narrative</li> <li>• Information book</li> <li>• Writing in role - diary</li> <li>• Mystery genre short story</li> </ul> <p><b>Grammar to include:</b></p> <ul style="list-style-type: none"> <li>• Punctuated direct speech</li> <li>• Compare standard English forms and spoken forms</li> <li>• Formation of verbs using suffixes (-ate, -ise, -ify)</li> <li>• Adverbs or modal verbs for degrees of possibility</li> <li>• Figurative language, including metaphor, simile, personification</li> <li>• Devices to build cohesion</li> <li>• Expanded verb, adverbial &amp; noun phrases</li> <li>• Relative clauses</li> </ul> |



# Year 5 Curriculum Overview

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| <p><b>Maths</b></p> | <p><b>Number and Place Value</b></p> <p>Reading and writing numbers up to 1,000,000</p> <p>Comparing and rounding of numbers</p> <p>Roman numerals to 1000</p> <p><b>Number - Addition and Subtraction</b></p> <p>Written methods to add and subtract whole numbers</p> <p>Use of inverse operations</p>                                                                               | <p><b>Number - multiplication and division</b></p> <p>Finding factors, multiples, square and prime numbers</p> <p>Multiplying and dividing by 10, 100, 1000</p> <p><b>Fractions</b></p> <p>Recognising and finding equivalent fractions</p> <p>Adding and subtracting fractions and mixed numbers</p>                                                                                      | <p><b>Number - multiplication and division</b></p> <p>Multiplying whole numbers up to 4 digit by 2 digit</p> <p>Use of short division to divide numbers by a single digit</p> <p><b>Fractions</b></p> <p>Multiplying a fraction by an integer</p> <p>Finding a fraction of an amount</p>             | <p><b>Decimals and Percentages</b></p> <p>Recognising and comparing decimals up to 3dp</p> <p>Recognising percentages as fractions and decimals</p> <p><b>Measurement - perimeter and area</b></p> <p>Calculating the area and perimeter of rectangles and rectilinear shapes</p> <p><b>Statistics</b></p> <p>To draw, read and interpret line graphs</p> <p>To draw, read and interpret timetables</p>      | <p><b>Geometry - Properties of Shape</b></p> <p>Measuring and drawing angles up to 180o</p> <p>Calculating angles around a point and straight line</p> <p>Identifying regular and irregular polygons and 3D shapes</p> <p><b>Position and Direction</b></p> <p>Problem solving with coordinates</p> <p>Translation of shape using coordinates</p> <p>Symmetry and reflection</p> | <p><b>Decimals</b></p> <p>Add and subtract decimal numbers</p> <p><b>Negative numbers</b></p> <p>Compare and order negative numbers</p> <p><b>Measurement</b></p> <p>Converting metric units of measurement</p> <p>Converting units of time</p> <p>Estimating volume and capacity</p>                                                                                                  |
|                     | <p><b>Creation and Covenant</b></p> <p>Retell the story of Moses focusing on the call and covenant (the Burning Bush, the Sinai Covenant and the Ten Commandments)</p> <p>Showing how the Ten Commandments help us live good and happy lives</p> <p><b>CST: Care for Creation</b></p> <p><b>Other Faith: Hinduism (End of October - Diwali)</b></p> <p>Brahman - Belief in one God</p> | <p><b>Prophecy and Promise</b></p> <p>Showing an understanding of the life of David and a shepherd as a leader</p> <p>Show understanding of Scripture passages which show Jesus as a fulfilment of David's promise</p> <p><b>CST: Preferential Option for the Poor</b></p> <p><b>Other Faith: Judaism (End of December - Hanukkah)</b></p> <p>Revision of the Passover - Belief in one</p> | <p><b>Galilee to Jerusalem</b></p> <p>Recognising the Beatitudes as a way leading a blessed life and making links between them and the Ten Commandments</p> <p>Describing the transfiguration and what it shows us of the importance of Moses and Elijah</p> <p><b>CST: Solidarity and Peace</b></p> | <p><b>Desert to Garden</b></p> <p>Making links between Ash Wednesday and Lent as a time of reflection</p> <p>Describing the term 'conscience' and Catholics belief in the resurrection</p> <p>Knowing the rosary as a prayerful reflection of the life of Christ</p> <p><b>CST: Community and Participation</b></p> <p><b>Other Faith: Islam (Mid March - Eid al-Fitr)</b></p> <p>Ramadan and pilgrimage</p> | <p><b>To the Ends of the Earth</b></p> <p>Showing knowledge and understanding of the Sacrament of Confirmation</p> <p>Describing the gifts of the Holy Spirit and how they help Christians be good disciples</p> <p>Using the lives of Mary and other saints to explain the term 'discipleship'</p> <p><b>CST: Dignity of Workers</b></p>                                        | <p><b>Dialogue and Encounter</b></p> <p>Focus on the bible and how if came together and that it contains sacred texts from Judaism, the Gospels and other early writing of the Church</p> <p>Recognise that the Tanakh uses different names for God that reveal aspects of his nature</p> <p>Describe some Jewish beliefs expressed in the Shema prayer</p> <p><b>CST: Dignity</b></p> |



# Year 5 Curriculum Overview

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|         |                                                                                                                                                                                 | God who cares for his people                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                   |
| Science | <b>Earth and Space</b><br>Exploring why we have day and night<br>Investigating celestial objects in space<br>Looking at models of the solar system: Geocentric and Heliocentric | <b>Properties and changes of materials</b><br>Exploring different materials and their uses<br>Identifying thermal conductors and insulators<br>Exploring mixing, separating, reversible and irreversible changes                                                                                                                                                                                                                                                                 | <b>Animals including humans</b><br>Human life cycle including puberty and pregnancy<br>Exploring differences and similarities in other animal life cycles                                                                                                                                                                                                                                                | <b>Forces</b><br>Investigating friction including air and water resistance<br>Identifying what gravity does | <b>Living things and their habitats</b><br>Exploring how different animal develop including metamorphosis<br>Investigating the need for variation among living things                                                                                                                                                                                                                                                                                                                                  | <b>The scientific method</b><br>Exploring the use of variables, equipment and data<br>Investigating benefits of scientific method |
| History |                                                                                                                                                                                 | <b>Ancient Greece</b><br>Describe the features of Ancient Greece.<br>Identify the key periods in the ancient Greek civilisation.<br>Make inferences about Greek gods.<br>Research a Greek god.<br>Compare Athens and Sparta.<br>Understand the different types of democracy.<br>Explain how Athenian democracy worked.<br>Explain what philosophy is.<br>Identify the achievements of the ancient Greek philosophers.<br>Identify the ancient Greeks' legacies and their impact. | <b>Vikings</b><br>Explain where the Vikings came from and why they invaded Britain.<br>Sequence events according to their significance for groups of people.<br>Find evidence and make inferences from sources.<br>Name Viking trade routes.<br>Explain why trade routes were important to the Vikings.<br>Identify the differences between Viking sagas.<br>Evaluate the impact of Viking achievements. |                                                                                                             | <b>Tudors</b><br>Extract information about Henry VIII from sources.<br>Explain their interpretation of Henry VIII using evidence from sources.<br>Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period.<br>Reflect on the role of absolute power in the Tudor period.<br>Describe why royal progresses are considered propaganda.<br>Consider the reliability of |                                                                                                                                   |



# Year 5 Curriculum Overview

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| Geography | <p><b>Would you like to live in the desert?</b></p> <p>Locate the world's major hot deserts and understand their position using lines of latitude.</p> <p>Explore the characteristics, physical features and climate of hot desert biomes, including the Mojave Desert.</p> <p>Investigate how people use and live in desert environments, considering the benefits and challenges.</p> <p>Examine the impact of human activity on desert landscapes and the threats facing these environments. Compare contrasting biomes and evaluate whether desert environments are hospitable, using geographical knowledge and evidence.</p> |                                                                                                                                                           |                                                                                                                                                                 | <p><b>Why do Oceans Matter?</b></p> <p>Understand the water cycle and the importance of oceans in regulating Earth's climate.</p> <p>Explore how humans use the oceans, including the significance of the Great Barrier Reef.</p> <p>Investigate the impact of human activity on marine environments and ways to protect them.</p> <p>Develop fieldwork skills by collecting, presenting and interpreting data using tally charts, pie charts, photographs and sketch maps.</p> <p>Apply geographical enquiry by evaluating marine environments and suggesting improvements while working safely in the field.</p> |                                                                                                                                                     | <p><b>What's life like in the Alps?</b></p> <p>Locate the Alps and identify the eight countries they extend through.</p> <p>Explore the human and physical geography of the Alps, including the city of Innsbruck.</p> <p>Develop fieldwork skills by collecting, recording and presenting data using questionnaires, maps, sketches and photographs.</p> <p>Compare the human and physical geography of the Alps with the local area.</p> <p>Use geographical enquiry to explain what life is like in the Alps using evidence from research and fieldwork.</p> |
| Computing | <p><b>Data Information: Flat file databases</b></p> <p>Using tools within a database to order and answer questions about data.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Computing systems and Network: Systems and Searching</b></p> <p>Developing understanding of computer systems and how information is transferred</p> | <p><b>Programming: Selection in quizzes</b></p> <p>Developing knowledge of selection by revisiting how conditions can be used in programs and then learning</p> | <p><b>Creating Media: Video production</b></p> <p>Trip to Discover - creation of iMovie using green screen</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Programming: Selection in physical computing</b></p> <p>Through use of Crumble, learning how to connect and program components (including</p> | <p><b>Creating Media: Introduction to Vector Graphics</b></p> <p>Recognising that images in vector drawings are created using shapes and</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |



# Year 5 Curriculum Overview

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|     | <p>Creating graphs and charts from data to help solve problems.</p> <p>Using a real-life database to answer a question, and present their work to others.</p>                                                                                    | <p>between systems and devices.</p> <p>Discovering how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> | <p>how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.</p> <p>Using Scratch, writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>        |                                                                                                                                  | <p>output devices- LEDs and motors)</p> <p>Looking at conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>                                                                                                      | <p>lines, and each individual element in the drawing is called an object.</p> <p>Learning to layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> |
| Art | <p><b>Painting and mixed media: Portraits</b></p> <p>Develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portrait that represent aspects of themselves.</p> |                                                                                                                                                                                                                                                                             | <p><b>Drawing: I need space</b></p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p> |                                                                                                                                  | <p><b>Sculpture and 3D: Installation art</b></p> <p>Learning about the features of installation art including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas and applying knowledge to develop and present installation art piece effectively.</p> |                                                                                                                                                                                                                |
| D&T |                                                                                                                                                                                                                                                  | <p><b>Textiles: Stuffed Toys</b></p> <p>Designing a stuffed toy and making decision on materials, decoration and attachments (appendages) after learning how to sew blanket stitch</p>                                                                                      |                                                                                                                                                                                                                                                                                                           | <p><b>Mechanical Systems: Gears &amp; Pulleys</b></p> <p>Investigating the history, mechanics and uses of gears and pulleys.</p> |                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Food and Nutrition: Developing a recipe</b></p> <p>Learning a simple Bolognese recipe and that recipes can be adapted to suit nutritional needs and dietary requirements.</p>                            |



# Year 5 Curriculum Overview

| RHE     | Created and loved by God                                                                                           |  | Created to Love Others                                                                                                                                                             |  | Created to live in a community                                                                          |  |
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|         | Religious understanding<br>Me, my body and my health<br>Emotional well-being<br>Life cycles                        |  | Religious understanding<br>Personal relationships<br>Keeping safe                                                                                                                  |  | Religious understanding<br>Living in the wider world                                                    |  |
| Music   | Music in nature:                                                                                                   |  | Developing Singing Technique: Vikings                                                                                                                                              |  | Looping & Remixing                                                                                      |  |
|         | Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. |  | The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. |  | Use loops to create a whole piece of music, ensuring that the different aspects of music work together. |  |
| PE      | Invasion Games                                                                                                     |  | Outdoor Adventurous Activities                                                                                                                                                     |  | Athletics                                                                                               |  |
|         | Invasion Games                                                                                                     |  | Dance                                                                                                                                                                              |  | Swimming programme                                                                                      |  |
| Spanish | Rooms in my house                                                                                                  |  | Daily routine                                                                                                                                                                      |  | Brothers and sisters                                                                                    |  |
|         | Furniture in my bedroom<br>Day of the Dead                                                                         |  | School subjects and timetable                                                                                                                                                      |  | Family members<br>Numbers 1-100<br>Hobbies                                                              |  |