

Curriculum Overview

Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| R.E. | <p>St Richard Reynolds Who he was, what we can learn from him. Focus on Moses.</p> <p>Domestic Church The life and work of key figures in the history of the People of God. What it means to belong to a church community. Those actions of believers which arise as a consequence of their beliefs.</p> <p>Harvest CAFOD.</p> | <p>Marriage What it means to be committed. The place of commitment in the sacrament of marriage.</p> <p>Islam Ramadan. Hajj. Eid al-Fitr.</p> <p>Advent/Christmas Advent as a time of preparation. How the prophets aided in the preparation of the Jewish people for the coming of the Messiah.</p> | <p>Epiphany The scriptural basis of the Epiphany and how it differs from tradition.</p> <p>Local Church Who are our community and what part can we play in the various communities we are members of.</p> | <p>Eucharist How memories are kept alive. Remembering the Passover. The Last Supper. The Eucharist is a Memorial. The Eucharist is a Sacrifice. Sacrifice in our lives.</p> <p>Lent/Easter Giving and refusing to give and appreciating the cost of giving. Lent, the opportunity to turn away from evil. Remembering, celebrating and responding to giving and refusing to give and appreciating the cost of giving. Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus.</p> | <p>Reconciliation Freedom involves responsibility. The Ten Commandments. The greatest Commandment. Using freedom for good. Absolution. God is loving and merciful. Remembering, celebrating and responding to the understanding that freedom involves responsibility and God's rules for living freely and responsibly – the Commandments.</p> <p>Mary The life and example of the mother of Christ.</p> | <p>Pentecost On the road to Emmaus. The gift of the Holy Spirit for everyone. Saul is transformed by the Holy Spirit. Transformed by the Holy Spirit. The fruits of the Holy Spirit. Living transformed by the holy spirit.</p> <p>Judaism Beliefs and festivals Pesach. There are times for remembering Pesach. God cares for his people.</p> <p>Universal Church Caring for the Earth. The wonders of God's creation. The task of stewardship-caring for God's creation. Ways to be stewards of God's creation.</p> |

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| | | | | | | <p>We are called to Stewardship. Caring for God's people. Being good stewards of all the resources entrusted to us. Remembering, celebrating and responding to caring for the Earth and that the Church is called to stewardship of Creation.</p> |
| Maths | <p>Add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers. Use written addition to add two 4-digit numbers. Add and subtract 2- 3- and 4-digit numbers mentally. Multiply and divide numbers with up to two decimal places by 10 and 100. Add and subtract 0.1 and 0.01. Use mental multiplication strategies to multiply by 20, 25 and 9.</p> | <p>Identify multiples and find factors. Find equivalent fractions and reduce them to their simplest form. Use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction. Identify and name parts of a circle including diameter, radius and circumference. Use angle facts to solve problems related to turn. Compare and order numbers with up to two</p> | <p>Read, write and order numbers with up to 6 digits and understand the place value of each digit. Multiply and divide by 10/100/1000 using a place-value grid. Understand place value in decimal numbers to 2-decimal places. Use mental strategies to solve multi-step word problems. Find squares and square roots of square numbers. Know properties of equilateral, isosceles, scalene and right-angled triangles; find</p> | <p>Use a written method (grid) to multiply pairs of 2-digit numbers. Use short division to divide 3-digit numbers by 1-digit numbers, including those which leave a remainder. Find unit fractions and non-unit fractions of 3-digit numbers. Use short multiplication to multiply 3-digit numbers by 1-digit numbers and begin to use short multiplication to multiply 4-digit numbers by 1-digit numbers. Revise terms obtuse, acute and reflex angles,</p> | <p>Add mentally 2-place decimal numbers in the context of money using rounding. Calculate the difference between two amounts using counting up. Solve word problems, including 2-step problems, choosing an appropriate method. Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers. Multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations.</p> | <p>Find factor pairs. Compare and order fractions with related denominators. Add fractions with same or related denominators, then convert answer into a mixed number. Subtract fractions with same and related denominators. Estimate and find the area of irregular shapes. Calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths.</p> |

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| | <p>Revise converting 12-hour clock times to 24-hour clock times. Find perimeters in cm and convert cm to m. Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers.</p> | <p>decimal places. Choose to solve word problems involving multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method. Use mathematical reasoning to work out a function, identify the operation being used on numbers.</p> | <p>that angles in a triangle have a total of 180°. Convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa. Read scales to the nearest half division. Understand that we measure distance in kilometres and draw line conversion graphs to convert/compare. Use a written column method to add amounts of money in pounds and pence. Add 2-place decimals using written column addition.</p> | <p>perpendicular and parallel sides. Recognise quadrilaterals as polygons and identify their properties. Revise metric units of weight, capacity and length. Understand that we can measure in imperial units and relate these to their instances in daily life. Convert improper fractions to mixed numbers and vice versa. Multiply proper fractions by whole numbers. Solve subtraction of 4-digit numbers using written column subtraction.</p> | <p>Place 2-place decimals on a number line and round them to the nearest tenth and whole number. Understand and use negative numbers in the context of temperature. Draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates. Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method.</p> | <p>Find the volume of a cube or cuboid by counting cubes. Know key equivalences between percentages and fractions, finding percentages of amounts of money. Find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents. Draw and interpret line graphs showing change in temperature over time. Use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes.</p> |
| English | <p>Text Traditional Tales Aesop's Fables Greek and Roman Myths Legends- King Arthur Poetry Information Texts Grammar</p> | <p>Text Iron Man - Ted Hughes Ted Hughes Poetry Tall Story Grammar VCOP. Cohesion within and across paragraphs.</p> | <p>Text Older Literature: Charles Dickens Recount Victorian Poetry Grammar Using passive verbs. Using the perfect form of verbs.</p> | <p>Text Explanation Texts Persuasive Letters Instruction Writing Grammar Using a colon to introduce a list. Use of the semi-colon, colon and dash to mark</p> | <p>Text Skellig - David Almond Grammar Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> | <p>Text Non-Chronological Report Persuasive Writing- Adverts Grammar Using hyphens to avoid ambiguity. Spelling</p> |

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| | <p>Expanded noun phrases. Synonyms and antonyms. How to use a thesaurus. Use dictionaries to check the spelling and meaning of words. Layout devices. Punctuation of bullet points to list information. Punctuating bullet points consistently. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Spelling Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y</p> | <p>Linking ideas across paragraphs using a wider range of cohesive devices. Using commas to clarify meaning or avoid ambiguity in writing. Use of the passive to affect the presentation of information in a sentence. Hyphens to avoid ambiguity.</p> <p>Spelling Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency</p> | <p>Using modal verbs. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Spelling Creating Nouns Using -ity Suffix Creating Nouns Using -ness Suffix Creating Nouns Using -ship Suffix Homophones and Near Homophones</p> | <p>the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Spelling Words with an or Sound Spelt 'or' Words with an or Sound Spelt 'au' Convert Nouns or Adjectives into Verbs Using the Suffix -ate Convert Nouns or Adjectives into Verbs Using the Suffix -ise Convert Nouns or Adjectives into Verbs Using the Suffix -ify Convert Nouns or Adjectives into Verbs Using the Suffix -en</p> | <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using brackets, dashes or commas to indicate parenthesis</p> <p>Spelling Words Containing the Letter String 'ough' Adverbials of Time Adverbials of Place Words with an ear Sound Spelt 'ere'</p> | <p>Unstressed Vowels in Polysyllabic Words Adding Verb Prefixes de- and -re Adding Verb Prefix over- Convert Nouns or Verbs into Adjectives Using Suffix -ful Convert Nouns or Verbs into Adjectives Using Suffix -ive Convert Nouns or Verbs into Adjectives Using Suffix -al</p> |
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| | Homophones & near homophones | | | | | |
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| Science | <p>Forces Identify forces acting on objects. The effect of gravity on unsupported objects. The effects of air resistance. The effects of water resistance. The effects of friction. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>Earth and space The Sun, Earth and Moon are spherical. The movement of the Earth, and other planets, relative to the Sun in the solar system. How planets move in our solar system. Day and night and the apparent movement of the sun across the sky. Night and day in different parts of the Earth. The movement of the Moon.</p> | <p>Properties and changes of materials Compare materials according to their properties. Thermal conductors and insulators. Which electrical conductors make a bulb shine brightest. Materials which dissolve. Separating mixtures of materials. Irreversible chemical changes.</p> | <p>Animals, including humans The stages of human development. The changes as humans develop to old age. The main changes that occur during puberty. The changes that take place in old age. Reporting findings from enquiries. Recording complex data using graphs and models.</p> | <p>Scientists and Inventors The life and work of David Attenborough. How evidence is used to solve crimes. Margaret Hamilton's life and work. Plan different types of scientific enquiries to answer questions. The life process of reproduction in some plants and animals. Identify evidence that supports or refutes scientific theories about Stonehenge.</p> | <p>Living things and their habitats How plants reproduce. The life cycles of different mammals. The process of reproduction and the life cycle of a mammal. The differences in the life cycles of an amphibian and an insect. The life cycles of plants, mammals, amphibians, insects and birds.</p> |
| History | <p>Romans The origins of the Roman Empire. How the Roman Empire changed in size over time and why. Britain before the Roman Invasion. Why the Romans invaded Britain. What the Romans brought to life in Britain. To know the story of Boudicca. The collapse of the Roman Empire. Did the Romans make a good or bad impact on life in Britain?</p> | | <p>When various ranges were first climbed or fully measured.</p> | <p>Mount Vesuvius.</p> | <p>Vikings and Anglo Saxons Why the history of the UK after the Romans left is known as the dark ages. The rise of various kingdoms in the years that followed. The place of Christianity in this period of British history. The importance of the Angles and the Saxons. The importance of figures like Egbert and Alfred the Great and the union of the various kingdoms. The Vikings and their part in the formation of what would become England. The events that led to 1066 and know why it is a seismic event in world history. The importance that this period had on the development of the UK.</p> | |

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| Geography | World Geography (within Romans) The Mediterranean and the expansion of the Roman Empire around this region. | - | Mountains and Volcanoes What a mountain is and where mountain ranges are located in the world. Mountain climates and the effect they have on the surrounding environment. What life involves for mountain inhabitants. To discover what tourism is like in famous mountain ranges. How mountain environments serve animals. What a volcano is. Extinct, dormant and active volcanoes. The structure of a volcano and how they are formed. The three main volcano sections. | World Geography (Vikings) Scandinavia. The seas surrounding the UK. Coastal areas of the UK and their proximity to our European neighbours. | | |
| Art | Seaside Draw details carefully. Draw a shell using colour. Printing. Weaving with plastic. Making a lantern. | | North American Art Improve mastery of art and design techniques, including drawing in the context of coloured drawing. Make a landscape collage. Paint an abstract picture. Improve mastery of art and design techniques, in the context of modelling. Experiment with patterns. Make a 'reading' picture. | | | Plants and Flowers Draw details carefully. I can show colours. Printing. Make a paper plant. Make a 3D model. Improve mastery of art and design techniques, including sculpture. |
| D.T. | | Animations <i>cc. Science/Computing</i> Plan an animation. | | Photo Frames Evaluate the work of others to help in design. | Slippers Evaluate the work of others to help in design. | |

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| | | <p>Create the resources for an animation.</p> <p>Conduct photography for an animation.</p> <p>Edit an animation.</p> <p>Evaluate an animation.</p> | | <p>Consider the properties of the materials used.</p> <p>Design an appealing product that meets design criteria.</p> <p>Use a range of tools and equipment to perform practical tasks.</p> <p>Use a wide range of materials based on their properties.</p> <p>Evaluate using design criteria.</p> | <p>Consider the properties of the materials used.</p> <p>Design an appealing product that meets design criteria.</p> <p>Use a range of tools and equipment to perform practical tasks.</p> <p>Use a wide range of materials based on their properties.</p> <p>Evaluate using design criteria.</p> | |
| French | To recap name, age, birthday, hair/eyes, personality. | To talk about places in my school. | Food. | Sports and healthy living. This will focus on foods and sports. | Music. | Living things and habitats. |
| Music | <p>World Music and notation</p> <p>Studying songs from around the world, improving their singing and engaging with music from different cultures. Engage with notation of pitch and to build on the rhythmic notation learnt in the previous years.</p> | Preparing for Christmas Carol Service. | <p>Ground bass music - music that has a repeating bass line.</p> <p>One famous example of this is Pachelbel's Canon. Develop listening skills by analysing different ground bass pieces of music, and also their performance skill through learning how to play on the keyboards Pachelbel's Canon.</p> | Keyboard Skills | Ukulele | Summer Show |
| P.E. | <p>Tag Rugby</p> <p>Evasion</p> <p>Spatial Awareness</p> <p>Playing full tag rugby matches</p> | <p>Football</p> <p>Dribbling and passing</p> <p>Shooting</p> <p>Develop Positioning</p> | <p>Hockey</p> <p>Ball control and retention</p> <p>Playing full hockey matches</p> | <p>Netball</p> <p>Spatial Awareness</p> <p>Communication</p> <p>Passing and shooting</p> <p>Positioning and tactics</p> | <p>Athletics</p> <p>Sprinting</p> <p>Relay</p> <p>Standing Long Jump</p> <p>Vortex Throw</p> | <p>Rounders</p> <p>Hand-eye coordination</p> <p>Throwing and catching</p> <p>Spatial Awareness</p> <p>Tactical Awareness</p> |

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| | <p>Developing tactical choices</p> <p>Basketball</p> <p>Dribbling</p> <p>Passing and shooting</p> | <p>Playing full football matches</p> <p>Dodgeball</p> <p>Throwing and catching</p> <p>Evasion</p> | <p>Developing tactical choices</p> <p>Gymnastics</p> <p>Balances</p> <p>Constructing routines</p> | <p>SRR Dance Challenge</p> <p>Choreographing dance</p> <p>Elements of dance: unison, repetition, direction and tempo</p> | | |
| Computing | <p>Coding</p> <p>Designing and writing a program that accomplishes a specific goal. Simulating a physical system. Introducing text variables. Creating and improving a game.</p> | <p>Online Safety</p> <p>The importance of keeping personal information safe. The issues concerning the reliability of sources and people online.</p> <p>Spreadsheets</p> <p>Conversions of measurements. Novel use of the count tool. Formulae including the advanced mode. Using text variables to perform calculations. Using a spreadsheet to plan an Event.</p> | <p>Databases</p> <p>How to search for information in a database. Contribute to a class database. Create a database around a chosen topic.</p> | <p>Game Creator</p> <p>Set the scene. Create the game environment. Create the game quest. Finish and share a game. Evaluate their and peers' games.</p> | <p>3D Modelling</p> <p>To explore the effect of moving points when designing. To designing for a purpose. Understand printing and making. Self-direct a project on 2Design and Make.</p> | <p>Concept Maps</p> <p>Understand the need for visual representation when generating and discussing complex ideas. Understand and use the correct vocabulary when creating a concept map. create a concept map. Understand how a concept map can be used to retell stories and information. Create a collaborative concept map and present this to an audience.</p> |
| PSHE | <p>Family/Harvest</p> <p>How are our decisions informed by our beliefs and moral values? Who serves us? Who do we serve? What gifts from God help with this? What does it mean to show love to others?</p> | <p>Belonging/Preparing</p> <p>What are we committed to? How do we show commitment? To grow in respect for the special occasions for Muslims. What do we hope for?</p> | <p>Community</p> <p>Identifying inspirational communities and what qualities make them inspirational. Why do we remember?</p> | <p>Reconciliation</p> <p>What does it mean to forgive? Why do we forgive? When is it hard to give? How does forgiveness do good?</p> | <p>Our Mission</p> <p>What is our mission? Where does it come from? Why is it important to have a mission? How to we live our missions? How does it change how we live our lives?</p> | <p>Stewardship</p> <p>Who/what are we stewards of? What is a steward? What does our role entail as stewards?</p> |

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| | Food shopping and ethical shopping – where does our food come from? How far does our food travel? | | | | | |
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