

Year 5 Curriculum Overview 2022-2023

DRAFT

| Subject | Autumn 1 7 weeks (5 th Sep – 21 st Oct) Fri 21 st Oct – INSET | Autumn 2 7 weeks (31 st Oct – 16 th Dec) | Spring 1 6 weeks (4 th Jan – 10 th Feb) | Spring 2 6 weeks (20 th Feb – 31 st March) | Summer 1 6 weeks (17 th April – 26 th May) | Summer 2 7 weeks (6 th June – 21 st July) Mon 5 th June – INSET |
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| English (spelling, punctuation, and grammar will be taught as part of English lesson, and in stand-alone lessons when necessary) | <u>Fiction: Can I build another me? By Shinsuke Yoshitake</u> <i>Independent unit 1 wk</i> <u>Fiction: Cosmic by Frank-Cottrell Boyce</u> <i>Narrative</i> <u>Non-fiction: Is screen use making children lazy?</u> <i>Balanced argument</i> | <u>Fiction: The Fantastic Flying Books of Mr Morris Lessmore by Moonboot studios</u> <i>Narrative</i> <u>Non-Fiction: Refugees/Plastic Pollution</u> <i>Speech</i> | <u>Fiction: The Explorer by Katherine Rundell</u> <i>Narrative</i> <u>Poetry: Being Me – Poems About Thoughts, Worries and Feelings by Liz Brownlee, Matt Goodfellow and Laura Mucha</u> <i>CLPE unit</i> | <u>Fiction: The Nowhere Emporium by Ross Mackenzie</u> <i>Narrative</i> <u>Non-Fiction: Scott of The Antarctic by E & J Dowdeswell and Angela Seddon</u> | <u>Non-Fiction: David Attenborough Biography</u> <u>Poetry: Falling Out of the Sky: Poems about Myths and Monsters, by Rachel Piercey and Emma Wright</u> <i>CLPE unit</i> | <u>Fiction: Gorilla by Anthony Browne</u> <i>Narrative</i> <u>Non-Fiction: Emperor Penguins</u> <i>Non-chronological report</i> |
| Reading | Guided Reading lessons will consist of one longer lesson and 4 shorter lessons each week; lessons will be based on the reading content domains (vocabulary, inference, prediction, explain, retrieve and summarise). Texts will include a range of picture books, novels, poems and non-fiction books, and they will link to topics covered throughout the year. | | | | | |
| Maths | Number: Place Value Number: Addition and Subtraction | Number: Multiplication and Division Number: Fractions A | Number: Multiplication and Division Number: Fractions B | Number: Decimals and Percentages Measurement: Perimeter and Area Statistics | Geometry: Shape Geometry: Position and Direction Number: Decimals | Number: Negative Numbers Measurement: Converting Units Measurement: Volume |
| Science | <u>Earth and Space</u> 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. | <u>Forces</u> 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 | <u>Properties and changes of materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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, including metals, wood and plastic 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, including changes associated with burning and the action of acid on bicarbonate of soda. | | <u>Living things and their habitats</u> 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. | <u>Animals, including humans</u> Describe the changes as humans develop to old age. |
| History | <u>Vikings</u> Learning about the Viking and Anglo-Saxon struggle for the Kingdom of England. Researching the Vikings, understanding their lifestyle, why they came to England and the impact of their arrival on Britain. Locating countries in Europe that the Vikings came from and places in England with Viking significance. | | | | | <u>Ancient Greece</u> Studying Greek life and achievements and their influence on the western world, including architecture, the Olympics, politics and battle tactics. Researching Ancient Greek Architecture. Studying Ancient Greek pottery and patterns to design and sculpt own pottery decorated in a Greek style. |
| Geography | | | | <u>Our World</u> Developing location knowledge, including understanding latitude and longitude. Understanding and comparing the human and physical geography of an area of North or South America to the UK. Conducting fieldwork, including using compasses. <u>Europe</u> Locating countries and cities in Europe. | | |
| RE | <u>Do Muslims need the Qu’ran?</u> Learning how the Qu’ran is kept and used, its significance in Muslim’s lives and comparing use of the Qu’ran to the Bible. | <u>What kind of King is Jesus?</u> Exploring Christian beliefs about the Kingdom of God. Using parables to discuss and how values shape beliefs and actions. | <u>Does the community of the mosque help Muslims lead better lives?</u> Understanding the features of a mosque and how being part of a community influences believers’ lives. | <u>What did Jesus do to save human beings?</u> Understand the timeline of the bible, how Christians respond to Jesus’ death as a sacrifice and evaluate the importance of sacrifice in own lives and wider world. | <u>How can following God bring freedom and justice?</u> Moses and salvation. How do Christians try to bring freedom to others? Make links with other ideas about freedom and justice in the Bible. | <u>What would Jesus do?</u> Understanding how Jesus would act using evidence from the gospels. Describing how Christians might bring the ‘good news’ to life. |
| PE | <u>Basketball</u> Learn how to dribble and pass the ball using a range of different techniques. Developing footwork and shooting skills. <u>Hockey</u> Learn how to pass, receive, and travel with the ball as well as tackle and shoot. Develop their own understanding of the attacking and defending in hockey. Improve accuracy of shots and control of the ball. | <u>Gymnastics</u> Perform a variety of floor movements and jumps. Develop flexibility, strength and control. Choreograph sequences and routines, performing individually and as part of a small group. <u>Invasion Games/Invaders</u> Develop essential skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. <u>Possibility of swimming instead of invasion games</u> | <u>Dance</u> Learn a variety of dance techniques, taking inspiration from Carnival of the Animals by Camille Saint-Saëns. Learn to dance in unison/canon and discover how to use dynamics in order to fit the mood and the tempo of music. <u>Bootcamp</u> Develop agility and coordination, performing complex patterns of movement. Understand the impact of different exercises on the body. | <u>Boing Games</u> Develop ability to work in a team effectively, using decision making and problem-solving skills. <u>Nimble Nets</u> Practise techniques for forehand, backhand and volley in tennis. Improve accuracy of shots and control of the ball. Begin to develop serve technique. | <u>OAA</u> Work as part of a team, to solve a range of problems that focus on collaboration and effective communication. Improve navigation skills and map reading. <u>Striking and Fielding</u> Develop accuracy of batting technique. Improve fielding technique, understanding which type of fielding to use. Develop throwing technique for bowling and fielding. | <u>Athletics</u> Practise running for speed and endurance as well as learning the technique for the standing vertical jump. Learn the technique for a variety of throws. |
| Art and Design | | <u>Viking Design</u> Explore a range of traditional Viking designs, from shields to brooches. Research and evaluate different designs. Plan and create own Viking-style shield and brooch using clay and other materials. Engraving patterns using a variety of different tools to create texture and pattern. | | <u>South American Art</u> Explore different South American artists, Frida Khalo, Joaquin Torres Garcia etc. Research different architects and designers – plan and design pieces based off of different artists. | <u>Ancient Greek arts</u> Explore and research different Ancient Greek designs, patterns and architecture. Plan and design Ancient Greek vases and mosaics | |
| Design and Technology | <u>Viking Longboats</u> Investigate and analyse Viking longboat designs, and how they were made. Draw design plans for a longboat and evaluate how designs could be improved. Construct and test Viking longboat: apply understanding of how to strengthen, stiffen and reinforce more complex structures. | | <u>Salads</u> Learn about different types of salads and ingredients used in salads around the world. Learn about healthy eating (with a focus on fibre) and practise using food preparation skills, including the bridge hold and claw grip, safely and hygienically. Design and make a salad for lunch. | | | <u>Ancient Greek Clothing</u> Learn about different types of Ancient Greek clothing and designs. Consider practicality and comparisons to modern, western clothing. Research, evaluate and design a piece of Ancient Greek inspired clothing with different textures and fabrics. Consider shoes as the final focus piece. |
| Music | | <u>Viking Saga Songs</u> Use songs, stories and music-making inspired by the gods and goddesses of Viking mythology to learn more about Viking culture. The songs use modern styles, such as reggae and rock. | | <u>Classroom Jazz</u> Learn to sing and perform the song. Use instruments and vocals in improvisations. Perform compositions within the song. | | <u>Singing and Performance</u> Develop singing and instrumental skills and apply them in solo and group compositions and use these skills in a performance. |
| Computing | <u>Online Safety</u> Learn about email safety with a focus on dealing with spam. Consider the importance of strong passwords and learn how to create them. Observe photographs that they see online and learn how easy it is to manipulate pictures. | | <u>Scratch</u> Use Scratch to build and edit algorithms for simple games. Develop skills in writing algorithms as well as editing and debugging existing codes. | | <u>Word Processing</u> Learn about formatting images and organising content into an effective layout. Apply these skills when creating a range of different word documents (posters, letters, job rotas, recipe cards and e-vouchers). | |
| PSHE/ Citizenship and British Values | <u>Being Me in My World</u> Compare our life with other people in our country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. | <u>Celebrating Difference</u> Explain the differences between direct and indirect types of bullying and offer a range of strategies to help a bullying situation. Explain why racism and other forms of discrimination are unkind. | <u>Dreams and Goals</u> Compare hopes and dreams with those of young people from different cultures. | <u>Healthy Me</u> Explain different roles that food and substances can play in people’s lives. Summarise different ways that we can respect and value our body. | <u>Relationships</u> Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with friends. | <u>Changing Me</u> Explain how boys and girls change during puberty and why looking after ourselves physically and emotionally is important. |
| Spanish | Planned and taught by Mrs Browne | | | | | |