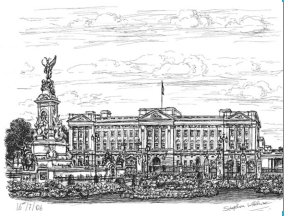
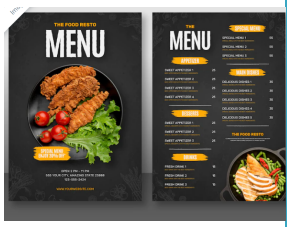
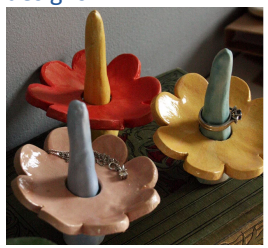
Year 5 Curriculum Overview

	Autumn 1 Victorian Era	Autumn 2 Mental and Physical Wellbeing	Spring 1 Global Citizens	Spring 2 Hospitality	Summer 1 Resilience	Summer 2 Aspiration
Enrichment	The Ragged Museum Victorian Day Visiting Sikh for Q & A	Church visit Buckingham Palace	National Science Museum Safer Internet Day Trip to BW theatre	World Book Week Cooking	Kew Gardens	Careers Week Mayan workshop Sports Day
English	***The Street Child by Berlie Doherty*** **Theme:** Developing resilience and over-coming adversity **Writing Genres:** -Narrative – monologue of Jim Jarvis's experiences -Narrative – description of a workhouse	***The Boy at the Back of the Classroom*** **Theme:** Mental and physical well-being **Writing Genres:** -Non-narrative – formal letter to King Charles III -Narrative – adventure story continuation from where the characters reach Buckingham Palace	***-Greta's Story: The Schoolgirl Who Went On Strike to Save The Planet*** ***-Big Dreams Little People: Greta Thunberg*** **Theme:** Developing pupils' understanding and awareness of why they need to become active, global citizens **Writing Genres:** -Non-chronological report – what are the effects of climate change on the world? -Persuasive Speech – should young people have a voice linked to the environment?	***Greek Cuisine*** **Theme:** Developing pupils' life skills linked to cooking and healthy eating **Writing Genres:** -Invitation -Shopping List -Designing a Menu -Instructional Writing - recipe	***Journey to the River Sea by Eva Ibbotson*** **Theme:** Understanding the importance of caring for our environment and having high aspirations for what children can achieve **Writing Genres:** Setting description – comparison between England and Amazon Poetry – South American Poets and Inspirations Narrative – alternative story ending Comparative writing – England vs Brazil (amazon) Diary entry – As Maia	

Maths	Numbers to 10,000 Compare, order and round to the nearest and counting in: 10, 100, 1,000, within 100,000, 1,000,000 Negative numbers Roman Numerals to 1,000 Add two 4-digit numbers - one exchange / more than one exchange Add & subtract whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Inverse operations (addition and subtraction) Multi-step addition & subtraction problems Statistics Interpret charts Comparison, sum and difference Introduce, read, draw & interpret line graphs, including to solve problems Read and interpret tables	Multiples, factors Common factors Prime numbers Square numbers Cube numbers Multiply and divide by by 10 Multiply by 100 Multiply by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Measure perimeter Perimeter on a grid Perimeter of rectangles & rectilinear shapes Counting squares Area of rectangles & compound shapes Area of irregular shapes	Multiply 2, 3 & 4-digits by 1-digit; Multiply 2-digits (area model) Multiply 2, 3 & 4-digits by 2-digits Divide 2, 3 & 4 -digits by 1-digit (1) Divide with remainders What is a fraction? Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers (and vice versa) Number sequences Compare and order fractions less and greater than 1 Add and subtract fractions Add fractions within 1	Add 3 or more fractions Add mixed numbers Subtract fractions & mixed numbers Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Calculate fractions of a quantity Fraction of an amount Using fractions as operators Fraction problem solving Decimals and Percentages Decimals up to 2 d.p. Decimals as fractions Thousandths as decimals Round, order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P.	Adding & subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding & subtracting decimals with the same number of decimal places & problem solving Adding & subtracting decimals with a different number of decimal places & problem solving Adding and subtracting wholes and decimals Decimal sequences Multiplying & dividing decimals by 10, 100 and 1,000 Identify, compare and order angles Measure angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line; around a point Triangles Quadrilaterals Calculating lengths and angles in shapes	Identify angles (Cont'd) Regular and irregular polygons Reasoning about 3-D shapes Position & direction Draw on a grid Position in the first quadrant Translation with coordinates Lines of symmetry Complete a symmetric figure Reflection with coordinates Converting units Kilometres Kilograms and kilometres Millimetres & millilitres Metric units Imperial units Converting units of time Timetables Compare & estimate volume Estimate capacity

Science	**Topic:** ***Forces 1*** Children able to explain how the force of gravity acts on falling objects. **Experiment:** -Design their own experiment to test air resistance (different sizes and shapes) e.g. Jim Jarvis wants to escape from the workhouse. **Working Scientifically Focus:** Comparative/fair testing	**Topic:** ***Forces 2*** To investigate how levers work and how the position of the fulcrum affects its effectiveness. **Experiment:** To investigate how levers work and note the correlation between effort required and the load with the position of the fulcrum. **Working Scientifically Focus:** Comparative/fair testing	**Topic:** ***Properties and changes of Materials*** **Experiment:** -Testing materials- in order to plan their own investigations of properties. -Soluble or insoluble materials. -Explore what happens when sugar/or salt in put into warm water. -To carry out an investigation after predicting and exploring the solubility of different materials. -Separating materials Investigation. -Investigate separation of salt- forming salt crystals. -What happens to certain things when they are put in to water? -Investigating exothermic and endothermic reactions. **Working Scientifically Focus:** Grouping and classifying things	**Topic:** ***Earth and Space*** Spherical Bodies- research to identify scientific evidence that has been used to support or refute ideas. **Experiment:** -Exploring- What size do you think the Sun, Moon and Earth are? How far do you think they are apart from each other? -Compare size and distance using models (scaled down). -Day and night/ Seasons- Exploring and pattern seeking. -explain spinning (rotation and revolutions differences) and investigate items that rotate. -Phases of the moon- Research and pattern seeking and completing a Moon diary (home learning). **Working Scientifically Focus:** Pattern seeking	**Topic:** ***Living things and their Habitats*** **Experiment:** -Dissecting a flowering plant. Cut up four different fruits and compare their seeds. (grow from cuttings) -Pollination: Compare different types of pollination and complete the pollination cycle. -Seed dispersal: Investigate different types of seed dispersal. -Investigate a model seed helicopter and explore the different factors affecting flight. **Working Scientifically Focus:** Observation over time	**Topic:** ***Animals including Humans*** **Experiment:** -How can they help older people in their families and communities? -Puberty: Complete diagrams explaining changes involved in puberty. -Explore to life cycle of Humans (8 different stages) -Describe the changes of the human body. **Working Scientifically Focus:** Researching

Computing	**Online safety** Observing good practice when searching digital content.	**We are architects** Create their own virtual gallery based on the imagery that they have gathered.	**We are game developers** Create an interactive game	**We are web developers** Develop a web page promoting environmental awareness	**We are VR Designers** Pupils consider privacy issues in real world contexts	**We are Cryptographers** Deciphering and cracking codes
Geography / History	**The Victorian Era (1837-1901)** **Key Question**: What did the Victorians do for Great Britain? **Focus:** The children will study The Victorian Era focusing on significant events that happened which shaped the history of Britain.	**World Map, Time Zones and Lines of Significance** **Focus:** children will identify the position and significance of latitude, longitude, Equator, Northern & Sothern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian and time zones - including day & night	**Climate Zones & Biomes** **Focus:** children will understand the difference between climate and weather. They will describe the location and key characteristics of climate zones around the world. Children will understand the 5 major biomes of the world and how this affects climates.	**Ancient Greece** **Key Question**: How did Ancient Greece influence the Western World? **Focus:** The children will study Greek life and the achievements of the civilization. The children will learn how Ancient Greece influenced the world and their lasting legacy.	**South America** **Focus:** children will locate countries in South America on a map using lines of latitude and longitude. They will learn about South America's human and physical features, climate, natural resources and trade.	**The Mayans** **Key Question**: Who were the Mayans and what have we learnt from them? **Focus:** The children will learn who the Mayans were, what they believed in and what life was like.
R.E.	**Sikhism** ***Key Question:*** *How far would a Sikh go for his/her religion?* Are there any parts of my religion that are difficult to fulfil? Is religion the most important influence and inspiration in everyone's life? **WALT compare the different ways Sikhs put their religion into practice.**	**Christianity** ***Key Question:*** *Is the Christmas story true?* Why do my friends and I sometimes retell an event differently? Whose version is correct? Do sacred texts have to be 'true' to help people understand their religion? **WALT evaluate different accounts of the Christmas story and understand that stories can be true in different ways**.	**Jainism** ***Key Question:*** *Is it our job to protect the world?* What can I do to respect all living things? To include a visit to the Jain Education Centre in Bushey. **WALT understand the Jain value of Ahimsa and how this influences their daily lives.**	**Christianity** ***Key Question:*** *Did God intend Jesus to be crucified and if so was Jesus aware of this?* How much control do we have over our own life? Why didn't Jesus run away? **WALT explore the issue of free will in the story of Easter.**	**Hinduism** ***Key Question:*** *How can Brahman be everywhere and in everything?* Do I have different roles in different situations? How is the Hindu view of God similar and different to my view of God? **WALT understand how there are many representations of the Hindu God.**	**Comparison Topic** ***Key Question:*** Is it better to give than to receive? How can I give to others? What is charity? Sikh and Christian views on charity. What does my religion teach about giving charity? **WALT explore the importance of charity and how we might put our religious teachings into practice.**

Art / DT	***Design & technology:*** *Cooking (Victorian soup)* ***Art*** *Artist study: William Morris (1834-1896)* The life and works of William Morris Investigating the style **Skills:** Working on pattern making and colour Working with a range of mediums. Create own wallpaper designs 	***Art*** *Artist study: Stephen Wiltshire (1974-)* A British autistic savant, able to draw large landscapes from just one viewing. Children to take their sketchbooks to Buckingham Palace. **Skills:** Working on line and tone. 	***Design & Technology*** *Artist study: Subodh Gupta* Recycled sculptures and construction Children study the earth, climate change and recycling. **Skills:** Create sculptures and constructions using different tools 	***Design & Technology*** Cooking – Greek Food. **Skills:** Designing a menu Exploring menus from the local area Invite locate restaurant owners to come in and discuss their designs 	***Art*** *Artist study: Helen Ahpornsiri (British based)* Close up sketches of flowers at Kew Gardens **Skills:** Flower pressings Sewing and stitching 	***Design & Technology*** *Artists study: Emma Clegg (Shipston on Stour)* Use sketches from Kew Gardens **Skills:** Clay work. Choice of composition from clay tiles of flowers, to intricate flower pot designs, ring holder/bowl with petal designs 
Music	**Rounds 1** Singing three-part rounds with pitch accuracy focusing on phrasing Playing two-part rounds on tuned percussion instruments Accompanying with melodic ostinati and triads Playing major and minor chords Improving ensemble skills		**African Drumming** Listening skills: copying rhythmic patterns Combining beat, cue and rhythmic patterns Rhythmic improvisation Playing cyclic patterns Following musical cue Improving ensemble skills	**Indian Music** Listening skills: identifying structure, copying rhythmic Rhythmic and melodic improvisation Combining melodic improvisation with rhythmic patterns Combining melodies with two-note drone Improving ensemble skills	**Descriptive Music and Melodic Composition** ('Viennese Clock' by Kodaly) Listening skills: identifying musical elements Composing three 8-beat themes with chordal accompaniment in C major scale Creating sound effects Understanding descriptive music and rondo form (A-B-A-C-A)	**Opera** (BBC Ten Pieces) Creating a recitative Writing the lyrics of an aria Composing the melody of an aria Providing melodic and rhythmic accompaniment Arranging instrumental parts Improving performing skills

Indoor P.E.	**Gymnastics** Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	**Badminton** Pupils learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. To work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. To develop character and control through engaging with coping strategies when exposed to competition; take on the role of referee.	**Dance** Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They develop an awareness of the historical and cultural origins of different dances. Pupils to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	**Volleyball** Pupils learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game challenging. Pupils think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They understand the importance of abiding by rules (safety. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	**Yoga** Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	**Dodgeball** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. To play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.
Outdoor P.E.	**Hockey** Pupils improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to	**Tag Rugby** Pupils develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track	**Tennis** Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show	**Netball** Pupils develop defending and attacking play during 5-a-side netball. Pupils learn to use a range of different passes to keep possession and attack towards a goal. Pupils encouraged to work collaboratively to think about how to use skills,	**Athletics** Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height,	**Handball** Pupils develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities. Develop defending principles

	think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.	and slow down an opponent, working as a defensive unit. Pupils to think about how to use skills, strategies and tactics to outwit the opposition. They understand the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate performances.	honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	strategies and tactics to outwit the opposition. They start to show control and fluency when passing, receiving and shooting the ball. They learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils develop their understanding of the importance of fair play and honesty while self-managing games.	distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.	such as gaining possession, denying space and stopping goals. Encouraged to work collaboratively to develop strategies and tactics. Develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. Improve their ability to evaluate their own and others' performance.
PSHE	**Being Me in My World** -Planning the forthcoming year -Being a citizen -Rights and responsibilities -Rewards and consequences -How behaviour affects groups -Democracy having a voice, participating	**Celebrating Difference** -Cultural differences and how they can cause conflict -Racism Rumours and name-calling -Types of bullying -Material wealth and happiness -Enjoying and respecting other cultures	**Dreams and Goals** -Future dreams -The importance of money Jobs and careers -Dream job and how to get there -Goals in different cultures -Supporting others (charity) -Motivation	**Healthy Me** -Smoking, including vaping -Alcohol and anti-social behaviour -Emergency aid - Body image -Relationships with food -Healthy choices -Motivation and behaviour	**Relationships** -How to make friends -How to solve friendship problems -How to help others feel involved as part of a group (online and in the community) -How to help themselves and others when they feel sad or are hurt -To recognise that too much screen time is not helpful -To identify that some relationships are harmful and how to identify good relationships.	**Changing Me** -Self- and body image -Influence of online and media on body image -Puberty for girls Puberty for boys -Conception (including IVF) -Growing responsibility -Coping with change -Preparing for transition
French	Geography - weather and countries		Clothes		Geography - town and transport	