

Curriculum Overview 2019/20 - Year 5

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
	Theme: Earth! Wind! Fire!		Theme: Heroes and Villians		Theme: Ship Ahoy!	
English	Key Text: The Island (Armin Greder) (A Finding Tale) <ul style="list-style-type: none"> Narrative (3 weeks) Discussion (3 weeks) Newspaper report (2 weeks) 	Key Text: Skellig (A Journeying Tale) <ul style="list-style-type: none"> Description and Narrative (4 weeks) Dairy (3 weeks) 	Key Text: Holes (A Conquering a Monster Tale) <ul style="list-style-type: none"> Narrative (3 weeks) Persuasion (3 weeks) 	Key Text: Wonderstruck (A wishing Tale) <ul style="list-style-type: none"> Narrative (3 weeks) Comparative non-chron report (3 weeks) 	Key Text: Icarus (Warning tale) <ul style="list-style-type: none"> Narrative (3 weeks) Poetry (linked to Icarus or theme) (3 weeks) 	Key Text: Gulliver's Travels <ul style="list-style-type: none"> Setting character description (2 weeks) Biography (Gulliver?) (2 weeks) Non-chronological report (linked to travel / ships) (2 weeks)
Reading	Harry Potter	Time Travelling with a Hamster	I am Malala	The Wizard of Oz	Poetry	Little Bits of Sky
Spelling	Words with the letter string 'ough'	From previous years: plurals (adding '-s', '-es' and '-ies')	From Years 3 and 4: apostrophe for possession	Building words from root words	Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)	Year 5 / 6 word list and/or revision
	Words with 'silent' letters	From previous years: apostrophe for contraction and possession				Year 5 / 6 word list and/or revision
	Year 5 / 6 word list	Use of the hyphen	Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	Building words from root words	Words with the letter string 'ough'	Year 5 / 6 word list and/or revision
	Words ending in '-able' and '-ible'	Using dictionaries to create word webs	Words ending in '-ably' and '-ibly'	'ei'and 'ie'words	Words with 'silent' letters	Year 5 / 6 word list and/or revision
	Words ending in '-able' and '-ible'	Using dictionaries to create word webs	Year 5 / 6 word list		Words ending in '-able' and '-ible'	Year 5 / 6 word list and/or revision
	Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Year 5 / 6 word list	Homophones (led/lead, steel/steal, alter/altar)	'ei'and 'ie'words	Words ending in '-ably' and '-ibly'	Year 5 / 6 word list and/or revision
	Year 5 / 6 word list	Year 5 / 6 word list	Year 5 / 6 word list		Commonly misspelled homophones	Year 5 / 6 word list and/or revision
Grammar	<ul style="list-style-type: none"> Word types - noun, adjective, verb, adverb Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Coordination using coordinating conjunctions Subordination using subordinating conjunctions Simple, compound, complex sentences 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] Coordination using coordinating conjunctions Subordination using subordinating conjunctions Simple, compound, complex sentences 	<ul style="list-style-type: none"> Word types - noun, adjective, verb, adverb Verb prefixes (e.g. dis-, de-, mis-, over- and re-) Indicating degrees of possibility using modals [eg might, should, will, must] Coordination using coordinating conjunctions Subordination using subordinating conjunctions Simple, compound, complex sentences 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	Revisit and Revise according to need in writing
AP sentence types	Revisit - simple and compound and complex sentences. Emotion, sentence Verb, person	-Ing, -ed As, -ly	Noun, www Double ly (as openers)	2 pairs 3 ed	De:de O(l)	If, if, if, then...
Maths	Numbers to 1,000,000 (12) Addition and Subtraction within 1,000,000 (10)	Whole Numbers Multiplication and Division (19) Word Problems (4) Graphs (7)	Fractions (18) Decimals (6)	Decimals (9) Percentage (3) Geometry (10)	Geometry (3)) Position and Movement (5) Measures (14)	Area and Perimeter (11) Volume (10) Roman Numerals (2)

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Fluency in Arithmetic	Multiplication by 2,5 and 10 Multiplication by 4 and 8	Multiplication by 3, 6 and 9 Multiplication by 7 Multiplication by 11 and 12	Division by 2, 4 and 8 Division by 10 Division by powers of 10	Division by multiples of 10 Division by grouping and sharing.	Preparation for Y6 arithmetic.	Preparation for Y6 arithmetic.
RE	1. GOD 2b.1 What does it mean if God is holy and loving? 2. INCARNATION 2b.4 Was Jesus the Messiah?		3. Lu2.6 What does it mean to be a Muslim in Britain today? SALVATION 2b.3 What did Jesus do to save human beings?		U2.3 What do religions say to us when life gets hard? 6. CREATION / FALL 2b.2 Creation and Science: conflicting or complementary?	
Science	- 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	- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	- 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	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram	- 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	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics
Computing	Key core skills: Word / PowerPoint / Publisher Espresso Coding/Purple Mash Coding		E-Safety (Think U Know - videos & games) Safer Internet Day Create an I-Book (1st 1/2 term) Create a day in the life of a super hero - promoting E-Safety		Lego We-do Alligators, crocodiles, windmills etc made with Lego We-do Equipments controlled via the We-do interface software Garage Band - chill out summer music for an advert (for something to link with their year group topic in science/humanities)	
The Arts	- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Experiment with different kinds of paint e.g. watercolours and acrylics and understand the effect - Create work that is influenced by the work of well known artists - Combine colours, tones and tints to convey mood - Show accurate and precise reproduction of studied painting techniques - Design products for a service or profit - Make prototypes and refine 2 make final product - Ensure quality finish of models - Measure success of own products w reference to the design brief + original ideas - Create products using cams or other interrelated components - Use creative or innovative links between science and technology to support technical approaches - Develop an understanding of the history of music		- Experiment with different kinds of paint - Create work that is influenced by the work of well known artists - Sustain an idea through the sketchbook approach, experimenting with elements of design to contribute towards a final product - Deviate away from the point of inspiration to create something unique - Visualise a finished piece from own ideas - Show accurate and precise reproduction of studied painting techniques - Understand food hygiene in terms of correct storage and handling - Calculate ratios by increasing or decreasing the number a recipe provides for - Demonstrate a range of baking techniques - Prepare and cook a range of savoury dishes - Create own recipes or adapt an original - Develop an understanding of the history of music		- Use frameworks and moulds to provide stability and structure to sculptures or moulds - Use clay to create sculptures - Show an understanding of the influence that the work of artists, designers and architects have on society - Combine textiles using arrange of stitching techniques (Nautical Bunting) - Understand the effects of invasion on religion and culture - Recall significant events from the struggle the Kingdom of England by the Vikings and Anglo-Saxons - Create products by applying and extending early practical skills including filing, sanding, varnishing, sawing. - Measure and cut materials accurately and refine the finish selecting appropriate tools (- Explain the reasons behind an existing design - To understand that there is a scale in quality of materials - To understand that different tools are more effective/appropriate for different materials - To use ICT to record and manipulate music	

<p>Humanities</p>	<p>Context: Vesuvius / Roman Empire / Pompeii / South America / Biomes / Fair Trade</p> <ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Name and locate on a map countries of the world including North and South America - Describe and understand climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes - Describe and understand economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (post drought) 		<ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Know key physical and human characteristics of countries studied including major cities - Name and locate on a map countries of the world including North and South America - Trade links (Germany after the war - import and export) - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the wider world - Cathedral trip - - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Understand how developments in industry have changed the locality - Recall significant historical events which have taken place in the surrounding locality - Recall details about significant individuals who have contributed to the identity of the locality - Have a secure understanding of the chronology of significant time periods in British History 		<ul style="list-style-type: none"> - Talk confidently about time periods studied backing up opinions by historical facts - Infer how connections, contrasts and trends over time periods studied have impacted on the modern world - Use appropriate historical terminology - Devise historical questions about change, cause, similarity, difference and significance - Select and organise relevant historical information to prove or disprove a statement - Analyse the similarities and differences between ancient civilisations and British History - Identify quality and trustworthy information from a range of sources to support historical enquiry - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the wider world - Have a secure understanding of the chronology of significant time periods in British History - Viking myths 	
<p>PE</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
	<p>Topics: Football and Gymnastics.</p>	<p>Topics: Tag Rugby and Invasion Games.</p>	<p>Topics: Hockey and Health Related Exercise</p>	<p>Topics: Tennis and Handball.</p>	<p>Topics: Cricket and Athletics.</p>	<p>Topics: Rounders and Athletics.</p>
<p>PSHE</p>	<p>Dreams and Goals</p>	<p>Taking Care Project</p>	<p>Relationships</p>	<p>Spring Fever</p>	<p>Healthy Me</p>	<p>Staying Safe</p>
<p>MfL</p>	<p>Unit 1 - Salut Gustave!</p>	<p>Unit 2 - A l'ecole</p>	<p>Unit 3 - La Nourriture</p>	<p>Unit 4 - En Ville</p>	<p>Unit 5 - En Vacances</p>	<p>Unit 6 - Chez Moi</p>