

Year 5 – Curriculum Overview

<p>English</p>	<p><u>Persuasion</u> The children will write persuasively, producing a leaflet at the end to convince readers to go to local, coastal destinations, such as Blackpool or Southport.</p> <p><u>Children’s mystery novel</u> The children will rewrite a chapter based on the novel ‘The London Eye Mystery’.</p>	<p><u>Non – chronological reports and Myths</u> The Atlas of Monsters This unit involves report writing based on the legend of Finn McCool.</p> <p><u>Stories with historical settings/fantasy text</u> The children will write a setting description based on the novel ‘The Lion, the Witch, and the Wardrobe’.</p>	<p><u>Classic narrative poetry</u> The Highwayman poem A narrative story will be produced from this poem.</p> <p><u>Fantasy novel</u> Wolf Brother The children will write an autobiography based on the main character of the novel.</p>	<p><u>Poems with figurative Language</u> Sensational – Poetry Inspired by the Senses. The children create a poem of their own that includes figurative language.</p> <p><u>Classic and contemporary fiction</u> The children will rewrite a chapter of a story based on the novel ‘Street Child’</p>	<p><u>Stories from other cultures</u> Journey to the River Sea The children will write a setting description based on a journey that the main character follows to the Amazon.</p> <p><u>Magazines</u> The designing of a magazine will be based on a topic of personal interest</p>	<p><u>Fiction text</u> The Midnight Fox A character description will be produced based on this text.</p> <p><u>Debate</u> Is digital technology benefitting children’s lives? This unit will develop spoken, listening and presentation skills, and will link to E-safety learning.</p>
<p>Maths</p>	<p><u>Number: Place Value</u> This unit of work includes reading, writing, ordering and comparing numbers to 1,000,000.</p> <p><u>Number: Addition and Subtraction</u> The children will learn how to be selective in using the most effective strategies, working with more than 4 digits and will answer multi step word problems.</p> <p><u>Statistics</u> This includes reading, drawing and interpreting tables and line graphs.</p>	<p><u>Number: Multiplication and Division</u> Multiplying and dividing by 10, 100 and 1000 will be taught during this unit.</p> <p><u>Measurement: Perimeter and Area</u> As mathematicians, the children will be expected to calculate perimeters and find the area of rectangles, compound shapes and irregular shapes.</p>	<p><u>Number: Multiplication and Division</u> The children will learn new methods solving questions that require the use of these operations, including long multiplication and the bus stop method for division.</p> <p><u>Number: Fractions</u> In this unit equivalent fractions, improper and mixed fractions, comparing and ordering and the addition/subtraction of fractions is taught.</p>	<p><u>Number: Fractions</u> In this unit equivalent fractions, improper and mixed fractions, comparing and ordering and the addition/subtraction of fractions is taught.</p> <p><u>Number: Decimals and Percentages</u> As mathematicians, the children will have the ability to convert between each.</p> <p>Consolidation</p>	<p><u>Numbers: Decimals</u> The children will learn how to add, subtract, multiply and divide decimal numbers.</p> <p><u>Geometry: Properties of Shape</u> This unit involves, identifying, measuring, drawing and calculating angles.</p>	<p><u>Geometry: Position and Direction</u> This unit involves translation and reflection.</p> <p><u>Measurement: Converting units</u> The children will be working in kg, km, mm, ml and will convert units of time.</p> <p><u>Measurement: Volume</u> This involves understanding what volume is, comparing it, estimating it and also estimating capacity.</p>
<p>Science</p>	<p><u>Materials</u> Prior knowledge of solids, liquids and gases will be applied to the unit for the children to decide how mixtures are separated. The children will compare and group together everyday materials on the basis of their properties, including their</p>	<p><u>Forces</u> The children will learn to understand that friction, air resistance and water resistance are forces that slow down moving objects. They will identify the effects of air resistance, water resistance and friction that act between</p>	<p><u>Forces</u> The children will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Additionally, recognising that some mechanisms, including</p>	<p><u>Earth and Space</u> The children will describe the movement of the Earth and other planets; relative to the Sun in the solar system They will be able to describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical</p>	<p><u>Reproduction in Animals and Plants</u> Throughout this unit of work, the differences in the life cycles of mammals, amphibians, insects and birds will be explored. The children will learn about the life processes of some plants and animals</p>	<p><u>Circle of Life (Life Cycles)</u> The stages of the human life cycle and the changes humans go through as they develop to old age will be explored.</p>

	hardness, solubility, transparency and conductivity. They will learn to give reasons based on evidence from comparative and fair tests. Finally, they will learn that that dissolving, mixing and changes of state are reversible changes and that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	moving surfaces.	levers, pulleys and gears, allow a smaller force to have a greater effect.	bodies. Finally, the idea of the Earth's rotation will be used to explain day and night and the apparent movement of the sun across the sky.		
History		<u>Local History</u> This unit involves comparing life in early and late 'times' studied and comparing aspects of life in different periods. The children will study and visit Leyland Motors, discovering the impact the business had on the local people.		<u>Ancient Greece</u> Through comparing accounts from different sources, the children will compare Ancient Greece to Greece today. They will also offer reasons for different versions of events.		<u>Tudors</u> The children will use evidence to build up a picture of past events, whilst learning to be selective of different sources of information. The children will use the library and internet for research with increasing confidence.
Geography	<u>The Grand Canyon</u> This unit of work will teach children where and what the Grand Canyon is, looking at both the physical and human features of it. They will learn how it was formed and the different biomes in the Grand Canyon. They will consider the ways in which the Grand Canyon is used by humans and how human behaviour has changed it.		<u>Water World</u> This topic will build on the children's previous learning on the water cycle from Year 4. They will study local bodies of water and will complete a comparison study between the UK and Kenya, based on water usage and availability.		<u>Extreme Earth</u> The children will know about the Earth's climate and areas of extreme temperatures. Within this, they will learn about physical geography, including earthquakes, tsunamis and volcanoes. How these are formed and the impact these natural disasters have will be studied.	
Art		<u>Painting</u> The children will look at the work of impressionist painter, James Isherwood, getting inspiration to create an impressionist painting of their own. Link to Local History		<u>Sculpture</u> This topic will introduce Greek art and artists. The children will create Greek urns of their own. Link to The Greeks in History		<u>Printing</u> The children will be able learning new techniques and choosing printing methods to design and make an image of the Grand Canyon. Link to Geography
Design	<u>Mechanical Systems</u> This unit will involve		<u>Food</u> What could be healthier?		<u>Textiles</u> Fastenings	

Technology	experimenting with a range of cams to create a design for an automata toy. They will learn that different shaped cams produce different outputs, so therefor will base their choice on their desired movements.		Healthy Bolognese Children learn how beef, the main ingredient of a Bolognese sauce is farmed and are made aware of the key welfare issues surrounding the rearing of cattle.		Sewing and fastening to create a book cover/ipad case. <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. Stuffed toy / ipad case	
Music	<u>Getting Started with Music Tech</u> This unit of work celebrates a wide range of musical styles. The children will get involved in singing, playing, composing and performance.		<u>Emotions and Musical Styles</u> This unit of work encourages the children to think about how music connects us with our past. It focuses on the theme of music being a story teller and time traveller.		<u>Identifying Important Musical Elements</u> In this unit, the children consider how music connects us to the environment. The theme of study is exploring if music is a nature lover or a guardian of the Earth.	
RE <i>Theme: Where can we find guidance about how to live our lives?</i>	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve’s disobedience, temptation and morality.	Islam Why is the Qur’an so important to Muslims? The Qur’an. The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Computing CS - Computer Science DL – Digital Literacy IT – Information Technology	Online Safety To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Word Processing To select, use and combine a variety of software (including internet services) on a	1DecisionComputer Safety – Image Sharing To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Databases To select, use and combine a variety of software (including internet services) on a range of digital devices	National e-Safety Day To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Coding To design, write and debug programs that accomplish specific goals, including controlling or simulating	Online Safety To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Spreadsheets To select, use and combine a variety of software (including internet services) on a	Online Safety To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Game Creator To design, write and debug programs that accomplish specific goals, including controlling or	Lost Princess – Caught in the Web (BBC Newsround) To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Modelling To select, use and combine a variety of software (including

	range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Concept Maps To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
PSHCE	The Working World: Enterprise <ul style="list-style-type: none"> • Money making ideas • Help Darlee save • Create your own enterprise Adults and Children's views Money management (Budgeting & Needs/Wants)	Being Responsible: Looking out for others <ul style="list-style-type: none"> • How can we help others? • Dear Darlee... • Looking out for others • Thinking of others • Is this responsible? Computer Safety: Image sharing <ul style="list-style-type: none"> • Darlee's image survey • Do you agree? • Image sharing checklist Adults and Children's views	Keeping/Staying Healthy: Smoking <ul style="list-style-type: none"> • What I know about smoking • Dear Darlee (Smoking) • Smoking detectives • Reflections on smoking Adults and Children's views First Aid	A World Without Judgment: Inclusion and acceptance <ul style="list-style-type: none"> • How are we all different? • My profile • Our diverse world Adults and Children's views	Keeping/Staying Safe: Peer Pressure <ul style="list-style-type: none"> • Peer pressure • Managing peer pressure • My risk assessment • Dear Darlee (Peer Pressure) Adults and Children's views	Feelings and Emotions: Anger <ul style="list-style-type: none"> • How is Darlee feeling? • Healthy and unhealthy anger • Darlee's five steps Growing and Changing: Puberty <ul style="list-style-type: none"> • What I know about puberty • Female body • Male body • Coping with puberty Adults and Children's views

MFL (French)	My School, My Subject <ul style="list-style-type: none"> Talking all about us School subjects, my opinions 	Time in the City <ul style="list-style-type: none"> In the city Christmas shopping 	Healthy eating – going to the market <ul style="list-style-type: none"> Happy New Year Pantomime and verb to be Going to the market Healthy recipe 	Clothes, colours and fashion show <ul style="list-style-type: none"> Carnival clowns and clothes 	Out of this World <ul style="list-style-type: none"> Out of this world 	Going to the seaside <ul style="list-style-type: none"> Going to the seaside
PE	Swimming Invasion games ‘Hi 5 fives’	Swimming OAA	Swimming Gymnastics	Swimming Net and wall games	Striking and fielding ‘rounders’	Athletics <i>Outdoor Elements (Outdoor & Adventurous Activities)</i>