

New Town Primary School

Curriculum Plan Year 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Number- place value. Number- addition and subtraction	Statistics Number- multiplication and division Perimeter and area	Number- multiplication and division Number- fractions	Number- fractions Number- decimals and percentages	Number- decimals Geometry- properties of shape	Geometry- position and direction Measurement- conversion of units Measure- volume
English reading	<p><u>Class reader:</u> Who Let the Gods Out? – Maz Evans</p> <p><u>Books to teach reading:</u> Who Let the Gods Out? Maz Evans x2 Theseus and the Minotaur – JC Boy- Roald Dahl complexity of plot Jason and the Argonauts - archaic</p>	<p><u>Class reader:</u> Who Let the Gods Out? – Maz Evans</p> <p><u>Books to teach reading:</u> Cosmic – Frank Cottrell Boyce JC x2 Hidden Figures: The True Story of Four Black Women and the Space Race - Simon Bartram In Flanders Field - poem resistant text Hannukah Christmas story NF</p>	<p><u>Class reader:</u> Street Child – Berty Docherty</p> <p><u>Books to teach reading:</u> Street Child – Berty Doherty x 2 The Pobble with No Toes – poem resistant text Industrial Revolution - nf</p>	<p><u>Class reader:</u> The Nowhere Emporium – Ross McKenzie</p> <p><u>Books to teach reading:</u> The Secret Garden Francis Hodgson – archaic The Nowhere Emporium – Ross McKenzie – non-linear timeline x 2 The Highwayman – resistant text Easter NF</p>	<p><u>Class reader:</u> The Fastest Boy in the World – Elizabeth Laird</p> <p><u>Books to teach reading:</u> The Fastest Boy in the World – Elizabeth Laird complexity of plot x2 Benin - Traditional Tale Kensuke’s Kingdom- complexity of the plot Sikh story</p>	<p><u>Class reader:</u> Journey to Jo’Burg by Beverly Naidoo</p> <p><u>Books to teach reading:</u> Journey to Jo’Burg Beverly Naidoo - complexity of plot x2 Prisoners of Geography – Africa Tim Marshall – Non Fiction The House with Chicken Legs – Sophie Anderson The Last Bear Hannah Gold</p>

English Writing	Text one: Theseus and the Minotaur Outcome: narrative – myth Text two: Mars Transmission Outcome: Non-fiction – journal	Text one: One Small Step Outcome: Narrative - adventure Text two: Screen Use Outcome: Non-fiction – balanced argument	Text one: The Nowhere Emporium Outcome: Narrative - mystery Text two: Kick by Mitch Johnson Outcome: Persuasive letter	Text One: Gorilla by Antony Brown Outcome: Narrative Fantasy Text two: David Attenborough Outcome: Non-fiction - biography	Text one: Kensuke’s Kingdom Outcome: novel study inc Text two: The Highwayman Outcome: Poetry – narrative poem	Text one: I Believe in Unicorns Outcome: Narrative - story Text two: Emperor Penguins NCR Outcome: Non-chronological report
English Speaking and Listening	<i>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Pupils should also be taught to understand and use the conventions for discussion and debate.</i> Children take part in a range of speaking and listening activities as part of our writing and reading curriculum such as: role play, freeze frames, debates, hot-seating and presentations.					
Curriculum Theme	Ancient Greece	Mountains, Volcanoes and Earthquakes	Victorian Reading	Fieldwork in our local area	The Benin Kingdom	Map Skills
A memorable experience	URE Museum visit		Visit to Victorian School Room		An outdoor map-reading challenge	
An innovative challenge	Memorise the main 12 Greek Gods Recount the process of a volcano erupting		Design a walking tour of the local area with information displays		Learning some African Dance	
A book to read	Who Let the Gods Out by Maz Evans		Newtown: The Inside Story		The Fastest Boy in the World by Elizabeth Laird	
Something to investigate	How did the Olympic Games start?		How has Reading changed in the last 200 years?		What was it like to be a Benin Oba?	

Parental engagement	Christmas by Candlelight Harvest Festival		Invite parents to our local museum/school history tour.	Sports Day	
Geography	<p><u>Mountains, Volcanoes and Earthquakes</u> During this term we will find out what leads to a natural disaster by learning about the earth's structure. We will learn about the layers of the earth and how the tectonic plates move and interact and the consequences of that. We will find out what happens when a natural disaster occurs and how humans can protect themselves.</p>		<p><u>Fieldwork in the local area</u> We will be using fieldwork to find out about the local area. We will use maps to look at land use in Reading then consider why the area has developed and spread in such a way. We will look at transport in Reading and consider how the local area can become more green.</p>	<p><u>Map Skills</u> This term we will look at what maps tell us and how they are used for different purposes. We will learn how to interpret symbols, scale, contour lines and grid references. We will look at early maps and digital maps and consider the benefits of each. We will then choose an area to create our own individual maps.</p>	
History	<p><u>Ancient Greece</u> During this term we will be finding out what the Ancient Greeks did for us! We will find out how society was organised in different city states and making comparisons between them. We will find out about key figures and events such as Alexander the Great and the first Olympics and the impact they had on the Geek legacy.</p>		<p><u>Reading during the Industrial Revolution</u> During this term we will find out how the industrial revolution impacted Reading. We will start of by looking at Reading's origins and then consider how the town became so successful during the 19th century. We will end the unit by looking at life at our school when it first opened during the Victorian era.</p>	<p><u>The Benin Kingdom</u> This term we will learn about the key events during the Benin era and what society was like at the height of its power. We will use the Benin bronzes as sources of evidence to examine and draw conclusions from. We will consider the similarities and differences between Edo and Tudor society.</p>	
Science	<p><u>Forces</u> We will learn to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will identify the effects of air resistance,</p>	<p><u>Space</u> We will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. We will describe the movement of the Moon relative to the Earth and that the Sun, Earth and Moon are approximately spherical bodies. We will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. We will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p><u>Living things and their habitats</u> We will learn to 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.</p>	<p><u>Animals including humans</u> We will learn to describe the changes as humans develop to old age.</p>	<p><u>Materials: properties and changes</u> We will 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. We will learn that that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. We will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. We will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>

	<p>water resistance and friction, that act between moving surfaces.</p> <p>We will learn to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>				<p>We will demonstrate that dissolving, mixing and changes of state are reversible change.</p> <p>We will 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.</p>
Art	<p>Focus: Painting and Mixed Media – Portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Look at how the Greeks presented themselves.</p> <p>Curriculum Links- Greeks/ Life Skills</p>	<p>Focus: Craft and Design - Architecture</p> <p>Investigating the built environment, drawing from observation, evaluating design features of buildings and developing ideas to create individual architectural designs.</p> <p>Curriculum Links – Victorians (School Building)</p>			<p>Focus: Sculpture and 3D- Interactive Installation</p> <p>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</p> <p>Curriculum links- Map Skills (link to an environmental issue locally)</p>
DT	<p>Focus: <i>Frame structures</i></p> <p>Children investigate and evaluate a range of existing frame structures and learn joining, shaping and finishing techniques with construction materials. They produce a detailed, step-by-step plan, listing tools and materials they intend to use. At the</p>	<p>Focus: Monitoring and control -Electrical systems</p> <p>We will explore a range of electrical systems that could be used to control their products, including a simple series circuit where a single output device is</p>			<p>Focus: Cams -Mechanical systems</p> <p>Children will discuss different types of movement: rotary, oscillating and reciprocating. They compare the final product to the original design specification and test products with the intended user, where safe</p>

	<p>end of the session they will have a chance to test their catapults, reflect on their designs and suggest improvements.</p> <p><i>Product- catapults</i></p> <p>Curriculum Links- Greeks</p>	<p>controlled, a series circuit where two output devices are controlled by one switch. We will work to create the product to work automatically in response to changes in the environment.</p> <p>Product- security alarm</p> <p>Curriculum Link – Local Area</p>	<p>and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Product- a model (linked to topic) with oscillating, rotating or reciprocating movement</p> <p>Curriculum Link- Kingdom of Benin</p>	
PE	Gymnastics (indoor)	Movement and Dance (indoor)	Yoga (indoor)	Fitness (indoor)
	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements. 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.</p>	<p>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. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity 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.</p>	<p>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 well being 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.</p>	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they</p>

						find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.
	Tennis (outdoor)	Hockey (outdoor)	Tag Rugby (outdoor)	Netball (outdoor)	Athletics (outdoor)	Cricket (outdoor)
	In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	In this unit pupils start to develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball	In this unit pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score.	In netball pupils learn to maintain possession in order to move the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	In this unit, 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, distance or accuracy and learn how to persevere to achieve their personal best.	In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by

		towards goal to score.				striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.
RE	Judaism, Sikhism & Christianity					
	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2	Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2
	<u>Making connections between religions with a focus on sacred texts.</u>	<u>Discuss the value and challenges of belonging to a community of faith or belief</u>	<u>Discuss and debate what is right and wrong and what is fair</u>			
	Connections between religions: focus on sacred texts and symbolism	Commitment & Community: 2 lessons each 1. How do Christians show their commitment to God? 2. How do Sikhs show their commitment to God? 3. How do Jews show their commitment to God?	Ethics: 2 lessons each 1. How hard is it to forgive? What's it like to be forgiven? (Christianity) 2. What does the Sikh practice of SEWA teach us about kindness? 3. What did Moses teach about faith and trust? (Judaism)			
Computing	Online safety We will gain a greater understanding of the impact that sharing digital content can have and be able to review sources of support when using technology and children's responsibility to one another in their online behaviour. We will learn how to maintain secure Passwords and understand the advantages,	Databases We will learn how to search for information in a database and how to contribute to a class database. We will create a database around a chosen topic	Word We will what a word processing tool is for and how to add and edit images to a word document. We will learn how to use word wrap with images and text. We will learn how to change the look of text within a document and add features to a document to enhance its look and usability. We will learn how to use tables within to present information.	Coding We will learn how to begin to simplify code and to create a playable game. We will learn what a simulation is and how to program a simulation using 2Code. We will learn what decomposition and abstraction are in computer science. We will take a real-life situation, decompose it and think about the level of abstraction. We will understand how to use friction, function and variables in code and what concatenation is and how it works.		

	<p>disadvantages, permissions and purposes of altering an image digitally and the reasons for this. We will become aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. We will learn how to search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>					
<p>PSHME and British Values</p>	<p>Thinking of others</p> <p>Children will be taught about: The feelings associated with loss and bereavement and how people may react to loss in different ways Homelessness and how to empathise with others</p>	<p>Keeping fit, safe and healthy</p> <p>Children will be taught about: Keeping physically safe including road and environmental safety E- safety focussing on dangers, The importance of keeping personal information safe on-line Physical wellbeing and that healthy eating, physical activity and oral health are all vital to a positive lifestyle</p>	<p>Respect and tolerance</p> <p>Pupils will be taught about: Stereotyping including gender stereotyping; what it means How to identify discriminatory language How to deal with discrimination at school The importance of equality and how this affects their lives</p>	<p>Morals, choices, rights and democracy</p> <p>Pupils will be taught about: Elections and how they work- democracy Police and the justice system Moral dilemmas</p>	<p>Living and growing</p> <p>Pupils will be taught about: Puberty and how it affects the changes in their bodies Feelings in the context of relationships and how to manage these feelings positively To recognise where physical contact feels uncomfortable or unsafe and what to do about it The human life cycle (as in KS2 science curriculum)</p>	<p>Moving on</p> <p>Pupils will be taught about: The world of work- different jobs and their importance in society The benefits of having a job What they need to do to fulfil their dreams and aspiration</p>

MFL	<p>What's the date? We will learn to recognise and recall the 12 months of the year in French and ask what the date is and say the date in French. We will ask somebody when their birthday is and say when their own birthday is in French.</p>	<p>Do you have a pet? We will learn the nouns and indefinite articles for 8 common pets and ask somebody if they have a pet and give an answer back. We will say in French what pet we have/do not have and give our pet's name. We will start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</p>	<p>The Weather We will learn to recognise and recall the 9 weather expressions in French from memory and ask what the weather is today and give a reply in French. We will also describe the weather in France, in French using a weather map with symbols.</p>	<p>Clothes We will learn to recognise and recall from memory items of clothing. We will explore the regular 'er' whole verb present tense conjugation of the verb porter. We will describe what people are wearing and revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p>	<p>Olympics We will understand the key facts of the ancient and modern Olympics recounted in French. We will learn 10 nouns and articles for common Olympic sports. We will explore the full present tense conjugation of the high frequency verb faire and look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p>	
Music Curriculum stimuli	<p>Glockenspiel 1 We will be learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>Glockenspiel 2 We will be continuing to learn about the language of music and developing our understanding of pulse, rhythm and reading musical notation.</p>	<p>Getting started with music tech We will learn about how technology has developed over time within music and how it has aided music to evolve by the introduction of technology.</p>	<p>Emotions and Musical Styles We will listen to and appraise music while understanding how different musical styles can create emotion. Meanwhile continuing to refine our musical abilities with glockenspiels.</p>	<p>BBC Ten Pieces Module A classical piece has been chosen to appraise, learn and perform: George Frideric Handel - Zadok the Priest</p>	<p>Exploring Key and Time Signatures We will continue to build on the foundational elements of music with a focus on key and time signatures to become competent musicians.</p>