

Year 5 Curriculum Overview



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Famous Five	<u>A Memorable Experience</u> URE museum visit		<u>A Memorable Experience</u> Visit to a Victorian school room		<u>A Memorable Experience</u> An outdoor map-reading challenge	
	<u>An Innovative Challenge</u> Memorise the 12 main Greek Gods Recount the process of a volcano erupting		<u>An Innovative Challenge</u> Design a model of Reading station		<u>An Innovative Challenge</u> Learn an African dance	
	<u>A Book to Read</u> Who let the dogs out By Maz Evans		<u>A Book to Read</u> Newtown: The inside story		<u>A Book to Read</u> The Fastest Boy in the World By Elizabeth Laird	
	<u>Something to Investigate</u> How did the Olympic Games start?		<u>Something to Investigate</u> How has Reading changed over the last 100 years?		<u>Something to Investigate</u> What was it like to be a Benin Oba?	
	<u>Parental Involvement</u> Christmas by Candlelight Harvest Festival		<u>Parental Involvement</u> Invite parents to our local school/ history tour		<u>Parental Involvement</u> Sports day	
Maths is taught using White Rose as a basis for lessons. Where possible children learn using concrete resources and practical situations.						
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
Reading	Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.					
	<u>Novels-</u> Percy Jackson and the Lightning Thief By Rick Riorden Percy Jackson and The Olympians By Rick Riorden Boy		<u>Novels-</u> Street Child by Berty Docherty Beowulf By Michael Morpurgo The Nowhere Emporium		<u>Novels-</u> Journey to Jo'Burg by Beverly Naidoo Children of the Benin Kingdom by Dinah Orji	

	by Roald Dahl Extracts to teach reading- Meet the heroes, gods, and monsters of ancient Greece by Jean Menzies In Flanders Field By John McCrae The Hobbit by J. R. R. Tolkien Hannukah (A traditional Jewish story)	By Ross McKenzie Extracts to teach reading- The Pobble who has No Toes By Edward Lear Industrial Revolution The Railway Children by Edith Nesbit The Highwayman By Alfred Noyes The Easter Story- Bible story	Extracts to teach reading- Benin Creation Story - Traditional Tale The Secret Garden By Francis Hodgson Sikh traditional tale – God provides to All Prisoners of Geography – Africa By Tim Marshall		
Writing	Writing is taught using high-quality texts as the ‘root’. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.				
	The Man Who Walked between Towers By Mordicai Gerstein	Robot Girl By Malorie Blackman	The Lost Thing By Shaun Tan	Freedom Bird By Jerdine Nolan	Children of the Benin Kingdom By Dina Orji
	Percy Jackson By Rick Riordan	The Tempest By William Shakespeare	Curiosity By Markus Motum	Beowulf By Michael Morpurgo	The Strange Case of Origami Yoda By Tom Angleberger
Science	Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future are vital for the survival of our planet.				
	<u>Forces</u> <ul style="list-style-type: none"> • What is the force that makes unsupported objects move towards earth? • What is gravity? • What is the effect of air resistance? • What is the effect of water resistance? 	<u>Earth and Space</u> <ul style="list-style-type: none"> • How does the Earth and other planets move relative to the sun? • How does the moon move 	<u>Living things and their habitats</u> <ul style="list-style-type: none"> • Can I describe the differences in life cycles of a mammal, an amphibian, an insect and a bird? • What are the life process of reproduction in 	<u>Animals including humans</u> <ul style="list-style-type: none"> • Can you describe the changes as humans progress from birth to old age? • Can you describe the changes as animals progress 	<u>Materials: properties and changes</u> <ul style="list-style-type: none"> • How could I compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets? • Which materials will dissolve in liquid to form a solution? • How can you recover a substance from a solution?

	<ul style="list-style-type: none"> • What is the effect of friction that acts between moving surfaces? • What effect do mechanisms, including levers, pulleys and gears have on a moving object? 	<ul style="list-style-type: none"> • How could you describe the Sun, Earth and Moon as approximate spherical bodies? • What is the movement of the Earth which creates night and day? • How does the moon move relative to the Earth? 	<p>relative to the earth?</p> <p>some plants and animal?</p>	<p>from birth to old age?</p> <ul style="list-style-type: none"> • What does each stage of the human life cycle look like? • What happens at each stage? 	<ul style="list-style-type: none"> • How would I separate mixtures using filtering, sieving or evaporation? • How would I know that dissolving, mixing and changes of state are reversible changes? • What kind of changes are not reversible? • Why are certain materials better than others in practical terms?
History	<p><u>What did the Ancient Greeks do for us?</u></p> <ul style="list-style-type: none"> • Who were the Ancient Greeks and when did they live? • How was Greek society organised? • How did life vary between Athens and Sparta? • What do artefacts tell us about life in Ancient Greece? • How did religious beliefs impact daily life? • What made Alexander the Great so great? • What impact have the Ancient Greeks had on our lives? 	<p><u>How did the Industrial Revolution impact Reading?</u></p> <ul style="list-style-type: none"> • How has Reading changed over the last 1500 years? • How did transport developments in the 19th C affect Reading? • How did Huntley and Palmer change Reading's fortunes? <i>Significance</i> • Were Huntley and Palmer good employers? <i>Interpretation</i> • How did Huntley and Palmer change New Town? <i>Change, cause and effect</i> • What was life like at New Town Primary School in the 19th Century? 	<p><u>How successful was the Benin Kingdom?</u></p> <ul style="list-style-type: none"> • Why do we learn about Benin in school? • What sort of place was Benin 1000 years ago and how do we know? • What can we tell about Benin society from the images and artefacts which have survived? • What changes took place then European settlers started trading? 		

			<ul style="list-style-type: none"> • What effect did the British empire have on the Benin Kingdom? • Should the Benin Bronzes be returned to Benin?
Geog	<u>What leads to a natural disaster?</u> <ul style="list-style-type: none"> • How is the earth constructed? • What are tectonic plates? • How and where are mountains formed? • What goes on inside a volcano? • How does an earthquake occur? • What happens when a natural disaster occurs? 	<u>What does fieldwork tell us about our local area?</u> <ul style="list-style-type: none"> • What do maps tell us about Reading's geography? • What does good fieldwork look like? • How is land used in the local area? • Why do investors want to build more flats in Reading? • How easy is it to travel in Reading? • How can Reading become more green? F/W 	<u>What are map skills? A/M</u> <ul style="list-style-type: none"> • What can maps tell us? • What do symbols on maps tell us? • What do grid references on maps tell us? • What do contour lines on a map show us? • What is scale? • How have maps changed over time? • What are the benefits of digital mapping? • What can I show in a map?
Art	<u>Identity, Environment, Habitat, linked to Ancient Greece</u> <ul style="list-style-type: none"> • How can typography be used creatively to communicate thoughts and ideas? • Can I create my own typeface inspired by my own interests? • How would I make my drawings strong and powerful? • How do artists use typography and maps to create unique and personal artwork? • Can I apply my new typography skills and my powerful drawings skills to make a visual map? 	<u>Habitats, the environment, sculpture, design</u> <ul style="list-style-type: none"> • How does the work of artists explore parallels between us and other beings? • How can I use a variety of media to create observed and expressive drawings of nests? • How would I improve and refine my art? • How would I make a 3d model from a 2d drawing? • How would I use a variety of materials to create a sculpture? • 	<u>Identity, belonging, growing up, self-expression</u> <ul style="list-style-type: none"> • Can I explore how artists explore their identity? • Can I use observational skills to draw from life using a variety of materials? • How could I express my identity through self-portraiture? •
DT	DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants		

	and values. A design process will be followed for each project starting with the design brief through to research, initial designs, final design, making and evaluation.				
	<u>Food</u> Design a Greek Filo pastry parcel using traditional Greek ingredients for a winter picnic	<u>Structures and Mechanisms</u> Design a station for Reading	<u>Textiles</u> Design a fan to keep a Benin king cool in the summer		
Music	<u>Blues</u> <ul style="list-style-type: none"> How can the Blues cheer us up? 	<u>Composition to represent the festival of colour:</u> <u>Holi</u> <ul style="list-style-type: none"> How can music be a colour or a shape? 		<u>Looping and Remixing: Dance Music</u> <ul style="list-style-type: none"> Could a computer replace a composer? 	
PE 1	<u>Gymnastics</u> <ul style="list-style-type: none"> How many balances can I do? Can I balance when my body is inverted? What other gymnastic skills could I develop? Can I work with a partner to create a sequence which is either mirrored, synchronised or is in cannon? How can I help others to improve their sequences? 	<u>Yoga</u> <ul style="list-style-type: none"> Can I link mindfulness to body awareness? Which yoga poses can I use to connect mind and body? Can I use breathing and meditation to improve my well-being? How would I work with a partner or a group to create a yoga flow? 	<u>Dance</u> <ul style="list-style-type: none"> What different styles of dance can I learn? How would I work with others to create a dance in one of these styles? What are the historical and cultural origins of these dances? What are the important aspects of performance? How do I give constructive feedback? What do I need to remember to ensure that I am performing safely? 	<u>Fitness</u> <ul style="list-style-type: none"> Which activities allow us to work as hard as we can? Why is raising our heart rate important? How can we improve the time we can spend on strenuous activities? What personal qualities are important when trying to improve fitness? How might you collect data to monitor your fitness? 	
PE 2	<u>Tag Rugby</u> <ul style="list-style-type: none"> How do I attack in a game of tag rugby? How do I defend in a game? 	<u>Tennis</u> <ul style="list-style-type: none"> How do we maintain 	<u>Athletics</u> <ul style="list-style-type: none"> What can we do to improve the 	<u>Netball</u>	<u>Cricket</u> <ul style="list-style-type: none"> What are the key roles of

	<ul style="list-style-type: none"> • What skills do I need to attack or defend? • What skills do I need to maintain possession? • Why is it important to have rules? • What do we mean by being a good sportsman? 	<ul style="list-style-type: none"> • How do we hit the ball accurately and effectively to score points? • How can we play a game successfully against an opponent? • Why is it important to keep score with trust and honesty? 	<ul style="list-style-type: none"> • Can we use similar techniques to throw a javelin? • How can we run more efficiently? • What techniques can we use to improve the outcomes in a long distance race? • What skills do we need to jump at the greatest possible height? 	<ul style="list-style-type: none"> • What different types of passes are useful in netball? • How can we catch a ball even if it is moving away from us or at speed? • What do we need to do to effectively defend? • What are the key rules of netball? 	<ul style="list-style-type: none"> • How can we direct the ball to keep it away from the fielder? • What is the best technique for catching a cricket ball? • What is the best striking technique for avoiding being caught? 	
RE	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • Why is the Bible important to some Christians in worship both in church and at home? • How is the bible interpreted by different Christians? • How does the Bible teach Christians to be wise? 	<p><u>Hinduism/ Sikhism</u></p> <ul style="list-style-type: none"> • How do traditions and sacred text and story help Hindus understand their relationship with the world? • What do Sikhs learn about God and human life from their sacred texts? • What might it look like to live as a Hindu or a Sikh in different parts of the world? • What influences the way Hindus and/or Sikhs respond to local and Global issues of social justice? 		<p><u>Buddhism</u></p> <ul style="list-style-type: none"> • How do sacred texts and traditions help Buddhists understand their identity and purpose? • What might it look like to live as a Buddhist in different parts of the world? • What influences the way Buddhists respond to local and global issues of social justice? 		
Life Skills	<p><u>Thinking of others</u></p> <ul style="list-style-type: none"> • How might people react to loss in 	<p><u>Keeping fit, safe and healthy</u></p> <ul style="list-style-type: none"> • How can we be sure to keep ourselves 	<p><u>Respect and tolerance</u></p> <ul style="list-style-type: none"> • What is stereotyping? 	<p><u>Morals, choices, rights and democracy</u></p> <ul style="list-style-type: none"> • What is democracy? 	<p><u>Living and growing</u></p> <ul style="list-style-type: none"> • How does puberty affect our emotions and behaviour as well changes in bodies? 	<p><u>Moving on</u></p> <ul style="list-style-type: none"> • How are life skills preparing us for the world of work?

	<p>different ways?</p> <ul style="list-style-type: none"> • What would you do if you saw a homeless person? • Is there a right or wrong way to react? • Why is it important to be able to empathise with others? 	<p>when we're away from our homes?</p> <ul style="list-style-type: none"> • What are the most important aspects of road safety? • What do we know about e-safety and the important of keeping information safe on-line? • Why is keeping physically healthy important for our mental health? 	<ul style="list-style-type: none"> • Can we identify discriminatory language? • What should we do if we see or hear someone using discriminatory language or being disrespectful? • Why is equity and equality important and how might this affect our lives? • What are the nine 'Protected Characteristic' and what they mean within our society? 	<ul style="list-style-type: none"> • Why do we have elections in a democratic society? • What is the role of the police in our society? • How does our justice system work? • Why are some situations difficult to resolve? 	<ul style="list-style-type: none"> • What is menstruation and how do we deal with it practically? (Recap) • What is a relationship and what is appropriate and safe? • What are the details of the human lifecycle particularly around conception and birth? 	<ul style="list-style-type: none"> • What skills are important for different careers? • What are the benefits of having a job? • What difficulties might you face if you didn't get a job? • What will you need to do to fulfil your dreams and aspirations?
<p>Computing</p>	<p>Computing is taught in our IT suite using Purple Mash. Children continue to learn to navigate devices with increasing confidence using the keyboard and mouse and using the internet. Every lesson has an emphasis on ensuring that they are keeping themselves safe on-line both at home and at school.</p>					

	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • What is on-line bullying? • What should I do if I am subject to on-line bullying? • Where might I put myself in danger of on-line bullying? 	<p><u>Typing</u></p> <ul style="list-style-type: none"> • What do I need to do to become more proficient at using a keyboard? 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Why is keeping safe on-line important for our health and well-being? 	<p><u>Word processing</u></p> <ul style="list-style-type: none"> • Why is it useful to process what we want to say on-line? • How do we use some of the functions on MS word? 	<p><u>Coding</u></p> <ul style="list-style-type: none"> • How can we use coding to give instructions? 	<p><u>Databases</u></p> <ul style="list-style-type: none"> • What is a database? • How can we collect data and process it on-line?
French	<p>French is taught throughout KS2 as our Modern Foreign Language. The Language Angels Scheme is used which allows children to experience a wide range of vocabulary through everyday situations. Role play, repetition and recap ensure that they build a rich bank of vocabulary which they can use in conversations with their peers. French is practised as often as possible in the classroom, outside French lessons, and enrichment days allow children to immerse themselves into French culture.</p>					