

YEAR 5 CURRICULUM OVERVIEW 2023 – 24

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Core Text	Phoenix bu S.F. Said	<i>Shackleton's Journey</i>	<i>The Explorer</i> by Katherine Rundell		<i>London Eye Mystery</i> by Siobhan Dowd	
Trips / Visits	Herstmonceux Observatory Wednesday 18 th October 2023 TBC		Survival Day Friday 3 rd February TBC	Opera Brava Wk. beg. 4 th or 11 th March TBC	London Eye and Tate Modern Wednesday 15 th May 2024 TBC	
Reading Comprehension Skills	<p>To understand what is read by asking questions to improve his/her understanding of a text</p> <p>To understand what is read by checking that the text makes sense to him/her, discussing the understanding of words</p> <p>To understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To understand what is read by predicting what might happen from details stated</p> <p>To understand what is read by identifying main ideas drawn from within one paragraph and summarise these</p> <p>To understand what is read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech</p> <p>To retrieve and record information from non-fiction</p> <p>To read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>					
English	<ul style="list-style-type: none"> • Diary • Informal letter • Poetry • Narrative • Informal recount <p><u>GPS</u></p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion 	<ul style="list-style-type: none"> • Personal recount • Fact file • Personal statement • Preparation for job interview • Formal letter • Informal letter writing • Descriptive poem 	<ul style="list-style-type: none"> • Character analysis • Developing tension and suspense in adventure fiction writing • Diary writing • Instruction writing linked to Survival Day • Using different sentence openers • Author's choice and purpose • Non-chronological report • Story writing – writing a sequel to The 	<ul style="list-style-type: none"> • Tourist Leaflet • Author's language • Character profile • Diary writing • Playscripts • Persuasive speech • Recount • Police report • Haiku poem • Formal letter writing 		

	<p>and to avoid repetition</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials (including the commas) The grammatical difference between plural and possessive s Speech punctuation Relative clauses Relative pronouns 	<ul style="list-style-type: none"> Motivational speech Telegram Advisory letter Biography <p><u>GPS</u></p> <ul style="list-style-type: none"> Modal verbs to indicate possibility Using adverbs to indicate degrees of possibility 	<p>Explorer</p> <p><u>GPS</u></p> <ul style="list-style-type: none"> Using brackets, dashes and commas to indicate parenthesis Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> Story writing – creating tension and suspense in mystery writing Newspaper report Persuasive advertisement Nonet poem Precis texts <p><u>GPS</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Use cohesive devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time and number or tense choices Verb prefixes (dis-, de-, mis-, over-, and re-) Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)
<p>Maths</p>	<p>Number – Place Value</p> <ul style="list-style-type: none"> Read and write Roman Numerals to 1000 Read, write, order and compare numbers to 1 million Round whole numbers to the nearest 10, 100, 1,000, 100,000 and 1,000,000 <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> Mental strategies Add and subtract whole numbers with more than four digits Using rounding and inverse to check answers Multi-step addition and subtraction word problems. <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Multiples (inc. common multiples) Factors (inc. common multiples) Prime numbers 	<p>Multiplication and division B</p> <ul style="list-style-type: none"> Short multiplication Long multiplication Solve problems with multiplication Short division Divide with remainders Solve problems with multiplication and division <p>Fractions B</p> <ul style="list-style-type: none"> Multiply fractions by an integer Calculate a fraction of a quantity Fractions as operators <p>Decimals and percentages</p> <ul style="list-style-type: none"> Place value of decimals Equivalent fractions, decimals and percentages Order and compare decimals with up to 3d.p. 	<p>Shape</p> <ul style="list-style-type: none"> Classify angles Estimate angles Use a protractor to measure and draw angles Calculate angles around a straight line and point Regular and irregular polygons Properties of 3d shapes <p>Position and direction</p> <ul style="list-style-type: none"> Read and plot coordinates Translation Lines of symmetry <p>Decimals</p> <ul style="list-style-type: none"> Complements to 1 Add and subtract decimals Decimal sequences Multiply and divide decimals by 10, 100 	

	<ul style="list-style-type: none"> • Square numbers • Cube numbers • Multiply and divide whole numbers by 10, 100 and 1000 <p>Fractions A</p> <ul style="list-style-type: none"> • Equivalent fractions • Convert between improper and mixed numbers • Order and compare fractions less than and more than 1 • Add and subtract fractions with different denominators 	<ul style="list-style-type: none"> • Round decimals to nearest whole and 1 d.p. <p>Statistics</p> <ul style="list-style-type: none"> • Read, draw and interpret line graphs • Two-way tables <p>Read and interpret timetables</p>	<p>and 1000</p> <p>Negative numbers</p> <ul style="list-style-type: none"> • Place value of negative numbers • Order and compare negative numbers • Find the difference <p>Converting units of measure</p> <ul style="list-style-type: none"> • Converting ml and L, kg and g, cm and m, cm and mm • Convert between metric and imperial units • Convert units of time • Calculate with timetables <p>Volume</p> <ul style="list-style-type: none"> • Estimate and compare volume • Estimate capacity 	
<p>Science</p>	<p><u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><u>Forces and Magnets</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>All Living Things</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><u>Properties and Changes of Materials</u> 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.</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this</p>

						kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Science Investigation Skills	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)</p>					
Computing	Computing systems and networks – Sharing information	Programming A Physical computing – Crumbles	Creating media – video editing	Data and information – flat-file database	Creating media – Vector drawing.	Programming B Selection in quizzes – Scratch
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. I can recognise the different shapes of countries. Biomes, Vegetation belts and Climate zones. Time zones and Greenwich median line 		<p>Amazon Rainforest Location and key facts about the Amazon rainforest and river.</p> <p>Ancient Maya Annotate a map of Central America with Maya settlements</p> <p>Identify physical features of land and comment on how these affected the Mayan farming techniques.</p> <p>Identify how</p>	Effects of deforestation and sustainability	<p>Locational knowledge</p> <ul style="list-style-type: none"> Identify key landmarks within London I can identify the physical characteristics and key topographical features of the countries within North America. I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand different land uses Use maps, photographs and Google maps to compare how an area in London has changed over time. Understand how the environment of London has changed over time. I can understand how humans affect the environment. (How London has changed over the past 100 years) <p>Rivers</p> <p>Human and physical geography</p>	

			environments have changed over times – Maya abandonment theories.		<ul style="list-style-type: none"> • I can explain how rivers erode, transport and deposit materials. • I can explain about the physical features of coasts and begin understand erosion and deposition.
History		<p><u>Shackleton & History of exploration – study of a historical figure</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Understand that the type of information available depends on the period of time studied • Evaluate the usefulness of a variety of sources • Provide an account of a historical event based on more than one source • Give some reasons for some important historical events 	<p><u>Mayan civilization</u> Use dates to order and place events on a timeline</p> <p>Compare sources of information available for the study of different times in the past</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • I can use dates to order and place events on a timeline (History of London) • Understand different land uses • Use maps, photographs and Google maps to compare how an area in London has changed over time. • Understand how the environment of London has changed over time. • I can understand how humans affect the environment. (How London has changed over the past 100 years) 	
Art	<p>Space art and Pop Art</p> <ul style="list-style-type: none"> • Use chalks to create Northern Lights scene • Learn about key Pop Art artists (Roy Lichtenstein, Andy Warhol, Keith 		<p><u>Guatemalan Art</u> Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p> <p>Evaluate his/her work against their intended outcome.</p>	<p><u>Cityscapes and perspective:</u> Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p><u>Lowry</u> Research and discuss various artists, architects and designers and discuss their processes and explain how these were used</p>	

	<p>Haring, David Hockney</p> <ul style="list-style-type: none"> • Self-portrait in the style of Andy Warhol (mixing of paints) • Front cover for Power of Reading book (word explosion using layering) 		<p>Clay sculpture (linked to Mayans) Develop skills in using clay including slabs, coils and slips</p>	<p>in the finished product.</p>	
DT		<p>Moving Toys – Mechanisms Fair</p> <ul style="list-style-type: none"> • Research fairground rides and how they have changed • Make a prototype of the moving mechanism • Design and make using cardboard and wood. • Programme using the Crumbles (Computing) • Evaluate 	<p>Fashion and Textiles Drawstring bag</p> <ul style="list-style-type: none"> • I can use my research into existing products and my market research to inform the design of my own innovative product. • I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. <p>I can make detailed evaluations about existing products and my own considering the views of others to improve my work.</p> <p>Survival Day Prepare vegetables for vegetable stew</p>	<p>Cooking and Nutrition Bake Off Challenge – design and make cookies</p> <ul style="list-style-type: none"> • Design a company name and logo (using Google Drawings) • Market research (research using ipad, sampling products, consumer survey) • Design product and write recipe (including quantities of ingredients) • Make cookie • Evaluation 	
R.E.	<p>Rules – everyday life, Christianity, Judaism</p> <p>Understand about religious codes of conduct and rules of living, considering the effect of these on daily life.</p> <ul style="list-style-type: none"> • <i>Moses and 10</i> 	<p>Light</p> <p>To participate in period of stillness and quiet thought and where appropriate to express personal reflections and emotions.</p>	<p>Celebrations – inc Easter</p> <ul style="list-style-type: none"> • <i>Story of Esther</i> • <i>Festival Purim</i> • <i>Exodus</i> • <i>Seder Plate</i> • <i>Passover</i> • <i>Holy Week</i> • <i>Last Supper</i> • <i>Stations of the Cross</i> • <i>Road to Emmaus</i> 	<p>Religious Leaders</p> <ul style="list-style-type: none"> • <i>Roles and responsibilities of authority figures</i> • <i>Comparing Christian and Jewish faith leaders</i> 	<p>Creation Story</p> <p><i>Ultimate vs non-ultimate questions.</i></p> <p><i>Judeo-Christian stories.</i></p> <p><i>Islamic creations story.</i></p>

	<p><i>plagues.</i></p> <ul style="list-style-type: none"> • 10 commandments. • Kosher diet. • Yom Kippur 	<ul style="list-style-type: none"> • Menorah candle • Hanukah • Jesus is the light of the world. • Guiding lights 			<i>Caring for God's world.</i>	
P.E.	<p>Gymnastics Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group</p> <p>Dance 1 Perform different styles of dance fluently and clearly Refine & improve dances adapting them to include the use of space rhythm & expression</p> <p>Hockey To be able to be able to combine basic hockey skills such as dribbling and push pass To be able to select and apply skills in a game situation confidently</p> <p>Tag rugby To combine basic tag rugby skills such as catching and quickly passing in one movement To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance</p>	<p>Gymnastics 2 Perform more complex actions, shapes and balances with consistency Use information given by others to improve performance</p> <p>Dance 2 Using professional examples to inspire ideas for explosive action. Work with devices to add interest to action and explore different types of jumps.</p> <p>Netball To confidently use specific netball skills in games, for example, different passes, pivoting, shooting etc. To begin to play effectively in different positions on the pitch in both attack and defence.</p> <p>Football To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed</p>		<p>Athletics Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Rounders Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</p> <p>Tennis Introduce Volley shots and Overhead shots Apply new shots into game situations Play with others to score and defend points in competitive games</p>		
Music	<p>Livin' On A Prayer</p>	<p>Make You Feel My Love</p>	<p>Learn songs for Opera Brava</p>	<p>The Fresh Prince of Bel-Air</p>	<p>Dancing In The Street</p>	
PSHE	<p>Digital Media Literacy Online vs real world What do I do if I am upset or worried about something I have seen or has been said to me online?</p>	<p>Digital Media Literacy Online security/sharing information How do I block or report other users when I am online?</p>	<p>Emotional Health & Well-Being Emotional resilience What sorts of feelings can change or loss bring? Achievements and goals What have we achieved</p>	<p>Physical Health & Well-Being Tobacco and smoking What are the effects of smoking tobacco? Drugs and usage What are some drugs we</p>	<p>Relationships, Sex and Health Education Early warning signs, saying yes or no, secrets How does my body tell me if I feel safe and unsafe?</p>	<p>Relationships, Sex and Health Education Changes in relationships (when relationships go wrong) What types of change</p>

	<p>What is online? Specific forms of technology – apps etc. Online relationships and being part of a community Knowing someone and trusting someone Cyber bullying and negative behaviours What is cyberbullying? Help, guidance and strategies</p>	<p>Which online accounts do you have that you should have separate strong passwords for? What safety features can you utilise to keep yourself safe? Digital footprint</p>	<p>that we are most proud of? What are our strengths? What are our long-term goals? Friendships and bullying How can we show that we respect ourselves and other people? Health and wellbeing What do people do to help keep themselves and others emotionally healthy? Sleep and our emotional health How is sleep an important part of our daily life?</p>	<p>see in everyday life? How do people use drugs? What are the effects of drugs on health and wellbeing? Who and what influences our attitudes towards drugs? Making decisions, taking risks and influences What should we do if we are ever under pressure to do something we feel uncertain about? Habits and choices What is meant by a habit and what might one look and feel like?</p>	<p>Body privacy What types of physical contact is acceptable / unacceptable in different situations? Physical contact and appropriate touch How does our body/mind warn us when someone gets too close? Pressure to share and dares Why might people try to persuade others to share something they are uncertain about?</p>	<p>happens in people's lives? Changing feelings What kind of feelings come with puberty? Dealing with strong feelings How can I cope with different feelings and mood swings? Body changes and puberty What happens to people's bodies when they grow up?</p>
MFL	<p>Quelle Est La Date Unit.</p> <p>Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar</p>	<p>Quel Temps Fait-il Unit</p> <p>Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Habitats</p> <p>Tell somebody in French some key facts about things that animals and plants need to survive in their various habitats. Tell somebody in French examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. Tell somebody in French what types of animals live in different habitats and what their particular adaptations are to best suit their</p>	<p>Healthy Lifestyles & Sport 1</p>	<p>Les Vetements</p> <p>Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PORTER in French. Say what they would wear in different weather.</p>	<p>Regular Verbs</p> <p>Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French</p>

			environment. Tell somebody in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.			a regular –RE verb.
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