

Year 5 Curriculum Overview, 2021-2022

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and visitors	<ul style="list-style-type: none"> - The Past Presents the Saxons and Vikings - Butser Farm - Outdoor Learning - Swimming 	<ul style="list-style-type: none"> - Outdoor Learning - Swimming 	<ul style="list-style-type: none"> - Outdoor Learning - Swimming 	<ul style="list-style-type: none"> - Outdoor Learning 	<ul style="list-style-type: none"> - Hampshire Fire Safety visit to school - Question of Faith Day (RE) - - Outdoor Learning 	<ul style="list-style-type: none"> - London Residential - Outdoor Learning
Safety and Safeguarding	<p><u>Managing Relationships</u></p> <ul style="list-style-type: none"> - PSHE and Science - Puberty and body changes - PSHE - Personal hygiene, emotional changes in puberty, managing friendships, managing peer influence, - PE -water safety (swimming) 	<p><u>Challenging discrimination</u></p> <ul style="list-style-type: none"> - PSHE - Physical contact and feeling safe, responding respectfully to a wide range of people, recognising prejudice and discrimination, knowing how to safely challenge and report discrimination - PE -water safety (swimming) 	<p><u>Online reliability</u></p> <ul style="list-style-type: none"> - PSHE and Technology - Assessing reliability of online information - PE -water safety (swimming) 	<p><u>Job interests and aspirations</u></p> <ul style="list-style-type: none"> - PSHE- Recognising stereotypes in workplace and how to challenge them - 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> - PSHE - sun safety, recognising healthy sleep habits, vaccinations and allergies 	<p><u>Responding in an emergency</u></p> <ul style="list-style-type: none"> - PSHE - Basic first aid, emergency responding
Key texts	<ul style="list-style-type: none"> - The man that walked between towers - Robot Girl 	<ul style="list-style-type: none"> - The Lighthouse (film) - Percy Jackson and the Lightning Thief - A Christmas Carrol (Christmas Advert) 	<ul style="list-style-type: none"> - Hidden Figures - The Lost Thing 	<ul style="list-style-type: none"> - Floodlands - The Tempest 	<ul style="list-style-type: none"> - Holes 	<ul style="list-style-type: none"> - The Island - Kaspar Prince of Cats
Class Readers	<ul style="list-style-type: none"> - Cogheart 	<ul style="list-style-type: none"> - Percy Jackson and the Lightning Thief 	<ul style="list-style-type: none"> - Who Let the Gods Out? 	<ul style="list-style-type: none"> - Floodlands 	<ul style="list-style-type: none"> - Holes 	<ul style="list-style-type: none"> - The Island - Kaspar Prince of Cats
English Reading	<ul style="list-style-type: none"> - 2a give/explain the meaning of words in context - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - Mixture of all skills taught so far 	<ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2c - Summarising main ideas from more than one paragraph - Mixture of all skills taught so far 	<p>All skills will be covered with teaching focused on:</p> <ul style="list-style-type: none"> - 2c - Summarising main ideas from more than one paragraph - 2d- Make inferences from the text/explain and justify inferences from the text. - 2g - Explain how meaning is enhanced through choice of words and structures. 	<p>All skills will be covered with teaching focused on:</p> <ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2d- Make inferences from the text/explain and justify inferences from the text. - 2e- Predict what might happen from details stated and implied 	<p>All skills will be covered with teaching focused on:</p> <ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2d- Make inferences from the text/explain and justify inferences from the text. - 	<p>All skills will be covered with teaching focused on:</p> <ul style="list-style-type: none"> - 2b - retrieve and record information. Identify key details from fiction/non-fiction texts. - 2c - Summarising main ideas from more than one paragraph - 2d- Make inferences from the text/explain and justify inferences from the text. - 2e- Predict what might happen from details stated and implied - 2h - Make comparisons between texts. - 2a give/explain the meaning of words in context - 2f - Explain how information/narrative is

						related and contributes to meaning as a whole.
English Writing	<p>Biography</p> <ul style="list-style-type: none"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - -Using passive verbs to affect the presentation of information in a sentence - -Using expanded noun phrases to convey complicated information concisely - Relative clauses - Indicating degrees of possibility using adverbs or modal verbs - Use of commas to clarify meaning or avoid ambiguity <p>Science Fiction narrative</p> <ul style="list-style-type: none"> - Relative clauses - Indicating degrees of possibility using adverbs or modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time, place and number or tense choices - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - The difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<p>Report</p> <ul style="list-style-type: none"> - -Select and use effective vocabulary for description and atmosphere - -Use 1st person pronouns - -Use appropriate formal vocabulary <p>Mythical Narrative</p> <ul style="list-style-type: none"> - Relative clauses beginning - Indicate degrees of possibility using modal verbs - Use expanded noun phrases as a descriptive device - The difference between structures typical of informal speech and structures appropriate - Using semi-colons, colons or dashes to mark boundaries between independent clauses <p>Diary</p> <ul style="list-style-type: none"> - Using formal language appropriately - Brackets, dashes or commas to indicate parenthesis - -Use 1st person pronouns 	<p>Memoir</p> <ul style="list-style-type: none"> - Relative clauses - Indicating degrees of possibility using adverbs or modal verbs - Linking ideas across paragraphs using adverbials - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - Devices to build cohesion within a paragraph - How words are related by meaning as synonyms and antonyms - The difference between structures typical of informal speech and structures appropriate for formal speech and writing <p>Fantasy narrative</p> <ul style="list-style-type: none"> - Devices to build cohesion within a paragraph - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - Indicating degrees of possibility using adverbs - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, 	<p>Letter</p> <ul style="list-style-type: none"> - Devices to build cohesion within a paragraph - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - Indicating degrees of possibility using adverbs - The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Relative clauses - Linking ideas across paragraphs using a wider range of cohesive devices - Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas <p>Play script</p> <ul style="list-style-type: none"> - Use of the present perfect form of verbs instead of the simple past - Expressing time, place and cause using conjunctions - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Fronted adverbials - Relative clauses - Indicating degrees of possibility using adverbs 	<p>Missing Chapter</p> <ul style="list-style-type: none"> - Use expanded noun phrases - Use paragraphs to organise themes and ideas - Use headings and sub headings to organise paragraphs - Cohesion between paragraphs <p>Letter</p> <ul style="list-style-type: none"> - Use expanded noun phrases - Use paragraphs to organise themes and ideas - Use headings and sub headings to organise paragraphs - Cohesion between paragraphs 	<p>Narrative sequel</p> <ul style="list-style-type: none"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using commas to clarify meaning or avoid ambiguity in writing - use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading <p>Newspaper Article</p> <ul style="list-style-type: none"> - Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using commas to clarify meaning or avoid ambiguity in writing - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a

			<p>grammatical connections, e.g. adverbials</p> <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - How words are related by meaning as synonyms and antonyms 		<p>word or phrase, grammatical connections and ellipsis</p> <ul style="list-style-type: none"> - Layout devices - Punctuation of bullet points to list information
10 in 5 Focus Skills	<ul style="list-style-type: none"> - Year 4 place value skills - Year 4 addition skills - Year 4 subtraction skills - Year 4 multiplication method - Year 4 division method - Compare numbers to two decimal places 	<ul style="list-style-type: none"> - Equivalent F/D/P - Multiply by 10 and 100 - Divide by 10 and 100 - Rounding to the nearest 10, 100 and 1000 - Roman numerals - Simple fraction and percentages of amounts 	<ul style="list-style-type: none"> - Convert between mixed numbers and improper fractions - Recall and calculate simple equivalent F/D/P - Column addition - Short multiplication - Bus stop division - 	<ul style="list-style-type: none"> - Fraction and percentages of amounts - Add and subtract fractions with different denominators - Roman numerals - Round to the nearest 10, 100 and 1000 	<ul style="list-style-type: none"> - Four operations practise using taught methods - Cube/prime/factor /multiples - Compare numbers to three decimal places - Equivalent F/D/P 	<ul style="list-style-type: none"> - Doubling and halving - Long multiplication method - Long division - Roman numerals - Consolidate
Maths	<ul style="list-style-type: none"> - Learning how to read, write and the place value of each digit in a six-digit number (5NPV-2) - Learning how to order and compare numbers up to 1,000,000 - How to divide 1 into 2,4,5 and 10 equal parts (5NPV-4) - Compare and order decimals up to three decimal places (NPV-2&3) - How to read numbers to 3dp and how they can be partitioned (5NPV1,2 and 3) - How to convert between mixed number and improper fractions - How to show a fraction I its simplest form and find equivalent fractions (5F-2) - How to recall and calculate simple equivalent F/D/P 	<ul style="list-style-type: none"> - How to round to the nearest whole number, 10,100,1000 and 10,000 and to one decimal place (5NPV-3) - Learning how to count forwards and backwards through zero in 2,3 5 and 10s - Learning how to interpret negative numbers - Learning how to read Roman Numerals up to 1000 - Learning how to calculate fractions and percentages of amounts - How to use column addition (5NP-2) 	<ul style="list-style-type: none"> - How to use mental methods to add and subtract (5NF-2) - How to use column subtraction (5NF-2) - How to plot coordinates across all 4 quadrants - How to reflect and translate shapes using coordinates to describe position and missing points - How to add and subtract fractions with different denominators - How to compare angles, estimate and measure angles in degrees and draw angles (5G-1) - How to find simple missing angle 	<ul style="list-style-type: none"> - How to multiply and divide by 10, 100 and 1000 (to 2 decimal places) (5MD-1) (5NF-2) - How to convert between different metric measurements - How to convert between and solve problems that involve time - Learning about different numbers and their multiplication patterns (e.g. square, cubed, prime, factors and multiples) (5MD-2) 	<ul style="list-style-type: none"> - How to use the long multiplication method (5MD-3) - How to double and half numbers mentally up to 1,000,000 - How to calculate and solve problems about perimeter (5G-2) - How to calculate and solve problems about area (5G-2) - Learning about the nets of 3D shapes and investigating the volume 	<ul style="list-style-type: none"> - How to use division facts to mentally divide a 3d by a 1d number (5MD-4) - How to use the long division (chunking) method to divide a 4d by a 2d number efficiently (5MD-4) - How to interpret remainders into fractions or quantities (5MD-4) - How to solve multistep problems involving the 4 operations - How to calculate the range - How to use line graphs to solve problems - How to interpret information from a table - (Project work)
Science	<p>Animals</p> <p>Describe changes as humans develop to old age</p> <p>Learn about the changes experienced in puberty</p> <p>What a gestation period is and comparing animals and humans</p>	<p>Properties and changes of materials</p> <p>Solubility, transparency, conductivity, insulation, and magnetic</p> <p>What dissolving is and how to reverse it</p>	<p>Earth and Space</p> <p>What a solar system is and the names of the planets in our solar system</p> <p>Describe the movement of the Earth and other planets relative to the Sun</p>	<p>Earth and Space</p> <p>What a solar system is and the names of the planets in our solar system</p> <p>Describe the movement of the Earth and other planets relative to the Sun</p>	<p>Living things</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life and reproduction process of some plants and animals</p>	<p>Forces</p> <p>Explain what gravity is and how it was discovered</p> <p>Identify the effects of air resistance, water resistance and friction</p>

		<p>How to separate solids, liquids and gases e.g. filtering, sieving and evaporating.</p> <p>That some changes result in the formation of new materials</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and the Moon as approximate spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night</p> <p>Take measurements use a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and the Moon as approximate spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night</p> <p>Take measurements use a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results in oral and written forms - such as displays and other presentation</p>
Geography			<p>Volcanos</p> <ul style="list-style-type: none"> Identify where South America is, including naming the countries and capital cities including topographical information. Identify where the tropic of cancer and Capricorn are. Able to label a cross section of a volcano. Compare two volcanic eruptions and decide what is the biggest effect of a volcano. Identifying key physical and human components of volcanoes. 		Slums	Energy and Sustainability
History	<p>Alfred the Great or Alfred the Lucky?</p> <ul style="list-style-type: none"> Describe the difference between Roman Britain and Saxon Britain. Identify key changes in Saxon leadership. Describe the progression of Vikings invasion/ settlement in Saxon Britain. Outline key aspects of Alfred's reign e.g. education, battles and negotiations with Danes. Explore different opinions of Alfred's reign e.g. Welsh perspective vs title of Alfred the Great. Analyse the legacy of Alfred and whether he is 'Great' Understand that key historical changes may have occurred differently in different historical societies and at different times 			<p>An overview of the earliest civilizations</p> <ul style="list-style-type: none"> An overview of key aspects of four ancient civilisations (Ancient Egypt, Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China) Chronology of ancient civilisations 		

				<ul style="list-style-type: none"> - Understand that different civilisations have important similarities. - Understand that there are often many reasons that contribute to causing a change. - Understand and comment on the idea that change affects different people in different ways. - Compare long and short-term consequences of significant historical events. - Use criteria provided to make judgements as to the significance of an event, person, period or civilisation studied. - Understand that different accounts of the past emerge for different reasons - recognise that different people place emphasis on different things due to their own opinions or experience. - Understand that some interpretations of history are more reliable than others. 		<ul style="list-style-type: none"> - Where in the world these civilisations were found. - Similarities and differences between the four early civilisations studied - Examples of each civilisations achievements - Understand that key historical changes may have occurred differently - Understand that there are often many reasons that contribute to causing a change. - Understand and comment on the idea that change affects different people in different ways. - Compare long and short-term consequences of significant historical events. - Begin to look at significance of events in relation to how they affect modern life. 	
Engineering (DT)		Properties and changes of materials Engineering - Food and cooking To create healthy alternatives to Christmas snacks to sell at the Christmas fayre		Engineering - Construction and mechanics To create a mode pneumatic rocket	Engineering - Textiles To create a stuffed toy version of the life cycle of an amphibian, mammal, insect or bird (group project)		
Art	(being revised for next year) Saxon Pots <ul style="list-style-type: none"> - I can evaluate my success and adapt my ideas and methods for next time. - I can say what I like and dislike about the work of others with support. - I can manipulate materials for a purpose and detail. 		Genre study- looking at Chinese ink paintings. Discuss that they are related to nature. Experiment using ink and brushes- different thicknesses of brushes/ adding water/ more ink/ less ink etc. Using stimuli and techniques from previous lesson, either copy or create own version of a Chinese ink painting.			Artist study: Tian Yong vs. Lee Krasner Introduce Tian Yong- a modern Chinese artist. He tries to show Chinese folk tradition with modern colours. Compare to the work of Lee Krasner who also uses brush strokes and colour but to create abstract art. What material do you think each artist has used? What do you like and dislike about the art? Why? How do they make you feel? Personal favourite?	

						Create a piece of art in the style of either Tian Yong or Lee Krasner.
RE	Concept- Belonging Context- Islam Theme- Belonging in Islam	Concept- Interpretation Context- Christianity Theme - Birth Narratives	Concept- Stewardship Context- Islam Theme - Creation	Concept - Sacrifice Context- Christianity Theme - What does Easter mean?	Concept- Justice Context- Islam and Christianity Theme- Stories of Justice	Concept- Faith Context- Islam Theme - Expressing Faith in Islam
PE	Netball and Basketball Dance - Perform clear and fluent dances with characteristics of different styles/eras	Athletics Dance- In small groups, adapt and refine a section of a dance that varies in direction, space and rhythm	Hockey Gymnastics - Perform a range of gymnastics actions with consistency, fluency and clarity of movement. Travel in a variety of ways, creating power in movements	Strike and Field Gymnastics - In small groups make similar and contrasting shapes on the floor and apparatus (symmetry/asymmetry) Show changes in direction, speed and level during a gymnastics sequence	Tennis (Net and Wall) Outside Gymnastics and Dance- In small groups adapt a piece of dance to a different piece of music. Children then add and choreograph gymnastics pieces (revising skills taught) (using apparatus and props where appropriate) to create a new routine.	Football Net and Wall (Inside)
Technology (Computing)	Create a mock agony aunt style page (reviewing for Sept 2022)	Create a mock agony aunt style page (reviewing for Sept 2022)	Digital Literacy- Formatting Online Safety- Influence of online Coding - Logical reasoning	Digital Literacy - Spelling and Grammar Online Safety- What is spam? Coding - Appropriate sequencing	Digital Literacy- Emailing for a purpose Online Safety- Good online community Coding - Debugging	Digital Literacy- Email etiquette Online Safety- Digital Alteration Logical Reasoning- Variables in code
Music	Singing Assembly - Sing with accurate pitch and using expression. Maintain my own part in rounds.	Singing Assembly - Sing with accurate pitch and using expression. Maintain my own part in rounds.	Music Services - Confidently perform a piece of music as a group, using a range of instruments. Read from basic notation, with a growing sense of pitch.	Music Services - - Create music which demonstrates a structure in a range of styles and genres. - Discuss and refine creative choice. - Use different notations to record and create. - Critique own and other's work offering specific comments and justify.	In Class - Listen to a range of live and recorded music from different traditions, genres, styles and times and comment on themes and context.	Singing Assembly - Sing with accurate pitch and using expression. Maintain my own part in rounds.
PSHE /SMSC	Families and friendships <ul style="list-style-type: none"> ➤ Managing friendships ➤ managing peer influence ➤ understanding friendships can change. PoS Refs: R14, R15, R16, R17, R18, R26 Safe relationships <ul style="list-style-type: none"> ➤ Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 Growing and changing <ul style="list-style-type: none"> ➤ Physical and emotional changes in puberty and external genitalia ➤ Personal hygiene routines ➤ Support with puberty PoS Refs: H30, H31, H32, H34 Respecting ourselves and others		Belonging to a Community <ul style="list-style-type: none"> ➤ Protecting the environment ➤ compassion towards others PoS Refs: L4, L5, L19 Media Literacy and Digital Resilience <ul style="list-style-type: none"> ➤ How information online is targeted ➤ recognising different media types, their role and impact assessing reliability of online information. PoS Refs: L12, L14 Money and Work <ul style="list-style-type: none"> ➤ Identifying job interests and aspirations ➤ knowing what influences career choices ➤ recognising stereotypes in workplace and how to challenge them PoS Refs: L27, L28, L29, L31, L32		Physical health and Mental wellbeing Recognising healthy sleep habits understanding sun safety knowledge of medicines, vaccinations, immunisations and allergies. (Links to science). PoS Refs: H8, H9, H10, H12 Growing and changing Understanding Personal identity recognising individuality and different qualities managing mental wellbeing PoS Refs: H16, H25, H26, H27 Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and knowledge of FGM and how to seek help	

	<ul style="list-style-type: none"> ➤ Responding respectfully to a wide range of people ➤ recognising prejudice and discrimination ➤ knowing how to safely challenge and report discrimination PoS Refs: R20, R21, R31, R33		PoS Refs: H38, H43, H44, H45			
French	Review <i>Ca pousse</i> (vegetables)	<i>Ca pousse</i> (fruits and consolidation of vegetables)	Les transports	Numbers and money	Vive le sport	Mon opinion