

Year 5 - Curriculum Overview

Subject	Autumn Term	Spring Term	Summer Term
English: Reading	<p>King of Shadows: Close reading of a narrative text Development of inference and deduction skills Approaching a range of question types and formulating developed written responses Examining how language has changed over time Developing an understanding of plot types (time slip) and character development</p> <p>The Pied Piper of Hamelin</p>	<p>Myths, Legends and Fables Identifying key features of specific genres Analysis of descriptive passages Comparing and contrasting versions of m/l/f Investigating oral storytelling</p> <p>Narrative Poetry – By St Thomas Water, The Listeners Identifying and analysing use of figurative language Examining ways a poem can tell a story Reading aloud to share a poem with an audience</p>	<p>The White Giraffe Investigating stories from other cultures</p> <p>A Midsummer Night’s Dream Reading and performing a playscript Introduction to iambic pentameter Observing character behaviour and motivation</p> <p>A range of non-fiction texts linked to themes from The White Giraffe (travel writing, persuasive texts, news reports, formal and informal letters)</p>
English: Writing	<p>Comprehension tasks linked to above texts Diary writing from the perspective of a character Developing note-taking skills Poetry writing – linked to The Pied Piper</p>	<p>Comprehensions linked to the above texts Continuing a story in similar style Own creation myth Developing descriptive writing skills Understanding how to create well-structured and believable dialogue Creating atmosphere in own descriptions – linked to <i>The Listeners</i></p>	<p>Persuasive writing linked to themes explored in <i>The White Giraffe</i></p> <p>Letter writing – letter to author (Lauren St John, <i>The White Giraffe</i>) and Agony Aunt letters linked to <i>A Midsummer Night’s Dream</i> Newspaper reports linked to AMND</p> <p>Developing our descriptions of settings</p> <p>Writing a book review</p>

Maths: Number	<p>Place Value up to 9 digits : ordering , comparing, reading & writing. Number Facts : factors, multiples, squares & square roots, prime numbers, triangular numbers. 4 Operations (i) Add & Subtract (to include decimal numbers) (ii) Multiply - ThHTU x TU & decimal numbers by 10/100/1000 (iii) Division - whole numbers and decimals by whole number (may include decimal answers i.e. no remainders)</p> <p>Rounding – to Th/H/T/U to include decimal numbers.</p> <p>Fractions – fraction of an amount</p>	<p>Fractions, Decimals & Percentages : comparing & ordering up to 3 fractions, proper & improper fractions, addition & subtraction with same & different denominators to include mixed numbers. Converting between FDP.</p>	<p>Negative Numbers – in context. BIDMAS.</p> <p>Sequences – recognise arithmetical sequences, find missing numbers (term to term), some introduction to the <i>n</i>th term- including solving problems.</p> <p>Function Machines may lead to introduction to algebra.</p> <p>Percentages : Calculate 1%/10% or multiples of these amounts. One number as a percentage of another. Increase/decrease by a percentage.</p> <p>Ratio & Proportion – unitary method</p> <p>Roman Numerals from I to 1000</p>
Maths: SSM	<p>Area & Perimeter : triangles & quadrilaterals including compound shapes (using formulae)</p>	<p>2D & 3D Shapes : properties. Symmetry – Line & Rotational Symmetry. Co-ordinates</p> <p>Metric & Imperial Units – know units for capacity/length/mass and convert between metric units, conversion between metric and imperial units. Nets/Surface Area/Volume of cuboids and triangular prisms, isometric drawings.</p>	<p>Geometry : drawing & measuring angles, calculating missing angles in more complex drawings. Constructing triangle accurately</p> <p>Time : Read, write and convert 12/24 hr clock. Calculate times - including using train timetables.</p> <p>Transformations : Reflect/Rotate/Translate</p> <p>Reading Scales of everyday objects</p> <p>Speed, Distance & Time – solving everyday problems</p>
Maths: Problem Solving	Solve problems and reason mathematically. Word problems.	Solve problems and reason mathematically. Word problems.	Solve problems and reason mathematically. Word problems.
Maths: Data Handling	Collecting, presenting & interpreting a wide range of graphs & charts; calculating MMR	Probability	Conversion Graphs – everyday use

Science	<p>Physics: Materials, Conductivity, Hardness</p> <p>Chemistry: Physical Change, Melting, Evaporation, Solutions, Sublimation</p>	<p>Biology: Cells, Microscopes, Tissues, Organs</p> <p>Chemistry: Chemical Change, Burning, Fire triangle, Fuels</p>	<p>Physics: Earth & Space, Moon, Sun, Astronomers</p> <p>Biology: Classification, Keys, Vertebrates, Invertebrates</p>
Art	<p>Fish –drawing and painting Tonal drawing from life Tonal painting</p>	<p>Collagraph printing project –fish for supper</p>	
Computing	<p>Searching the internet safely and effectively Presentation Tools Creating a Digital Portfolio 3D Design Software</p>	<p>Animation Structured Programming</p>	<p>3D Programming Programming Project</p>
Drama	<p>Improvisation 1 Work focuses on positively creating and accepting ideas, freeing the imagination as well as building and sharing creativity with others. The children will learn a 5-point story structure and develop the ability to think on their feet and deliver fun and coherent work.</p> <p>Extended Improvisation and History investigation. The group will undertake an extended improvisation in which they embody characters and apply reason to be able to solve the mystery of a missing girl set in a historical time period (Tudors / Victorians). We apply research to the given circumstances to bring history to life through drama.</p>	<p>Extended project We explore the stories of A Midsummer Night’s Dream & Beowulf through drama games and conventions, scripts and creating improvisations.</p>	<p>Performance. As the children work on towards a performance of the work in term 2 they develop further their vocal, movement and performance skills</p> <p>Improvisation 2 To conclude the year we apply improvisation skills to acting technique linking it to endowing props, memory and character and circumstances. The work concludes with improvised performances within the class.</p>

French	<p>Topics: My classroom Animals Family Food and Drink Countries</p>	<p>Topics: Food and Drink Countries Animals Family Food and Drink Countries</p>	<p>Topics: Personal descriptions Present tense ER verbs</p>
Geography	<p>Exploring Atlas maps Ordnance Survey Map Skills. Settlement Project</p>	<p>UK famous places project and presentation</p>	<p>India River Ganges Project</p>
History	<p>Introduction/ general historical skills/chronology; Topics based around the History of London: the impact of various peoples and leaders: Celts, Romans</p>	<p>Continue topics based around History of London/impact of: Saxons, Normans/castles – structure, make up, site, purpose. The White Tower.</p>	<p>Introduction to Life in Medieval London: Black Death, Peasants' Revolt; Introduction to Tudor London/ Henry VIII</p>
Music	<p>Aural Assessment 'Listen-In' modules</p> <p><u>Check Up</u> Review of the musical elements Musical opposites Classifying instruments Revision of elementary notation skills and use of graphic scores Grouping beats in 3/4 and 4/4 time</p> <p><u>Exploring Voices</u> Creating effects Improvisation (and interpreting a graphic score) Cultural differences (Mongolian mouth music, Yodelling, Rap, Plainsong etc.) Notation (using standard or graphic scores)</p>	<p>Preliminary rounds for House Music Competition</p> <p><u>Theory (2)</u> Formal assessment under exam conditions</p> <p>Class Singing</p> <p>ABRSM aural tests</p>	<p><u>Composition</u> Rhythm Grids Grouping beats Creating phrases and rounds Improvising, notating and performing</p> <p><u>Musical games</u> Name that tune Musical Confusion</p> <p>Class Singing ABRSM aural tests</p>

	<p><u>Theory</u> Pupils follow either ‘Theory Matters’ course or ABRSM graded theory syllabus</p> <p>Class Singing ABRSM aural tests</p>		
PSHEE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Settling into Y5 - concerns, what are we looking forward to, supporting each other • Different types of relationships • Ground rules for our relationship groups • Getting on together- what makes a good friend? Form’s code-of- conduct • Getting to know new people • Stereotyping & Discrimination • Bullying <p>Conflict resolution</p>	<p>Me and My Feelings</p> <ul style="list-style-type: none"> • Range of moods and how they affect behaviour; mood swings • How and why different people react differently to the same situation • Trying to understand other people’s feelings and their behaviour – empathy • Needing time alone • Working towards a goal <p>Skills, qualities and strategies when working towards a goal</p>	<p>Me Growing and Changing</p> <ul style="list-style-type: none"> • Recognise change in physical selves over the past year • Changes in emotional selves including responsibilities • How to manage changes in emotions
PE/Games	<p><i>BASKETBALL \ GYMNASTICS</i></p> <p><i>FOOTBALL \ NETBALL \ SWIMMING</i></p>	<p><i>BADMINTON \ VOLLEYBALL</i></p> <p><i>HANDBALL</i></p> <p><i>SWIMMING</i></p> <p><i>HOCKEY</i></p>	<p><i>SHORT TENNIS \ ATHLETICS</i></p> <p><i>KWIK CRICKET</i></p> <p><i>CRICKET \ ROUNDERS</i></p> <p><i>SWIMMING</i></p>
RS	<p>Christianity/Jesus’s teachings: commandments – relevance/how followed today; using parables to illustrate.</p> <p>Introduction to Philosophy for Children (P4C).</p>	<p>P4C discussions – what is Philosophy/exploring and discussing ideas; Life of Jesus overview/timeline; ways of teaching: parables/miracles/ preaching</p>	<p>Sikhism: Introduction to key beliefs and practices/customs; links to other known religions; how is it followed today by people (especially children).</p>
LATIN	<p>Using The Cambridge Latin Course. We study how Latin relates to English and other European languages, word derivations, some basic vocabulary and translation into English, the grammar of inflected endings (accusative only), mythology, the culture of the time with particular reference to Pompeii and the disaster of 79 AD/CE. Ideas such as slavery, commerce, poverty, duty of the rich, family, rituals and childhood are also discussed.</p>		