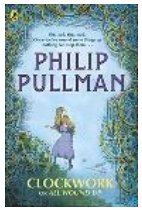
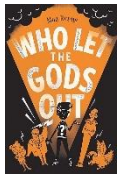
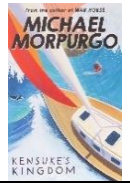
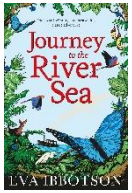
CURRICULUM OVERVIEW 2023-24

YEAR: 5

Staff: Miss Provines, Miss Cranney, Mr Shaw, Miss Wilson, Miss Bloomfield.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment Experience	Stone Age University Visit (History)	Local River Study (Geography) Coraline film night (English)	Partake (History and English)	Easter experience (RE)	Living things trip (Science)	
Author of the half term / Class Book	Clockwork – Phillip Pullman 	Coraline – Neil Gaiman 	Who Let the Gods Out? 	Running on the Roof of the World – Jess Butterworth 	Kensuke's Kingdom – Michael Morpurgo 	Journey to River Sea – Eva Ibbotson 
English	Unit 1 – Clockwork to discuss	Unit 2 – Coraline narrative to entertain Unit 3 – Coraline to persuade	Unit 4 – Jason and the Golden Fleece Retell to entertain Unit 5 – Metaphor poem to entertain	Unit 6 – Everest to persuade Unit 7 – Dreadful Menace Poem to entertain	Unit 8 – ISS to inform Unit 9 - Kensuke's Kingdom to persuade	Unit 10 – Rainforest animal to inform Unit 11 - Rainforest narrative to entertain
Handwriting	Units 1 - 5 Introducing sloped handwriting writing. Unit 1-6 Practicing diagonal joins to ascenders, no ascenders and anticlockwise letter formation. Practicing horizontal lines to ascenders	Practising sloped writing. Unit 7-12 Practicing horizontal joins to no ascenders, horizontal joins to an anticlockwise letter Practising joining from r and joining from s	Units 11 - 15 Practicing joining proportion, joining from f to an ascender and no ascender, Writing a paragraph, writing at speed and legibility size, proportion	Units 16-20 Practicing sloped writing and proportion. Joining to p and b to ascenders. Joining p and b from no ascenders. Parallel down strokes and double letters	Units 21-25 Practicing slopped writing all double letters Slopped writing for speed Sloped writing for fluency	Units 26-30 Beginning personal style writing for different purposes Printing the alphabet and Capital Letters

<table>
<tr><td>Maths</td><td colspan="2">Place Value
Addition and subtraction
Multiplication and division
Fractions (part 1)</td><td colspan="2">Fractions (part 1 cont.)
Multiplication and division
Fractions (part 2)
Decimals and Percentages</td><td colspan="2">Area and perimeter
Statistics
Shape
Position and direction
Decimals
Negative numbers
Converting units
Volume</td></tr>
<tr><td>Science</td><td>Properties of materials
To explore the properties of materials.
To explore thermal conductors and thermal insulators.
To explore the hardness of materials.
To discover materials that become soluble in water
To investigate the solubility of materials.
To explore how mixtures could be separated by filtering, sieving, evaporating or magnets.</td><td>Changes of materials
To use evaporation to recover the solute from a solution.
To recognise and describe reversible changes.
To observe chemical reactions and describe how we know new materials are made.
To investigate rusting reactions.
To investigate burning reactions.
To investigate chemical reactions – acids and bicarbonate of soda.</td><td>Forces
To explore gravity and the life and work of Isaac Newton.
To examine the connections between air resistance and parachutes.
To explore factors which affect an object’s ability to resist water.
To investigate the effects of friction on different surfaces.
To investigate mechanisms – levers and pulleys.
To investigate mechanisms – gears.</td><td>Earth and Space
To describe Nicolaus Copernicus’ ideas about planetary motion.
To describe the movement of Earth in space.
To learn about gravitational force.
To describe the characteristics of the planets in our solar system.
To describe the Big Bang Theory.
To explore what causes the different phases of the Moon.</td><td>Living things
To learn about sexual reproductions.
To learn about asexual reproduction.
To describe the life cycles of a mammal, bird and reptile.
To describe the life cycles of an insect and amphibian.
To know about the life and work of Sir David Attenborough.
To know about the life and work of Dame Jane Goodall.</td><td>Animals, including humans
To identify the key stages of a mammal’s life cycle.
To explore the gestation periods of mammals.
To learn about foetal development.
To investigate the hand span of different aged children.
To learn about the changes experienced during puberty.
To describe the changes humans may experience during adulthood and old age.</td></tr>
<tr><td></td><td colspan="6">Working scientifically – revisited across all topics throughout the year</td></tr>
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Computing	**iProgram** Unit 1 Using Scratch	**iDraw** Creating vector images .	**iModel** Using CAD	**iCrypto** Using and understanding cryptography	**iWeb** Considering how the world wide web works	**iProgram** . Using Kodu
RE	**Inspirational People in Today's World** What can we learn from great leaders and inspiring examples in today's world?	Christmas	**Religion and the individual: what matters to Christians?** What is expected of a person in following a religion or belief? What matters most to Christians in their religion?	Easter	**Beliefs and Questions** How do people's beliefs about God, the world and others have impact on their lives?	**Beliefs in Action in the World** How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?
RSE/PSHE	**Being My Best** We are learning how to develop ourselves through learning and challenges, how to be safe and healthy and how to help others.	**Valuing Difference** We are learning about and celebrating our similarities and differences. We are understanding how to treat other people with fairness and respect. **RSE** We will explore the emotional and physical changes occurring in puberty.	**Keeping Myself Safe** We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.	**Rights and Responsibilities** We are learning about the things that we should have and the things that we should do. **RSE** We will understand male and female puberty changes in more detail.	**Me and My Relationships** We are learning about ourselves and how we get along with other people. GREAT Project	**Growing and Changing** We are learning about our bodies and our relationship with ourselves and others. We are focusing on how these things grow and change over time. **RSE** We will explore the impact of puberty on the body and the importance of hygiene.
Safeguarding links	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety	DSL Video E-safety

	PSHE: How to be safe	PSHE: Treating people fairly and discrimination	History: Gender roles in Ancient Greece (comparing to modern day)	PSHE: Living healthy lives (impact of smoking, drugs and alcohol) and healthy relationships GREAT Project – Exploring healthy relationships and abuse	RE: Exploring religious views	Performing Arts: Equality and diversity
Art		**Typography and maps** Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		**Fashion Design** Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.		**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model.
DT	**Cams and Leavers** - **Automata Animals** Design, make and evaluate a toy for a child to improve their fine motor skills. 2 x linked text reading lessons		**Textiles – Using CAD in textiles** Design, make and evaluate a gardening tool belt for children in school to use in gardening lessons. 2 x linked text reading lessons		**Food – Celebrating culture and seasonality** Design, make and evaluate a Spanish dish for people to enjoy on Spanish Day. 2 x linked text reading lessons	
Food for Life	Weeding preparing the ground, composting, tending the polytunnel	Weeding preparing the ground, composting, tending the polytunnel	Weeding preparing the ground, composting, tending the polytunnel	Growing herbs indoors and planting bulbs/seeds	Weeding preparing the ground, composting, tending the polytunnel	Creating dishes from produce grown in planters

				Weeding water, preparing the ground		
Geography		**Raging Rivers** Explain that the water cycle keeps going Use a legend to find rivers on a map. Identify the sea a river flows into. Identify the place in which the source of a river is found. Compare the length of rivers. Compare the features of a river at different points along its course. Explain how meanders form. Describe how waterfalls are formed. Identify meanders on a map and photograph. Sort the ways rivers are used into categories.		**Magnificent Mountains** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied explore tectonic plates and their movement explore earthquakes and the ring of fire explaining the processes that causes earthquakes and volcanic eruptions define volcanoes as active, inactive or dormant		**Rainforests** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region South America – rainforests describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

		Give at least two reasons why dams are built. Identify the advantages, the disadvantages and risks of building a dam.		knowing the difference between the categories name the different types of mountains according to their material and shape explain how volcanoes and mountains provide the land around them i.e. resources of food and fertile lands etc		including energy, food, minerals and water define what a rainforest is and compare it to forests of other types (temperate or tropical). Discover their locations in the world understanding this according to position in relation to the equator (the sun's impact). Research the structure of a rainforest and what is contained within each layer. Name and describe some of the different animals that live in rainforests. Explain why this is possible and how they might not survive elsewhere. Create maps of the rainforests that cover the earth's

						surface explaining their size in area. Make comparisons between rainforest sizes over the last 30 years according to accurate data.
History	**Stone Age to Iron Age** Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age. Continue to develop a chronologically		**Ancient Greece** a study of Greek life and achievements and their influence on the western world note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand		**The Mayans** I can explore and understand the significance of achievements of an ancient civilisation I can make comparisons between an ancient civilisation and those of modern day – namely western society UK To note comparisons between the UK and a different society. To construct a thoughtful and informed response To learn about the nature of an ancient civilisation To construct historically valid questions	

	secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts		how our knowledge of the past is constructed from a range of sources. Study chronology with dates BC and AD Study the Olympics and its impact on modern civilisation Study pottery and how life during the time period can be read through designs used and shapes Locate Greece, bordering countries, waters surrounding and use compass points to describe its location in relation to other countries. Explore Greece empire throughout its reign Discover the reasons why its control/impact on the world diminished over time		To know and understand significant achievements of civilisations from around the world To understand that our knowledge of the past is constructed from a range of sources (PRIMARY etc)	

	developed as popular places to live in the Iron Age. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.					
Spanish	**Phonetics** Learning how to pronounce Spanish words using phonetics. **What is the date?** Learning how to speak, read and write the date in Spanish. .	**What is the weather?** Learning how to speak, read and write about the weather. Know how to say what the weather is like in Spain .	**In the classroom** Learning how to speak, read and write about objects found in the classroom	**The Solar System** Learning how to speak, read and write- All the names of the planets on the solar system map. Know interesting facts about the planets.	**Do you have a pet?** Learning how to speak, read and write- Popular animals that children have as pets. Know how to ask if someone has a pet or not. Use different Spanish names for pets.	**Habitats** Learning how to speak, read and write key elements animals and plants need to survive. The 5 most common habitats and adaptations of plants.
Music	Understanding metre through singing and playing instruments. Conducting a metre of four. Composing	Listening to music with focus and analysing its composition using musical vocabulary.	Listening to classical orchestral pieces and identifying instruments. Play a melody on guitar	Singing in three parts, understanding what a round is. Reading a melody in staff notation and	Exploring extended vocal techniques. Developing a structure to combine and sequence sounds.	Exploring beat at different tempi. Singing syncopated melodies. Developing rhythm skills through

	own lyrics based on history of local area. Rehearsing and performing a song with self-composed lyrics. Conducting in a metre of two & three. Learning to sing a song from traditional British heritage. Developing accompaniments of body percussion creating ostinato.	Relating sound sequences to images. Interpreting images to create descriptive sound sequences. Understanding and developing the use of dynamics in a song. Listening to music focusing on dynamics and texture. Learning a melodic ostinato using staff notation. Developing techniques for performing a rap using texture and rhythm.	and tuned percussion following rhythmic notation. Hold part in an ensemble and play a two-part song. Understand 5-line stave as a way of representing pitch. Link sound with symbols for pitch and position on stave. Follow a conductor.	learning to play it on tuned percussion. Accompanying a song with tuned and untuned instruments. Composing descriptive soundscapes relating to school lessons. Singing a song in two parts. Combining vocal sounds as layers in performance. Creating a performance in four parts using vocals and percussion instruments. Record and evaluate a class performance.	Create vocal compositions for various environments. Create musical effects using contrasting pitch. Listening to classical piano compositions and compare early and late works of a composer. Learning about the music of early opera. Creating descriptive music.	singing, playing and moving. Understanding, singing and playing scales and chromatic melodies. Singing in unison and two parts. Accompanying a song with sung and played drones. Developing and arrangement of a two-part song. Learning and creating accompaniments for a song. Reading grid / staff notation to play a bassline.
PE	Real PE: Personal **Games: Basketball**	Real PE: Social **Real Gym**	Real PE: Dance **Games: Tag Rugby**	Real PE: Cognitive **Outdoor Adventure**	Real PE: Creative **Athletics**	Real PE: Health and Fitness **Striking and Fielding**: Cricket/Rounders