YEAR 5
Curriculum Coverage

ENGLISH

	Term 1		Term 2		Term 3	
Narrative	**Stories from other cultures** (4 weeks)		**Fantasy Story** (4 weeks)		**Fiction with a Dilemma** (4 weeks)	**Play scripts** 3 weeks
Texts	Middleworld (Jaguar Stones) by J&P Voelkel		The Hobbit		Selection of Beatrix Potter books	Shakespeare - The Tempest
Suggested final written outcome	Develop skills of building up atmosphere, description and setting in writing		Explore a text in detail. Write in the style of the author to complete sections of the stories Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Take the plot and theme from the text to plan and write their own version. Publish and share with younger grades	Modern adaptation of Shakespeare's the Tempest
Non -Fiction	**Explanation** (3 Weeks)	**Persuasion** (3 weeks)	**Report** 3 weeks	**Letters/email** 2 Weeks	**Explanation** (3 Weeks)	
Texts		Museum of Fun	Escape from Pompeii by Christina Balit	A selection of letters	Anglo-Saxon/Viking biography	
Suggested final written outcome	Write an explanation text explaining the expansion of either New York, Paris, London or Rio	Write an advertisement for the museum	Report on volcano is and how they differ from other mountains	Write a letter to a Year 5 student in Australia/ Sweden	Comprise a biographical account based on research	
Poetry	**Vocabulary Building** (2 week)	**Take one poet – poetry appreciation** (2 week)	**Structure – Ballads** (4 weeks)		**Vocabulary building** (2 week)	

RELIGIOUS EDUCATION SCHEME

Term 1	Term 2	Term 3
Mission & Other Faiths Creation Prayers, Saints & feasts Christmas	Advent Lent Holy Week/Easter	Revelations Sacraments Multi Faith Week

Texts	Bob Cox poetry book	Children's selection of	The Man from Snowy River	Charles Causley a collection of poems

Suggested final written outcome	Write a free verse poem about a sunset in their local area focusing on vocabulary.	various poets			
		Research a particular poet. (homework) Personal responses to Poetry (guided reading) Recite familiar poems by heart (speaking and listening)	Read, write and perform a ballad		Read, write and perform free verse
Revisited Genres					

MATHEMATICS

Term 1	Term 2	Term 3
Reasoning with large integers Addition and subtraction Line graphs and timetables Multiplication and division Perimeter and area Problem Solving Converting units of measure Calculating with whole numbers and decimals	Angles Fractions, decimals and percentages Transformations Problem Solving Calculating with whole numbers and decimals Converting units of measure	Converting units of measure Calculating with whole numbers and decimals Angles, 2-D and 3-D shape Volume Problem Solving

SCIENCE

All topics are supported by a knowledge sheet which supports the scientific skills taught in each unit.

Autumn	Spring	Summer
Physics: Forces and simple machines. To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to	Earth and Space and properties and changes of materials. describe the movement of the Earth and other planets relative to the sun in the solar system. To describe the movement of the moon relative to the Earth. To describe the sun, Earth and moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the	Living things and their habitats and animals including humans. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals. To describe the changes as humans develop to old age.

| have a greater effect. | apparent movement of the sun across the sky. | |

	Topic 1	Topic 2
National Curriculum Aim	**Anglo Saxon Britain**	**Mayans**
Be aware of the past and how people and events fit into chronological framework	• Develop a chronological understanding of the Anglo – Saxon and Viking invasions • Develop a chronological understanding of Anglos – Saxon Britain	• Develop a chronological understanding of the Mayans • Compare the Mayans with what was happening in other cultures during this time period
Knowledge of event, people and changes over time	• Develop a chronological understanding for the Anglo-Saxon period of England from the end of (Roman Britain to 1066) • Understand and explain why the Anglo-Saxons came to Britain. • Explore the significance of a key individual	• Learn the Base 20 maths system and compare to other number systems • Understand some of the reasons put forward for why many Maya died out around 900 ad.
Ask and answer questions about the past - Historical Enquiry	• Ask clearly focused questions of the evidence • Understand the methods of historical enquiry	Ask questions about the evidence we have for the Maya
Understand the ways we find out about the past – drawing conclusions from sources	• Reach a conclusion based on the evidence they have before them • Explore the 'raw materials' – evidence – of history • Understand how contrasting arguments and interpretations of the past have been constructed.	Learn about interpretations – why different historians say different things about the decline of the Maya
Represent the past in different ways using everyday historical/technical vocabulary.	Create their own structured accounts of history using key vocabulary Christianity Hoard Invasion Monk Pagan Danelaw Saga Norse Monastery	Create their own structured accounts of history using key vocabulary Archaeologist Codex Sacrifice Stelae
Topic coverage guidelines (non-statutory req.)	• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and	One study chosen from: • Early Islamic civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; • Benin (West Africa) c. AD 900-1300

	kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Dane geld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	

GEOGRAPHY SCHEME

Topic 1 - Concrete Jungles (comparison of New York; Rio de Janeiro; London)	Topic 2 - Smaug's Lair: Volcanoes
Key Questions: • Where are world's biggest cities? • Why did New York and Rio grow up instead of out? As opposed to London? • How have they changed over time? • How does land-use vary? How do physical features impact on land use? • How has the demographic of the cities' populations changed over time? i.e. Portuguese, Irish, Italian, African	**Key Questions:** • Where are the world's volcanoes? • What are the similarities and differences between mountains and volcanoes? • How are they formed? • Why do they erupt? • Why do people live around volcanoes? • How can we try to keep people safe? (hazard plan) • Is Smaug's lair a mountain or a volcano, explain?
Map work: Locate in an Atlas, place in context of state, continent, hemisphere, longitude/latitude, tropic, time difference.	**Map work:** identify and compare locations, long/lat and time zones.
Physical features: Identify rivers, islands, coastlines, mountains.	**Physical feature:** Discuss and identify the impact of the formation and eruption of the volcano on local environment.
Human Features: Land-use Layout of roads, business districts. Lives	**Human Processes:** Discuss and identify the impact of the formation

of people, language/ identity, trade routes.	and eruption of the volcano on local population.	

Statutory Requirements:	**Statutory Requirements:**
• Study of place in North/South America. • Land use, topography, relationship of physical and human features, natural resources. • Map work, long/lat, climate, biomes, time zones.	• How the process of volcano formation and eruption can alter the physical and human features of the world? • Land use, topography, relationship of physical and human features, natural resources. • Map work, long/lat, biomes, time zones, climate.

COMPUTINGSCHEME

*E-Safety Sessions every half term on how to use technology safely and respectfully, keeping personal information private and in identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies

	Term 1	Term 2	Term 3
Information Technology (Data, sound, Digital Imagery & Multimedia)	**Multimedia** • Select an appropriate medium to communicate information choosing content and structure showing awareness of audience and purpose • Plan, design and style content for a presentation, combine a range of sources, images, text, sound, considering the intended audience • Use formatting, design and editing tools to present different styles of information • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing) • Be confident in all aspects of the school's e-safety rules and consider issues such as copyright and plagiarism when using resources from the Internet – images and or sounds **Digital Media** Pupils will explore digital images and moving images in different contexts: • They will use a range of graphics, paint packages, cameras and capture devices, photo manipulation software, animation and film creating and editing. • They will also consider safe searching, copyright and privacy issues when sharing images with a wider audience • Using a variety of tools and Apps to create and manipulate an images • Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals • Choosing appropriate tools and techniques to create imagery for a specific task • Amending and combining digital images, animations and movies for a specific audience or task		

	• Understand how images can be shared – understand who might see an image they have shared • Be able to talk about privacy in the context of digital imagery **Music and Sound** Pupils will explore sound in different contexts • They will understand that their sound can be added to different software to create multimedia • They will learn to use different software to create, edit and manipulate sounds • They will learn how to save retrieve edit and share their compositions or podcasts **Collecting, Analysing, Evaluating and Presenting Data** Pupils will explore data in different contexts: They will use charting software and databases to collect and present their data to support other areas of the curriculum such as science, geography, maths D and T. They will use data loggers or Apps on tablets to capture data. They will be introduced to spreadsheets to solve specific problems. They will consider data in the wider context; what types of information are stored, how to keep data secure and private • Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe • Use spreadsheets to develop an understanding of simple functions and create a simple • budget Use a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, sport related tools • Use the data collected to interpret, recognise patterns, describe events and answer questions • Use databases to detect anomalies and inaccuracies and understand the need for accuracy when entering data • Understand that personal data is collected by others for a variety of purposes – understand the consequences of losing data or incorrect data • Use a spread sheet to write formulae to carry out calculations and use them to solve problems
Digital Literacy (Communicating Collaborating & Digital Exploration)	**Communicating and Collaborating** **In this strand** the pupils will explore communication and collaboration tools. They will consider the e-safety rules and how this keeps them safe at school but also consider them in a wider context. They will learn how contributions online are stored and how to be a responsible member of online communities. • Importance of keeping personal information private on the web • Use a wide range of tools to communicate and collaborate online in different curriculum contexts • Talk confidently about cyber-bullying and how to prevent and respond to it • Show an understanding of personal safety when using devices and the possible implications of misuse • Know the risks when communicating and publishing within and beyond the school • Understand that the internet has many features that can enable communication between groups beyond their school and be aware of the impact of their own contributions and online presence • Understand the implications of being a responsible member of a connected community
Computer	**Programming, Coding and Controlling Devices**

Science (Programming & Coding) Create and debug simple programs	Pupils will explore computer programming and computational thinking in different contexts. They should have opportunities to explain the thinking behind their algorithms, talking through the steps and explaining why they've solved a problem the way they have. They also need to be able to look at a simple programming project and explain what's going on.
	• Undertake creative projects using procedures and variables to achieve specific outcomes to create a game or an App or control a specific device
	• Build a sequence of instructions **Algorithms** to control a device, create a simulation, an App or game considering the inputs and **outputs**
	• The code can draw upon their knowledge of
	• **Sub-procedures**
	• Physical **inputs** and **outputs**
	• **Values**, including random numbers
	• *If . . . then* conditional commands
	• **Variables**
	• Explain the purpose and function of the **code** in the project
	• Compare and contrast different coding languages they use recognising similarities and differences
	Digital Exploration
	Pupils will explore finding information on the Internet efficiently and safely considering plausibility, bias and accuracy of information
	They will explore concepts such as where information and digital files are stored, who might create them, how they can find information in a safe and productive way. They will understand not all information is correct and use methods to check for bias, and plausibility
	• Understand the need for responsible use on all connected devices and know how to deal with content that upsets them or is inappropriate.
	• Storing and retrieving digital content in different contexts
	• Begin understanding search engine technologies and developing search techniques to refine searches for specific content
	• Evaluating and analysing information for plausibility, bias and accuracy of information
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

ART & DESIGN SCHEME

Painting	• **Can develop a painting from a drawing**

	• **Is able to experiment to find suitable techniques for a project** • **Is able to create a shade/tint of a colour create tonal value**
Printing	• **Can simplify ideas to create a design for making a printing block** • **Can create print with two overlays**
Textiles	• **Using different threads and needles for different purposes** • **Experimenting with applique layering and collage effects using fabrics and techniques together**
3D	• **Can shape form model and construct from observation or imagination** • **Uses a variety of materials to create sculptures. Can draw a plan for a sculpture.** • **Is beginning to further develop skills like coiling clay, creating a slip and slab**
Drawing	• **Understands what observational drawing is and can directly link the drawing to the object when recording it.** • **Uses sketch book to record observational sketches for later use** • **Can copy some techniques by famous artists** • **Is able to apply own preferences when shading to create tonal depth i.e. cross hatching**
Collage	• **Combines various media to create collages** • **Is able to select appropriate adhesives to suit materials used**

DESIGN TECHNOLOGY

	Term 1	Term 2	Term 3
Activity	Working with correx/ corriflute – developing nets and packaging	Mechanical toys – using cams and cranks – scene for humanities	Beams and Struts: designing furniture - Bed
Design Skills	• Modelling and sketching initial ideas • Designing and making card templates • 3D pictorial sketch of ideas (isometric paper) • Proposing sequence of actions • Use of IT for graphics, logos, text	• Mode ideas using temporary fixings, paper/ card • Sketch ideas thinking about who will use the mechanical toy • Final drawings to include simple measurements	• Designing stable structures • Working to scale • Producing "D working drawings
Making Skills	• Use of corriflute cutter, glue gun • Cutting, scoring, bending and joining • Accurate measuring, marking cutting • Using squared grid paper to produce accurate nets • Use of shaper saw	• Use of drill/drill stand • Drilling holes off centre • Bending wire/ welding rod • Possible us of corriflute • Produce step by step plan	• Accurate measurement/cutting of parts • Joining at angles other than 90% • Reinforcing shapes/frames • Producing a step by step plan

	• Minimising wastage of materials • Evaluate the product		
Knowledge & Understanding	• How still sheet materials is manipulated to make the best use of its properties • Evaluating products made with corriflute	• Simple mechanisms produce different types of movement • Learn how mechanisms function • Vocabulary – cam, crank, follower, spindle/shaft, rotary, reciprocating	• Structures have to withstand forces/load • Triangular shapes are strong – diagonals are used for reinforcement • Corners/joints can be reinforced
	•	•	• – make a salad for a busy teacher; •

COOKING SCHEME

Term 1	Term 2	Term 3
Make a salad for a busy teacher - Year 5 – Serve a salad	**Design & make bread – with budgens**	**Design baked potato with topping**
Design Skills	**Making Skills**	**Knowledge & Understanding**
• Research/surveying skills • Using taste tests to investigate potential ideas • Using flow carts to plan a sequence	• Moulding and casting food materials • Using sharp utensils to cut and shape food (under supervision) • Hygienic preparation of food area • More complex food packaging • Using taste tests to investigate potential ideas	• How to keep food fresh, safe storage • Characteristics of healthy foods • Food labelling • Shelf life of food products • Classification of food products

PHYSICAL EDUCATION

Term 1	Term 2	Term 3
PE Coach: Autumn 1: Football Autumn 2: Cross Country Running & Athletics **St Marys:** Autumn 1: Rugby Autumn 2: Netball	**PE Coach:** Spring1: Gymnastics and Dance Spring 2: Hockey **Class Teacher:** Spring1: Swimming Spring 2: Swimming	**PE Coach:** Summer1: Cricket Summer 2: Athletics & Sport's Day **Class Teacher:** Summer1: Tennis Summer 2: Athletics

MUSIC

Term 1	Term 2	Term 3

Through Charanga.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

MODERN FOREIGN LANGUAGES

Term 1	Term 2	Term 3

- Listen and engage
- Ask and answer questions
- Speak in sentences
- Develop appropriate punctuation
- Show understanding of words and phrases
- Appreciate stories, songs, poems and rhymes
- Broaden vocabulary Have conversations, express opinions
- Present ideas and info orally
- Show understanding in simple reading
- Adapt known language to create new ideas
- Describe people, places and things
- Understand basic grammar e.g. gender

PHYSICAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP

PSHE	CITIZENSHIP

• Health and Wellbeing • Relationships • Living in the Wider World	1. School Grounds 2. Human Rights