

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
Jigsaw PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me- Including SRE education
English	<p style="text-align: center;">Narrative – description based on Charlie and the Chocolate factory</p> <p style="text-align: center;">FICTION UNIT - Traditional Stories, Myths and Legends Greek Myths</p>	<p style="text-align: center;">NON FICTION UNIT – Biographies</p> <p style="text-align: center;">NON FICTION UNIT – Non Chronological Reports – on a planet of our choice</p>	<p style="text-align: center;">POETRY UNIT – Narrative Poetry</p> <p style="text-align: center;">FICTION UNIT – Detective stories</p>	<p style="text-align: center;">NON FICTION UNIT – Letter Writing</p> <p style="text-align: center;">NON FICTION UNIT Persuasive Writing</p>	<p style="text-align: center;">NON FICTION UNIT - Newspapers – Anglo Saxon Invasion</p> <p style="text-align: center;">FICTION/NON FICTION – Stories that raise issues and dilemmas</p>	<p style="text-align: center;">FICTION UNIT – Tales from other cultures (South America)</p> <p style="text-align: center;">POETRY UNIT – River Poetry/ ‘Storm in the Rainforest’</p> <p style="text-align: center;">NON FICTION UNIT – Argument and Debate – Deforestation/ environmental issues</p>
Maths	<p style="text-align: center;">Number – Place Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p>	<p style="text-align: center;">Number – multiplication and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division</p>	<p style="text-align: center;">Number – Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p>	<p style="text-align: center;">Number: Fractions Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 \div 45 = 65 \div 1 \ 15$]</p>	<p style="text-align: center;">Number: Decimals and Percentages Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with</p>	<p style="text-align: center;">Measures Volume Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.</p> <p style="text-align: center;">Geometry- Properties of Shapes and Angles Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
	<p>Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Number- Addition and Subtraction Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Statistics Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p>	<p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p>	<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 = $\frac{71}{100}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Number: Decimals Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Measurement- converting units Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.</p>	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) other multiples of 90o</p> <p>Geometry- position and direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>
Science	<p><u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force</p>	<p><u>Earth and Space</u> Describe the movement of the Earth, and other</p>	<p><u>Properties and Changes of Materials</u> Explain that some changes result in the</p>	<p><u>Properties and Changes of Materials</u> Compare and group together everyday</p>	<p><u>Animals, including Humans</u></p>	<p><u>Living Things and Habitats</u></p>

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
	<p><u>of gravity acting between the Earth and the falling object</u></p> <p><u>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</u></p> <p><u>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</u></p>	<p><u>planets, relative to the Sun in the solar system</u></p> <p><u>Describe the movement of the Moon relative to the Earth</u></p> <p><u>Describe the Sun, Earth and Moon as approximately spherical bodies.</u></p> <p><u>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</u></p> <p><u>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</u></p>	<p><u>formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</u></p> <p><u>Demonstrate that dissolving, mixing and changes of state are reversible changes</u></p> <p><u>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</u></p>	<p><u>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</u></p> <p><u>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</u></p> <p><u>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</u></p>	<p><u>Describe the changes as humans develop to old age</u></p> <p><u>(To lead into next term's SRE work in PSHE)</u></p>	<p><u>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</u></p> <p><u>Describe the life process of reproduction in some plants and animals.</u></p>
RE	Beliefs and practices of religions and other views.		Questions of meaning, purpose and value.		Questions of morality, identity and diversity.	
	Why are some place and journeys special?	What do we know about Islam?	Should we forgive others?		What matters most to believers?	

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
Computing <i>* means topic linked</i>	5.1 We are game developers (Programming) Developing an interactive game Scratch/Snap!/Pyonkee /Kodu	5.3 We are artists (Creativity) Fusing geometry and art Inkscape/Adobe Illustrator/CorelDRAW/ Scratch/Scribble/ TurtleArt/Terragen	*5.2 We are cryptographers (Computational thinking) Cracking codes Scratch/Snap!/Pyonkee /The Black Chamber	*5.5 We are bloggers (Communication/Collaboration) Sharing experiences and opinions – people blogging their travels WordPress/learning platform/GIMP/Audacity/Movie Maker	5.4 We are web developers (Computer networks) Creating a web page about cyber safety Google/Google Sites/learning platform/WordPress/ Adobe Slate	*5.6 We are architects (Productivity) Creating a virtual space Trimble SketchUp/Screencast-O-Matic X Curr link – create future world/ sustainable housing - rainforests
History	<p>Ancient Greeks</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p>			<p>Anglo Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
<p><i>All KS2:</i> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should 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.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>						
<p>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</p>	<p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>To understand chronology:</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<p>To communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 		

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
Geograph Y	<p>Geographical Skills & Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational Knowledge Name and locate countries and cities of the United Kingdom*, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*</p> <p>*X Curr link – Anglo Saxons</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America*, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>*X Curr link - Rainforests</p>	<p>Human & Physical Geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>*X Curr link - Rainforests</p>	<p>Human & Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*X Curr link - Rainforests</p>	<p>Place Knowledge 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 within North or South America*</p> <p>*X Curr link - Rainforests</p>
Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018	<p>To investigate places:</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give 	<p>To investigate patterns:</p> <ul style="list-style-type: none"> Identify and describe the geographical significance of <i>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</i> 	<p>To communicate geographically:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: <i>climate zones, biomes and vegetation belts and the water cycle.</i> 			

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
	detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	<i>(including day and night).</i> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. RAINFORESTS – FAIR TRADE			
Art & Design	To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	About great artists, architects and designers in history.			
Chris Quigley Objectives	To develop ideas: • Develop and imaginatively extend ideas from starting	To master techniques: Collage	To take inspiration from the greats (classic and modern):			

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
(Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018	<p>points throughout the curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. <p>Textiles</p> <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 			
Design & Technology		<p>Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and</p>	<p>Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to</p>	<p>Cooking and Nutrition Children to look at the Greek diet (ancient and today) focussing on their principles of using only ingredients readily available to them at that time of year and not wasting any part of animal or plant in their cooking. To also compare and contrast with Portuguese diet (25th Sep) and with our own in the UK.</p>	<p>Evaluate: Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Sewing</p> <p>To look at different types of stitches and evaluate based on the effect given and the strength for design.</p> <p>To look at different types of material for their designs and</p>

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
		exploded diagrams, prototypes, pattern pieces and computer-aided design.	their functional properties and aesthetic qualities.	<p>Greek Day to culminate in a feast. Children to make various dishes.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>evaluate which material will work best and give reasons for why.</p>
<p>Chris Quigley Objectives (Milestone3) agreed by D Fisk, C Foley, D Stewart Summer 2018</p>	<p>Food:</p> <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p>Materials:</p> <ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 	<p>Textiles:</p> <ul style="list-style-type: none"> Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<p>Construction:</p> <ul style="list-style-type: none"> Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). 	<p>To design, make, evaluate and improve:</p> <ul style="list-style-type: none"> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs 	<p>To take inspiration from design throughout history:</p> <ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.
PE	<p>Team Games</p> <p>Focus on ball skills to be developed throughout</p>	Basketball	Dance	Circuit Training	Rounders	<p>Athletics</p> <p>Creating and competing in our own Olympic event</p>

Year 5 Curriculum Overview 2018-19

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Ancient Greece	Space	Detectives	Around The World In 30 Days	Anglo Saxons/Vikings	The Rainforest
	year – dribbling, passing, throwing, catching etc.					
	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
MFL	French – La Jolie Ronde – see Year 5 Scheme of Work Overview (<i>La Jolie Ronde scheme of work, pages 3ii – vi</i>)					
Music	Cyclic patterns Exploring rhythm and pulse.	Roundabout Exploring rounds.	Journey into Space Exploring sound sources.	Songwriter Exploring lyrics and melody.	Stars, hide your fires. Performing together.	Who knows? Exploring music processes.