


Year 5 Curriculum Overview

	Spring Term	
	1	2
	The Amazing Americas	Feel the Force
Experiences/Visitors		
Language	<p>English Adventurous, remote, barren, glacier, guanaco, llama, jagged, mountainous, experience, temperature, snow-capped, ancient, trekking, kayaking, luxury, determined, restaurant, curiosity, opportunity, persuade, leisure</p> <p>Reading Panniers, compass, destination, Altiplano, border, albatross, condor, armadillo, immense, kindling, poncho, geyser, cobbled, outskirts, altitude, undergrowth, submerged, sugarcane, mirage, dictator</p> <p>Maths generalisation, stem sentence, addend, sum, exchange, regroup, minuend, subtrahend, difference, same sum, adjusting, same difference, find the difference, column addition, column subtraction, known facts, dividend, divisor, quotient, factor, common factor, multiple, common multiple, product, prime, square, cube, pound, penny, coin, partitioning, distributive law, multi-step, efficient</p> <p>Geography Settlement, physical and human geography, topography, biome, population, capital city, temperate, tropical, Greenwich Meridien, glacier, valley, economy, global, altitude, sea-level, northern and southern hemisphere, equator, tropics of Cancer and Capricorn</p> <p>Art Indicate, conversely, maintain, Viewpoint Distance, Direction Angle, Perspective, Modify, Bird's eye view, Alter, Interior, Exterior, Natural form, Vista, Panorama Image, Subject Portrait, Expression, Personality, Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition</p> <p>Music Chord, layering, harmony, intervals(3rd/5th), rounds, texture, melody</p> <p>Computing Integrate, microcontroller, USB, connection, output component, motor, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, Input, output, action, circuit, power, cell, buzzer</p> <p>PSHE Tactics, Pressure, Public, Prejudice, Profile, Consent</p> <p>PE One-two pass, marking, tactics, push pass, slap pass, dragging ball, reverse stick, open stick Front crawl, breaststroke, glide, breathing patterns, submerge, sculling, somersault</p> <p>RE Contrary, discrimination, Kenning, Trinity, Holy Spirit, God the father, God the Son, Symbolic / symbolism, iconography</p>	<p>English Figurative language, metaphor, simile, personification, suspense, mystery, ominous, eerie, undergrowth, canopy, accommodation, equipment, desperate, stomach, disastrous, lightning, conscious, familiar, occur</p> <p>Reading Crater, exponential, sedative, ally, stealthy, dynamics, tannoy, parasite / parasitic, despicable, dehydration,</p> <p>Maths generalisation, stem sentence, dividend, divisor, quotient, factor, common factor, multiple, common multiple, product, prime, square, cube, pound, penny, coin, partitioning, distributive law, measure, converting, centimetre, millimetre, metre, kilometre, grams, kilograms, millilitres, litres, decimals, place value holder, short multiplication, long multiplication, short division, remainder, efficient</p> <p>Science observe, compare, accuracy, precision, force, gravity, air resistance, water resistance, friction, levers, pulleys, gears</p> <p>Art/DT vision, visual, major, structure, adapt, reinforce, pulley, gear, rotation, spindle, motor, transmit, functionality, mechanism, orientation, function, simple machine, lever, pivot, effort, axle, ramp, rollers, teeth</p> <p>Computing anticipated, valid, parameters, independent, route, record, field, sort, order, search, value, criteria, graph, chart, axis, filter, presentation</p> <p>PSHE Forced, Recommendation, Fasting, Hero, Heroine, Ethnicity</p> <p>PE evading, dodging, possession, consistent, service, diagonal, volley, overhead, singles / doubles, ready position</p> <p>RE imply, Moses, slavery, oppression, Moses, Pharoah, plagues, seder plate, Holy week, crucifixion. suffering, stations of the cross, Emmaus, doubt</p>
English	<ul style="list-style-type: none"> Persuasive writing - write a travel brochure on visiting Patagonia Independent write - persuasive brochure on visiting Brighton / Sussex Informal Letter - write a letter from the point of view of the main character from the book, 'The Boy Who Biked the World'. <p>Key skills:</p> <ul style="list-style-type: none"> Identifying success criteria for different genres of writing Structuring a narrative and non-narrative text Choosing precise or technical vocabulary Using different grammatical devices e.g., adverbials, figurative language 	<ul style="list-style-type: none"> Descriptive writing - scene setting for suspense genre Narrative based on the story, 'Crater Lake' by Jennifer Killick Poetry: Rhyming Couplets - 'Junk', The Story of Jasper O'Leary (Literacy Shed) <p>Key skills:</p> <ul style="list-style-type: none"> Identifying success criteria for different genres of writing Structuring a narrative and non-narrative text Choosing precise or technical vocabulary Using different grammatical devices e.g., subordinate and relative clauses Proof-reading my writing

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	<ul style="list-style-type: none"> • Proof-reading my writing • Editing and revising a piece of writing • Integrating dialogue into a narrative • Checking spellings and punctuation e.g., apostrophes, parenthesis, inverted commas • Writing with increasing speed and accuracy and using joined-up letters 	<ul style="list-style-type: none"> • Editing and revising a piece of writing • Integrating dialogue into a narrative • Checking spellings and punctuation e.g., apostrophes, parenthesis, inverted commas • Using statutory words in my writing with increasing accuracy • Writing with increasing speed and accuracy and using joined-up letters
Reading	<p>Whole Class Reading ‘The Boy who Biked the World’ by Alistair Humphries</p> <p>Linked Text- USA - ‘We are the United States’ (non-fiction)</p> <p>Fluency: South America (non-fiction book)</p>	<p>Whole Class Reading ‘Crater Lake’ by Jennifer Killick</p> <p>Linked Texts- ‘Feel the Force’ (Non-fiction)</p> <p>Fluency: ‘Room 13’ by Robert Swindells</p>
Maths	<ul style="list-style-type: none"> • Different calculating strategies for addition and subtraction (same sum, adjusting, same difference, find the difference, known facts) • Word/contextual problems and multi-step problems • Identifying multiples and common multiples • Identifying factors and common factors • Identifying prime numbers • Identifying square numbers • Identifying cube numbers • Multiplying and dividing by 10/100/1,000 	<ul style="list-style-type: none"> • Multiplying and dividing by 10/100/1,000 and applying it to measure contexts • Converting between measures (mm-cm, cm-m, m-km, g-kg, ml-l) • Using distributive law/partitioning to solve multiplication questions • Using short multiplication • Using long multiplication • Using short division • Understanding remainders in division • Using written methods of multiplication and division to problem solve
Science	<p><u>Properties and their materials</u> Big Question: What do I know about reversible and irreversible changes in the world around me?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • I know that some materials will dissolve in liquid to form a solution, • I know how to recover a substance from a solution using evaporation • I know how to separate mixtures including through filtering, sieving and evaporating • I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • I know that dissolving, mixing and changes of state (freezing and melting and evaporation) are reversible changes • I know that some changes are irreversible and result in the formation of new materials, • I know some examples of irreversible changes such as: burning and the action of acid on bicarbonate of soda <p>Skills:</p> <ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Take measurements using a range of scientific equipment with increasing accuracy and precision. • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use and develop keys to identify, classify and describe living things and materials. • Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models. • using test results to make predictions to set up further comparative and fair tests 	<p><u>Forces</u> Big Question: How can a force change the movement of an object?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I know 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 • I know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Skills:</p> <ul style="list-style-type: none"> • Raise different types of scientific questions, and hypotheses. • Make predictions and give a reason using scientific vocabulary • Plan and carry out comparative and fair tests, making systematic and careful observations. • Plan a range of science enquiries, including comparative and fair tests.

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	<ul style="list-style-type: none"> Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. 	
Geography	<p>Big question: What comparisons can we make between the physical and human geography of South America and the UK? <i>(make reference to relative location, landmass, size, time zone(s), regional zones, climate(s), physical, characteristics, land use patterns, population size)</i></p> <p>Knowledge:</p> <p>I can understand geographical similarities and differences by studying the human and physical geography of a region within North America and the UK. I understand that the Earth's features change over time and that physical processes are responsible for this.</p> <p>Skills:</p> <p>I can use four figure grid references to build my knowledge of the United Kingdom and wider world. I can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information systems (GIS). I can complete, read and interpret information in tables, including timetables. I can solve comparison, sum and difference problems using information presented in a line graph.</p>	
Art / DT	<p>Big Question: What can we see from the top that we don't see from the side?</p> <p>Artist - Yayoi Kusama Influence on Pop art and contemporary Art movement</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings An elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints. Art and design can be influenced by and representative of different cultures and eras (for example, Celtic and neoclassical design). Scale and elevation are used in interior and exterior building design, in addition to overhead/floor plans. <p>Skills:</p> <ul style="list-style-type: none"> To work with extended range of drawing such as charcoal and ink. To explore ways in which tone, texture and surface detail may be added To investigate proportions - landscape, figures and faces To introduce perspective, fore/back and middle ground <p>Moving on to:</p> <ul style="list-style-type: none"> To use a range of mediums on a range of background To develop further drawings of three dimension and perspective To show awareness of space To use key vocabulary to demonstrate knowledge To develop their own style using tonal contrast and mixed media 	<p>Big Question: How can we use our knowledge of forces to design and make a machine with moving parts? How mechanical systems such as cams or pulleys or gears create movement. That mechanical and electrical systems have an input, process and output.</p> <p>Research</p> <ul style="list-style-type: none"> Evaluate existing products for progression and application of technical knowledge to find out: About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. How much products cost to make. How innovative products are. <p>Design Share and improve ideas through group and class discussion.</p> <p>Plan Formulate step-by-step plans as a guide to making.</p> <p>Make To design and make a simple 'moving machine' using pulleys, levers, gears or pivots</p> <p>Evaluate Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Evaluate their ideas and products against their original design specification. Consider the views of others, including intended users, to improve their work.</p> <p>Skill development in: Attaching, securing, labelling, building</p> <p>Tool suggestions (dependent on chosen task): Frame, fastener, nut, bolt, screw driver</p>
Computing	<p>Big Question: How do you programme a microcontroller?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Selection in physical computing Exploring conditions and selection using a programmable microcontroller <p>Skills:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Big question: How can databases help us to answer questions?</p> <p>Knowledge: Flat-file databases</p> <p>Using a database to order data and create charts to answer questions</p> <p>Skills:</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

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<p>PSHE/RSE</p>	<p>Big Question: How can I look after my mental health?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Exploring concepts of MH&WB, the ups and downs of mental health; sleep and bedtime routines; 5 ways to well-being: active We need healthy bodies and healthy minds to feel well. If we are talking about healthy minds this is called our mental health or our emotional well-being. It includes our feelings, our thinking and our moods. Normalise experiencing a range of feelings and moods during a day: We all have positive (happy) and negative (sad or cross) emotions that come and go depending on what is happening around us. Having negative or sad feelings is a normal part of our mental health. The science of sleep. Recommendations for hours of sleep for Year 5 child. Positive routines for better bedtimes and sleep. <p>Skills:</p> <ul style="list-style-type: none"> I can clarify the concepts: mental health and well-being. I can tell you about how people experience mental health. I can tell you how I am going to try and grow my sense of well-being. I can tell you about the 5 ways to Well-Being. I can tell you why we need sleep and how sleep keeps us healthy. I can tell you what stops us from sleeping. I can tell you how I can have better bedtimes by making a sleep action plan. I can tell you why being active helps our health and well-being. I can think of ways to be active for 60 minutes a day. I can make suggestions for a workout for the classroom. I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help. <p>Big Question: How can I stay safe online?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Protecting our online information. Respecting the privacy of others. Being respectful and empathetic online. How can we respond in a healthy and safe way to hurtful online behaviour? Controlling who we talk to online. Risks of sharing videos and privacy settings. Making good choices and getting consent for what we share publicly. What are the tactics used to trick someone online. What should we do and where should we get help if someone tries to pressure or trick us. Using technology positively. <p>Skills:</p> <ul style="list-style-type: none"> I know how to protecting my online information. I am respectful and empathetic online. I can respond in a healthy and safe way to hurtful online behaviour. I can control who I talk to online. I understand the risks of sharing videos online and I know how to use privacy settings. I can make good choices and ask for consent for what I share publicly. I am aware of the tactics some people use to trick someone online. I know what I should do and where to get help if someone tries to pressure or trick me. I can use technology positively. <p>Big Question: How can I challenge gender stereotypes and other prejudices?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Challenging stereotypes A stereotype is a fixed or set idea that people have about what someone or something is like, 	<p>Big Question: How can I understand identity alongside race and ethnicity?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Focus on Identity and belonging - exploring race and ethnicity - challenging prejudice. All different all equal Including hair, skin, eyes, languages, families and food. Use language carefully to describe each other so that no one ever feels put down for the colour of their skin; that all skin colours are beautiful and one colour of skin is not better than another. Develop positive language to describe each other's skin tone. <p>Skills:</p> <ul style="list-style-type: none"> I can tell you what is the same and what is different about each other. I can tell you what makes me proud to be me (my identity) I can describe my own and someone else's skin tone with positive and respectful words. I know what to do or say if someone is mean about how someone else looks. I can tell you what racism is. I can begin to tell you about definitions of prejudice and discrimination. I can tell you how to safely challenge racism. <p>Big Question: How can I am safe around alcohol and drugs?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Alcohol education & the influence of the media. Choose healthier everyday habits. Importance of mental and physical health. Healthy/unhealthy Safer choice/riskier choice. Understanding of what a drug is and what medicine is. Alcohol is the drug in drinks like wine, beer and whisky. Alcohol safety and risk. Alcohol and tobacco free childhood. <p>Skills:</p> <ul style="list-style-type: none"> I can clarify the concepts of healthy and unhealthy. I can tell you about choices I can make to be healthier. I can tell you about the barriers to making healthier choices. I can tell you about the effects and risks of alcohol on human brains and bodies and behaviour. I can tell you about the safety recommendations for grown-ups and for children and young people and alcohol. I can tell you about the law and alcohol. I can tell you how I can think critically about adverts (about alcohol) I can begin to tell you why some people make risky choices. I can tell you what a drug and medicine is. I can clarify safer and riskier choices. I can tell you what peer pressure is. I can say no safely.

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	<p>without any evidence or proof.</p> <ul style="list-style-type: none"> • What are gender stereotypes? • Where do gender stereotypes come from? • Understanding prejudice and discrimination. <p>Skills:</p> <ul style="list-style-type: none"> • I can tell you what saying ‘you do that <i>like a girl</i>’ means. • I can tell you what saying: • ‘Boys will be boys’ means. • I can begin to recognise gender stereotyping and prejudice. • I can tell you what the effect of gender stereotyping is on most boys and girls. • I can tell you how to safely challenge gender stereotyping and give you examples of what to say. 	
Music	<p>Big Question: What is it called when notes are played together?</p> <p>SOUNDMAKERS - Learning to play the Ukulele as a whole class</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To understand that a chord is the layering of several pitches played at the same time (texture). <p>Listening</p> <ul style="list-style-type: none"> • I can explain why they think their music is successful or unsuccessful <p>Singing and playing</p> <ul style="list-style-type: none"> • I can recognise and use basic structural forms such as rounds/ call response <p>Composing</p> <ul style="list-style-type: none"> • To use groups of pitches (chords) in their compositions <p>Performing</p> <ul style="list-style-type: none"> • I can maintain playing my part, whilst others are performing another part <p>Transcribing and using symbols</p> <p>MELODY</p> <ul style="list-style-type: none"> • Begin to look at harmony (intervals of 3rd/5th) 	
RE	<p>Big Question: How do Christians view God?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To be able to describe the Christian belief of The Holy Trinity. • To explain their views of three different artworks that depicts The Holy Trinity. • To describe and explain Christian symbols and give some detail of how they represent the beliefs Christians hold. • To develop and express their own beliefs about God (or their non-belief) through recreating their own Kenning poem. <p>Big Question: Why is Passover celebrated by Jewish people?</p> <ul style="list-style-type: none"> • To be able to explain why Jewish people celebrate Passover and be able to describe how it is celebrated and its religious significance <p>Skills:</p> <ul style="list-style-type: none"> • Describe and be able to explain with some detail important beliefs and concepts and show an appreciation for differences in religions’ • Explain their own beliefs and views and the similarities and differences between these and the religions they have studied’ • ‘Explain how teachings, stories and texts inform how religious people choose to live their lives’ 	<p>Big question: Why is the resurrection and ascension of Jesus so important to Christians?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To be able to explain the key events in Jesus’ life. • To describe how Jesus was treated by others on Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday. To be able to describe how Jesus may have felt across Holy Week. • To understand the importance of the stations of the cross at Easter time to Catholics. To understand how they are used in church and to reflect on how these stations make them feel. • To be able to explain what happened on the road to Emmaus and why it is an important part of the Easter story to Christians. • To reflect on the He Qim ‘Doubting Thomas’ and describe how they feel about the artwork and story. <p>Skills:</p> <ul style="list-style-type: none"> • Describe and be able to explain with some detail important beliefs and concepts and show an appreciation for differences in religions’ • ‘Explain how teachings, stories and texts inform how religious people choose to live their lives’ • Explain their own beliefs and views and the similarities and differences between these and the religions they have studied’

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PE and Sport

Hockey

Big Question: How can I use my hockey skills to help improve my team’s performance?

Knowledge:

- The basic rules of hockey
- How to pass using a push and how to hit or slap the ball to shoot
- Where to stand when marking an attacker
- How to move the ball left and right using the open and reverse stick

Skills:

- Defending and blocking
- Passing and shooting
- Marking an attacker
- Passing over longer distances
- Dragging the ball left to right
- Working as a team to defend and attack

Swimming:

Big Question: How can I improve my confidence in the water?

Knowledge:

- How to use front crawl leg action to swim longer distances
- How to sink and then roll under water
- How to move forwards with face in the water using the sculling action
- How to transition smoothly from front to back
- How to improve swimming technique

Skills:

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

Tag rugby

Big Question: What are the basic rules of Tag Rugby?

Know / Understand:

- How to pass the ball backwards while running forwards
- How to keep possession of the ball
- How to run into space
- How to hold the ball while running

Skills:

- Basic passing
- Picking up and running with the ball
- Keeping possession
- Evading / dodging defenders
- Running into space
- Use different length passes to attack

Tennis

Big Question: When are different types of shot or stroke effective in a game?

Know / Understand:

- How to hit a volley
- How to hit a ball overhead
- How to play a game with doubles
- How to move quickly to the ball to stop a double bounce
- How to improve forehand and backhand accuracy

Skills:

- Putting skills into games
- Volley shots
- Overhead shots
- Doubles play
- Approaching the ball before the second bounce
- Recognising ways to improve game play