


Year 5 Curriculum Overview

	Autumn Term	
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	The Earth and our Solar System	What did the Romans do for us?
Experiences/Visitors	Herstmonceux Observatory	Romans Day: visiting workshop
Language	<p>English atmosphere, temperature, explanation, physical, system, category, determined, marvellous, lightning, programme, occur, mission, cosmos, telescope, galaxy</p> <p>Reading gravity, average, opportunity, awkward, equipment, communicate, definite, desperate, familiar, leisure, achieve, competition</p> <p>Maths generalisation, stem sentence, place value, tenths, hundredths, thousandths, rounding, ordering, comparing, addend, sum, exchange, regroup minuend, subtrahend, difference, dividend, divisor, quotient, factor, product, prime, square, cube pound, penny, coin, same sum, adjusting same difference, find the difference, column addition, column subtraction, negative numbers</p> <p>Science Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune spherical, solar system, rotates, star, orbit, planets, sphere, constellation, comet, asteroid, meteorite, Kuiper Belt, light year</p> <p>Art perceive, aspects, perspective, overlap, collage, texture, rough, soft, crunch, smooth, hard delicate, uneven, positive, negative, foreground, middle ground, background</p> <p>Music appraise, structure, strings, brass section, melody, compose, dynamics, timbre, structure. Instrumental families: wind, string, percussion, brass, leader, conductor, time signatures</p> <p>Computing priority, persist, process, refine, index, bot, links, search engine optimisation (SEO), web crawler, content creator</p> <p>PSHE attitude, behaviour, contribution, consequences, prevention, participation</p> <p>PE One-two pass, dragging ball, marking, tactics, repetitions, pulse rate</p> <p>RE pursue, Jewish Patriarchs, sacrifice, birth right, inheritance, Passover, commandments, commitments, The Torah, Hebrew, Kosher</p>	<p>English amateur, parliament, bruise, committee, community, senator, government, ancient, muscular</p> <p>Reading settlement, language, identity, sacrifice, soldier, legion, warrior, fugitive</p> <p>Maths generalisation, stem sentence, place value, tenths, hundredths, thousandths, rounding, ordering, comparing, addend, sum, exchange, regroup minuend, subtrahend, difference, dividend, divisor, quotient, factor, product, prime, square, cube pound, penny, coin, same sum, adjusting same difference, find the difference, column addition, column subtraction, negative numbers, temperature, thermometer</p> <p>Science observe, compare, accuracy, precision, force, gravity, air resistance, water resistance, friction, levers, pulleys, gears</p> <p>History Radical, military, hierarchical, mosaic, arch, chariot, tunic, devoted, professional, conceived, Empire, toga, colosseum, emperor, gladiator, republic, amphitheatre</p> <p>Art/DT vision, visual, major, structure, adapt, reinforce,</p> <p>Music note values, note names, treble clef pulse, rhythm, pitch, solo, unison, notation, ensemble, soloist, diction, traditional, body percussion</p> <p>Computing video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle, static, pan, tilt, review, import, split, trim, shoot, reorder, export, promote, attention</p> <p>PSHE Peacefully, Resolve, Deliberate, Forgive, Empathy, Remorse</p> <p>PE Pivot, Block, Symmetrical, Shoulder roll, triple threat, collect, rebound</p> <p>RE Mezuzah, Hannukah, Tallit, Kippah, Menorah, Reflection, Advent, Wreath, Priest, Nativity</p>
English	<ul style="list-style-type: none"> The Planets: Non-Chronological Report Narrative based on the story of 'Cosmic' by Frank Cottrell Boyce Biography based on Katharine Johnson (Linked to text: Hidden Figures) <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 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 <p>Writing with increasing speed and accuracy and using joined-up letters</p>	<ul style="list-style-type: none"> Diary writing based on the story of a Roman slave (Linked with key text: Iliona, diary of a Roman Slave) Newspaper Report on the Battle of Boudica and the Romans <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 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 <p>Writing with increasing speed and accuracy and using joined-up letters</p>
Reading	<p>Whole Class Reading 'Cosmic' by Frank Cottrell Boyce (Narrative with Science links)</p> <p>Linked Text - Hidden Figures - The True Story of Four Black Women and the Space Race Linked Text- The International Space Station</p>	<p>Whole Class Reading 'The Queen of Darkness' by Tony Bradman (Historical fiction)</p> <p>Linked Texts- Iliona: the story of a Roman Slave</p>

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	Fluency: 'To the Planets and Beyond' The Cosmic diary of our incredible universe by Tim Peake	Non-fiction: National Geographic - Everything: Romans in Britain Fluency: Poem: Christmas Poetry (performance)
Maths	<ul style="list-style-type: none"> Place Value - whole numbers up to millions Place Value - decimal numbers in to thousandths Ordering and Comparing amounts Rounding to 10, 100, 1000, 10000, 100000, 1000000 and decimals Counting with negative numbers Working with negative numbers in context Mental calculating strategies (same sum, adjusting, same difference, find the difference) Column Addition with exchanges Column Subtraction with exchanges 	<ul style="list-style-type: none"> Place Value - whole numbers up to millions Place Value - decimal numbers in to thousandths Ordering and Comparing amounts Rounding to 10, 100, 1000, 10000, 100000, 1000000 and decimals Counting with negative numbers Working with negative numbers in context Mental calculating strategies (same sum, adjusting, same difference, find the difference) Column Addition with exchanges Column Subtraction with exchanges
Science	Big Question: Where are we in Space and how does this affect our lives? Knowledge: <ul style="list-style-type: none"> I know the Earth and other planets in the solar system orbit the sun I know the moon orbits the Earth I know that the sun, Earth and moon are approximately spherical bodies I know that we have day and night because the Earth rotates on its axis I can explain why we have day I can explain why it looks like the Sun moves across the sky Skills: <ul style="list-style-type: none"> Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time. 	
History	Big question: Who lived in Britain before and after the Romans? Knowledge: <ul style="list-style-type: none"> Understand that an empire is an extensive group of countries ruled over by a single monarch/emperor. Understand the reasons why the Romans were successful at invading other countries. Understand cause and consequence of the Roman invasion of Britain. Understand the different types of rule that existed during the Roman period - Kingdom, Republic Boudicca and the Celt's revolt against the Romans. Skills: <ul style="list-style-type: none"> Develop a sense of period - Roman invasion of Britain Develop an understanding of the passing of time using chronological language Sequence and explain why events took place in the order they did Know characteristic features of periods and societies Develop the appropriate use of historical terms. Big question: <ul style="list-style-type: none"> What did the Romans do for us? Knowledge: <ul style="list-style-type: none"> Romanisation of Britain - impact of technology. The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day. Understand the impact of life today due to the Roman invasion of Britain - roads, postal service, central heating, plumbing, concrete, apartments/flats, public baths, roman calendar, language/Latin, Skills: <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources and construct informed responses by selecting and organising relevant historical information. 	
Art	Big Question: What effects can you create with a collage? Self Portraits and Collage Artist - Hannah Hoch Berlin Dada movement Surrealism, feminism Knowledge: <ul style="list-style-type: none"> Collages are artworks created by carefully selected smaller images A montage is a singular image created through the combination of smaller images (including photographs) To know that varying the colour of the same piece of art can create a contrasting mood and alter the viewer's perception. Skills:	Big question: How do we manipulate materials into shapes? Technical knowledge How to use learning from science to help design and make products that work. How food is processed into ingredients that can be eaten or used in cooking. That recipes can be adapted to change the appearance, taste, texture and aroma. That different food and drink contain different substances - nutrients, water and fibre - that are needed for health. Research <ul style="list-style-type: none"> Evaluate existing products for progression and application of technical knowledge to find out how much products cost to make and how innovative products are. Gather information about the needs and wants of particular individuals to design for purpose

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	<ul style="list-style-type: none"> To extend the use of collage materials revisiting texture, pattern and shape To use fabrics and other mediums to create a 2D or 3D structure To incorporate other mediums such as paint, drawing and prints To adapt their ideas and explaining their choices with an appropriate vocabulary 	<p>e.g., non-fiction books, questionnaires in class, year group, across year groups</p> <ul style="list-style-type: none"> Online research to find out how different products are designed and adapted to meet the requirements of specific target groups. <p>Design Share and clarify ideas through group and class discussion. Generate innovative ideas, drawing on research.</p> <p>Plan Produce appropriate lists of tools, equipment and materials/ingredients that they need to make, construct and finish the product.</p> <p>Make Use techniques that involve a number of progressive steps to achieve the end result. Accurately apply a range of making and finishing techniques, including those from art and design.</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: Manipulation, shaping</p> <p>Tool suggestions dependent on chosen task: Clay cutting, shaping and embellishing tools, rolling pin</p>
Computing	<p>Big Question: How do you use the internet to find information?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Systems and searching Recognising IT systems around us and how they allow us to search the internet. 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 <p>Skills:</p> <ul style="list-style-type: none"> 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 Use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Big question: How can we edit videos on computers?</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> Video production Planning, capturing, and editing video to produce a short film. <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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
PSHE/RSE	<p>Zones of Regulation and School Values BIG QUESTION: How do I promote the school values outside the school environment?</p> <p>Skills:</p> <ul style="list-style-type: none"> Identifying how we feel when in each zone and how we can get back to green Class charter and how to include everybody Respectful, Responsible, Safe Courage, Ambition, Pride <p>New beginnings (SEAL) BIG QUESTION: How do I cope with uncomfortable feelings?</p> <p>Skills:</p> <ul style="list-style-type: none"> Understanding how to learn well together and to compromise. Coping with uncomfortable feelings. <p>Democracy</p> <ul style="list-style-type: none"> UK Parliament Education Human and British Values Understanding the rule of law and school council. 	<p>Big Question: How can I resolve conflict peacefully?</p> <p>Skills:</p> <ul style="list-style-type: none"> Appreciating friendships and trying not to demand too much. Taking responsibility, resolving conflicts peacefully. I can learn well with others. I can tell you what I appreciate about my friendships. I can tell you how I would resolve a problem peacefully. <p>Big Question: How can I challenge online bullying?</p> <p>Skills:</p> <ul style="list-style-type: none"> I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I know what to safely say or do if I notice bullying happening to me or someone else. I can tell you what an upstander is. I can ask for help
Music	<p>Big Question: How can the mood in music be set by composers? 'The Planets' by Gustav Holst</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To understand that a changes in tempo can be used to change the mood of music To know about Time signatures <p>Skills:</p>	<p>Controlling sounds through singing and playing - Christmas singing</p> <p>Skills:</p> <ul style="list-style-type: none"> I can sing in time to a steady beat. I can sing in tune songs with a limited range. I can perform with expression. I can play instruments in different ways and create sound effects.

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	<p>Listening:</p> <ul style="list-style-type: none"> I can talk about the style and texture of a piece of music <p>Singing and playing</p> <ul style="list-style-type: none"> I can sing a wide variety of songs from memory I can choose which instrument will create the best sound for my work <p>Composing</p> <ul style="list-style-type: none"> I can recognise time signatures (2/4, 3/4 and 4/4) <p>Transcribing and using symbols</p> <p>PULSE/BEAT/METER</p> <p>I can use simple time signatures (2/4, 3/4 and 4/4)</p>	<p>What are the notes on a staff?</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. (Notation- Treble clef and FACE/EGBDF)</p> <p>Listening</p> <ul style="list-style-type: none"> I can begin to describe features of different genres of music using correct terminology Singing and playing I can use expression in my performance I can begin to read and play notes on a staff <p>Composing</p> <p>I can improvise using 5 given notes</p> <p>Performing</p> <ul style="list-style-type: none"> I can begin to breathe in the correct place when singing I can use expression in my performance Begin to read and play notes on a staff Transcribing and using symbols Begin using conventional symbols for known rhythms and note durations
RE	<p>Big Question: Who are the Jewish patriarchs and why are they important to Jewish people?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To describe and be able to explain with some detail the three Jewish patriarchs and the stories surrounding them in The Torah/Bible. To know that these key figures are present in The Torah, The Bible and The Qur'an. To know and be able to explain that followers learn about trust and faith from the stories about the Patriarchs. To know that Jewish people follow the Ten commandments (quick recap of Moses) To reflect and discuss the order of the commandments. To be able to explain what they are committed to. To suggest similarities and differences they notice between their own values and The Ten commandments. To be able to explain the rules set out in The Torah about kosher food. To design a kosher meal. <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 <p>Explain their own beliefs and views and the similarities and differences between these and the religions they have studied</p>	<p>Big question: What are the Jewish artefacts and how are they used?</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> To be able to identify, name and give meaning to a range of Jewish artefacts. To know how they link to the beliefs in Judaism. Be able to connect the Hannukah story to the eight-day celebration of Hannukah - the feast of lights. To be able to recognise Jewish symbols and know their meaning. To be able to sit in quiet for a short period of time. To express their personal reflections and emotions from sitting quietly. Children begin to connect how personal experience and feelings can influence attitude and actions. <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' <p>Big question: Why is advent important?</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> To describe how advent is marked in church and recognise the importance of this time for Christians. To explain how light is used in the story of the birth of Jesus. Focusing on the idea of Jesus as 'the true light that gives light to all.' To be discuss their own views of 'Mystic Nativity' by Sandra Botticelli and how well they think it depicts the Nativity 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' <p>Explain their own beliefs and views and the similarities and differences between these and the religions they have studied'</p>
PE and Sport	<p>Football</p> <p>Big Question: How can I use different skills to improve a team's performance?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> How to turn with the ball unchallenged How to recognise and use space when running with ball How to recognise space when on the move How to create space when attacking That maintaining possession is important when attacking How to evaluate and improve their performance <p>Skills:</p>	<p>Basketball</p> <p>Big Question: What do I need to do to improve my team's performance?</p> <p>Know / Understand:</p> <ul style="list-style-type: none"> Why blocking an attacker is important How to pivot and apply to a game situation Why and how to get the ball to a wide position to attack How to push and bounce pass under pressure The term 'rebound' and why they are important to the attacking team How to use the 'W' hand position on the ball How to use the triple threat position

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	<ul style="list-style-type: none">• Turning with the ball• Running with the ball• Passing on the move• Maintaining space on the pitch• Step over• Controlling a bouncing ball <p>Fitness Circuits Big Question: How do different types of physical exercise effect my body?</p> <p>Knowledge:</p> <ul style="list-style-type: none">• effects the body and explain how• How to work in pairs effectively and sensibly• How to increase effort in exercises• Which exercises you find challenging and how to improve• The role of heart, lungs and pulse rate during exercise <p>Skills:</p> <ul style="list-style-type: none">• Work in pairs to follow fitness circuit performing exercises with maximum effort• Work in pairs to record data on fitness circuit• Recognise areas of strength in fitness• Recognise areas for improvement in fitness	<p>Skills:</p> <ul style="list-style-type: none">• Blocking• Forward pivot• Forward pass• Push pass• Winning rebounds• Catching consistently into triple threat <p>Gymnastics Big Question: How can I work with a partner to create an effective sequence?</p> <p>Know / Understand:</p> <ul style="list-style-type: none">• The difference between symmetrical and asymmetrical shapes and balances• How to counter balance with a partner safely• How to link movements together smoothly• How to give feedback to peers on their performance <p>Skills:</p> <ul style="list-style-type: none">• Include symmetrical and asymmetrical shapes• Explore symmetry in balance and travel• Over shoulder roll and asymmetry• Exploring counter balances• Show smooth transitions <p>Practice and refine an area for improvement in performance</p>
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