



Curriculum Overview - Year 5 – 2021 -22

Diversity Links

Safeguarding Links



Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Enrichments and Enhancements		Tour of Liverpool to look at architecture	Science: Science and Industry Museum		Camping Experience	
English	<p style="color: green;">Vehicle Text: Henry's Freedom Box</p> <p>Fiction Genre: Diary</p> <p>Purpose: To recount</p> <p>Non-fiction Genre: Henry Brown Biography</p> <p>Purpose: To recount Vehicle Text:</p>	<p style="color: green;">Vehicle Text: The Promise</p> <p>Fiction Genre: Character narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Newspaper report</p> <p>Purpose: To report</p>	<p>Vehicle Text: Farther</p> <p>Fiction Genre: Setting Narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Letter</p> <p>Purpose: To recount</p>	<p>Vehicle Text: The Errand</p> <p>Fiction Genre: Cliffhanger narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Instruction manual</p> <p>Purpose: To instruct</p>	<p>The Lost Book of Adventure</p> <p>Fiction Genre: Survival Narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Survival Guide</p> <p>Purpose: To explain</p>	<p>Vehicle Text: Where Once We Stood</p> <p>Fiction Genre: Exploration Narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Space Report</p> <p>Purpose: To inform</p>

<p>SPaG</p>	<p>Use a range of punctuation when writing sentences including: capital letters, full stops, exclamation marks, commas for lists Use bullet points, sub headings, numbers and captions Use paragraphs to organise ideas Apostrophe for contraction 3 spelling lessons each week</p>	<p>Use apostrophes for possession and contraction Use a range of punctuation when writing sentences including: capital letters, full stops, exclamation marks, commas for lists Use bullet points, sub headings, numbers and captions Use paragraphs to organise ideas 3 spelling lessons each week</p>	<p>Develop use of noun phrases Use fronted adverbials Use a range of punctuation Consider carefully the choice of vocabulary for intended effect Understand and use grammatical terms for determiners, verbs, adverbs, pronoun Develop use of speech punctuation Use paragraphs 3 spelling lessons each week</p>	<p>Use a range of punctuation when writing sentences including: capital letters, full stops, exclamation marks, commas for lists Use bullet points, sub headings, numbers and captions Use paragraphs to organise ideas 3 spelling lessons each week</p>	<p>Develop use of noun phrases Use fronted adverbials Use a range of punctuation Consider carefully the choice of vocabulary for intended effect Understand and use grammatical terms for determiners, verbs, adverbs, pronoun Develop use of speech punctuation Use paragraphs Relative clauses More advanced punctuation 3 spelling lessons each week</p>	<p>Develop use of noun phrases Use fronted adverbials Use a range of punctuation Consider carefully the choice of vocabulary for intended effect Understand and use grammatical terms for determiners, verbs, adverbs, pronoun Develop use of speech punctuation Use paragraphs to structure writing showing a change in time. 3 spelling lessons each week</p>
<p>Maths</p>	<p>Decimal fractions Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p>	<p>Negative numbers Negative numbers: counting, comparing and calculating Short multiplication and short division Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. Divide a number with up to 4 digits by a one-digit number using a</p>	<p>Area and scaling Compare areas and calculate the area of rectangles (including squares) using standard units. Multiplicative contexts: area and perimeter 1 Structures: using measures and comparison to understand scaling Calculating with decimal fractions Multiply and divide numbers by 10 and 100; understand this as</p>	<p>Calculating with decimal fractions Calculation: \times/\div decimal fractions by whole numbers Decimal place-value knowledge, multiplication and division Factors, multiples and primes Find factors and multiples of positive whole numbers, including common factors and common</p>	<p>Fractions Convert between units of measure, including using common decimals and fractions. Find non-unit fractions of quantities. Find equivalent fractions and understand that they have the same value and the same position in the linear number system. Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper</p>	<p>Linking fractions, decimals and percentages Converting units Convert between units of measure, including using common decimals and fractions. Angles and transformations Compare angles, estimate and measure angles in degrees ($^{\circ}$)</p>

	<p>Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.</p> <p>Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> <p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) Composition and</p>	<p>formal written method, and interpret remainders appropriately for the context.</p> <p>Multiplication: partitioning leading to short multiplication •</p> <p>Division: partitioning leading to short division</p>	<p>equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size</p>	<p>multiples, and express a given number as a product of 2 or 3 factors.</p> <p>Multiplication with three factors and volume</p> <p>Factors, multiples, prime numbers and composite numbers</p>	<p>fractions. Multiplying whole numbers and fractions</p> <p>Finding equivalent fractions and simplifying fractions</p>	<p>and draw angles of a given size.</p>
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	<p>calculation: tenths Composition and calculation: hundredths and thousandths Addition and subtraction: money</p>					
Science	<p>Materials</p> <ul style="list-style-type: none"> ➤ Compare and group together everyday materials on the basis of their properties ➤ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ➤ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ➤ Demonstrate that dissolving, mixing and changes of state are reversible changes ➤ Explain that some changes result in the formation of new materials, Reversible and irreversible changes 	<p>Sound</p> <p>Listen up</p> <p>*identify how sounds are made, associating some of them with something vibrating</p> <p>*Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it</p> <p>* Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>*Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Forces</p> <p>May The Forces be With You</p> <ul style="list-style-type: none"> ➤ 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 have a greater effect. 	<p>Living Things and their Habitats</p> <p>The Art of Living</p> <ul style="list-style-type: none"> ➤ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ➤ Describe the life process of reproduction in some plants and animals. 	<p>Animals Including Humans</p> <p>Life Explorers</p> <ul style="list-style-type: none"> ➤ Describe the changes as humans develop to old age. 	<p>Earth and Space</p> <p>Space Presenters</p> <ul style="list-style-type: none"> ➤ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ➤ Describe the movement of the Moon relative to the Earth ➤ Describe the Sun, Earth and Moon as approximately spherical bodies ➤ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Computing	Computer systems and networks Search engines Online Safety	Programming Programming music Option 1: Sonic Pi , Option 2: Scratch Mars Online safety	Data handling Rover 1 Online safety Y5	Creating media Stop motion animation Option 1: Stop motion studio Option 2: Using cameras Online safety	Programming Micro:bit Online safety	Skills showcase Mars Rover 2 Online safety
History	Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing Disciplinary focus:	Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley	Indus Valley Civilisation What kind of settlement was this? a system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area? Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?	Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference What did Greek city-states have in common?	Ancient Greece Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, inc. epic poetry – inc. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking What can sources from Ancient Greece tell us?	Alexander the Great Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the ‘Great’? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned

	change/continuity How much did Ancient Egypt change over time?	to Hinduism - see right). Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?				about why empires rise and fall? Disciplinary focus: causation
Geography	<p>Rivers 1 Depth focus: The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. What are the similarities and differences between the Rivers Severn and the River Indus?</p>	<p>Mountains Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people How do mountains interact with what is around them?</p>	<p>Settlements & cities Settlement types, hamlet, village, town, city etc.; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? Two cities: Cardiff and London, inc. economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills 2: using a grid to find and compare locations. How are settlements similar and different?</p>	<p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Optional</p>	<p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) How do volcanoes affect a place?</p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines)</p>

				<p>local fieldwork investigating local shops - their sourcing, economic and ethical considerations. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?</p>		<p>Arctic and Antarctic. How does the climate affect the way people live?</p>
Art	<p>Formal elements of architecture In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist. Study the work of a range of artists and architect, including Gaudi.</p>		<p>Design for a purpose In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different</p>		<p>Every picture tells a story Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside</p>	
DT	<p>Building Bridges Structures Engineer - Dorothy Donaldson Buchanan Engineer - Roma Agrawal Architect – Hedy Lamarr</p>		<p>Moving Toys Mechanisms - Cams and Pulleys Engineer/Scientist – Bill Nye</p>		<p>Cooking and Nutrition Gino D'Acampo Using knives and tools safely</p>	

PE	Invasion Games SWIMMING	Gymnastics	Dance	Net and Wall games	Striking and fielding	Athletics
French (Year 4 Curriculum)	‘J’ai mal’ et ‘Où est ma trousse?’ Parts of the body Items in a pencil case	‘Luc et le professeur’ et ‘Le vrai professeur’ Classroom vocabulary	‘Je les cheveux noir et longs’ et ‘Un lettre au père Noël’ Describing myself Christmas	‘Joyeux Noël’ et ‘Quel temps fait-il?’ Christmas Weather	‘Combien de paquets?’ et ‘J’ai trente-deux paquets?’ Games Numbers to 100	‘Luc et Sophie font les devoirs?’ et ‘C’est délicieux?’ Subjects Food
Music	Weekly singing lessons Ukulele lessons	Weekly singing lessons Ukulele lessons	Weekly singing lessons Ukulele lessons	Weekly singing lessons Ukulele lessons	Weekly singing lessons Ukulele lessons	Weekly singing lessons Ukulele lessons
RE	A Hindu story: Rama and Sita Ancient stories The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) story-telling, drama (or making puppets) pupils re-telling & acting out. includes first reference to Vishnu and Krishna The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. Disciplinary focus: theology What does the story of Rama	Hinduism origins: places and stories from the Indus Valley. What do ancient stories from the Indus valley tell us about early Hinduism? How did the Hindus explain what they saw and experienced in the world? How did the ancient Indian communities build their values and shape their traditions? How can we see the landscape, wildlife, farming and food of ancient Indian peoples in Hinduism? Hindu beliefs. Deities such as Shiva, Vishnu, Brahma, Ganesh. Disciplinary focus: history How do Hindu	Living as a Hindu today, Relationship between stories, beliefs and ways of living. The story of Rama and Sita is recalled at Diwali. Worship in the Temple (Mandir): Festival of Diwali. Festival foods. Prayer and worship. How respect is shown during worship. Preparation for worship. The shrine and murtis. Worship as a daily ritual expressing devotion, gratitude and love. Meditation, puja, arti. Disciplinary focus: social sciences & theology How can we learn about the lives	Judaism 1 – Abraham to Jacob How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? How did the ancient Jewish communities in the Middle East build their values and shape their traditions? including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. Links with history: ancient civilisations of the Middle East provide place and cultural	Judaism 2 – Joseph to Moses Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. Religion focus: theology Why do Jews celebrate the festival of Passover?	Judaism 3 – Samuel, Saul, David and the Kingdom Stories inc. David and Goliath and King David. Solomon and building of the Temple in Jerusalem Babylonian captivity and destruction of the Temple Babylonian stories, e.g. Daniel and King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History) Priority here is still secure stories. Enriched through further meaning-making in language, art, music, stories and texts. Strong connection with art in this section, showing influence on cultural

	and Sita mean to Hindu peoples?	traditions and stories show us Hindu beliefs?	and beliefs of Hindu people today?	context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical). Disciplinary focus: theology Why is the Promised Land so important in Judaism?		traditions around the world, and also laying foundations for references in early Christian stories. (e.g. the 'anointed one', the Messiah) Note on all Judaism units: Across these three half-terms, include depictions of these stories in art, music and literature. These are Hebrew Bible stories, but presentation and questions/tasks will be framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than using a Christian ("Old Testament") lens. Disciplinary focus: social sciences How do Jews today show the importance of the Temple and the kingdom of Israel?
PSHE Happy Centred Schools	Jigsaw Being Me in My world Laughology Self-confidence	Jigsaw Celebrating Difference Laughology Coping Skills	Jigsaw Dreams and Goals Laughology Achievement and Success	Jigsaw Healthy Me Laughology Support	Jigsaw Relationships Laughology Positive Relationships	Jigsaw Changing Me Review of Laughology scheme

Links to laughology units

<p>P4C</p>						
<p>Further Reading List (Optional) Reading for Pleasure (Fiction, Non-fiction, Poetry)</p>	<p>Journey to the River Sea- Eva Ibbotson The explorer – Katherine Rundell Running Wild – Michael Morpurgo Kensuke’s Kingdom – Michael Morpurgo</p> <p>https://www.booksfortopics.com/year-5 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Here We Are – Oliver Jeffers See you in the Cosmos – Jack Cheng The Girl of Ink and Stars- Kiran Millwood Hargrave I Spy in The Night Sky Tim Peake – Hello is this Planet Earth?</p> <p>https://www.booksfortopics.com/year-5 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Holding up the Universe – Jennifer Niven The Little Girl Who Dared to Dream Shine- Sarah Asuquo</p> <p>https://www.booksfortopics.com/year-5</p> <p>https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Leonardo da Vinci: Dreams, Schemes and Flying Machines - Heinz Kaehne The Orchard Book of Aesop’s Fables - Michael Morpurgo</p> <p>https://www.booksfortopics.com/year-5</p> <p>https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Erika’s Story - Ruth Vander Zee and Roberto Innocenti Who are Refugees and Migrants? - Michael Rosen and Annemarie Young Journey to Jo’burg - Beverley Naidoo</p> <p>https://www.booksfortopics.com/year-5 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>	<p>Cogheart – Peter Bunzl The Girl Who Circumnavigated Fairyland in a Ship of Her Own - Catherynne M Valente This Book is Not Rubbish: 50 Ways to Ditch Plastic, Reduce Rubbish and Save the World - Isabel Thomas</p> <p>https://www.booksfortopics.com/year-65 https://www.getepic.com/ https://readtheory.org/ https://www.readliverpool.co.uk/ebooks/</p>
<p>Opportunities to extend learning from home</p>	<p>Project based on the Ancient civilisations</p> <p>Make your own ice cream/ cakes to show changing materials</p> <p>Learn some poetry off by heart</p> <p>Letter to refugees</p>	<p>Walk up a small mountain</p> <p>Produce some landscape artwork</p> <p>Design some Christmas art work</p>	<p>Forces project- make parachutes</p> <p>Can you produce something that might fly?</p> <p>Study history of flight</p>	<p>Write letters to friends and family</p> <p>Produce an online safety video or leaflet</p>	<p>Research an inspirational figure</p> <p>Project about the Ancient Greeks</p>	<p>Earth and Space projects</p> <p>Produce a leaflet explaining about puberty</p> <p>Develop cookery skills by making a new meal</p>