


YEAR 5 Curriculum Plan

	AUTUMN	SPRING	SUMMER
MATHS	<p> White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy </p> <p>For intervention: Numbershark by Whitespace and Active Learn Primary</p> <p> PLACE VALUE Roman numerals to 1,000 Rounding Numbers to 1,000,000 Compare and order numbers to 1,000,000 Negative numbers </p> <p> ADDITION AND SUBTRACTION Mental calculation strategies Add whole numbers with more than 4-digits, including column method. Subtract whole numbers with more than 4-digits, including column method. Round to estimate and approximate </p>	<p> White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy </p> <p>For intervention: Numbershark by Whitespace and Active Learn Primary</p> <p> MULTIPLICATION AND DIVISION Mental calculation strategies Formal multiplication Formal division including calculations with remainders </p> <p> FRACTIONS Equivalent Simplifying Improper fractions and mixed numbers Compare and order fractions Add and subtract fractions Multiply fractions by a whole number Fractions of amounts </p>	<p> White Rose Planning Units Abacus Active Learn Resources Busy Ant Text Book Maths Whizz Online Tutor TT Rockstars Prodigy </p> <p>For intervention: Numbershark by Whitespace and Active Learn Primary</p> <p> DECIMALS and PERCENTAGES Decimals up to 3 decimal places Rounding decimals Order and compare decimals Understand percentages Equivalent fractions, decimals and percentages </p> <p> SHAPE AND SPACE Measuring angles in degrees Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes Regular and irregular polygons </p>

	<p>Inverse operations (addition and subtraction) Multi-step addition and subtraction problems</p> <p>STATISTICS Read, draw and interpret line graphs Read and interpret tables</p> <p>MULTIPLICATION AND DIVISION Multiples Factor Prime numbers Square numbers Cube numbers Inverse operations (Multiplication and Division) Multiply and divide by 10, 100 and 1,000</p> <p>PERIMETER AND AREA Measure and calculate perimeter Estimate and calculate area of rectangles and compound shapes</p>		<p>Reasoning about 3D shapes Position in the first quadrant Reflection Translation</p> <p>MEASURES Metric units Converting units of time Timetables Estimate capacity Compare volume</p>
ENGLISH	<p>Read...Explore...Write...</p> <p>Whole Class Reading Poet's Voices – Poetry Friend or Foe – Michael Morpurgo Dead Man's Cove by Lauren St John The Week Junior News Magazine</p>	<p>Read...Explore...Write...</p> <p>Whole Class Reading Who Let the Gods Out by Maz Evans Oranges in No Man's land by Elizabeth Laird The Week Junior News Magazine</p>	<p>Read...Explore...Write...</p> <p>Whole Class Reading The Explorers by Katherine Rundell Animals on the Move (e-book) Ultimate Explorers (e-book) The Week Junior News Magazine</p>

	<p>Is poetry fun? Free verse poem Narrative poem Metaphor poem</p> <p>Will we ever send another human to the moon? Description of an imaginary alien</p> <p>How can we re-discover the wonders of Ancient Greece? Extract from a mythical diary Summary of an ancient myth A modern myth – a warning tale</p> <p>Weekly GAPS(grammar/punctuation and spelling)</p>	<p>What is it like to live in a warzone? Letter from an evacuee A presentation about the author, Michael Morpurgo</p> <p>What is it like to live in a warzone? Descriptive writing based on our novel's main character Discussion text about living in war-torn Beirut</p> <p>Weekly GAPS(grammar/punctuation and spelling)</p>	<p>Why should the rainforest be important to us all? Report about animal migration Letter to Blue Peter explaining why we should be caring for our environment</p> <p>Why should I visit Brazil? Persuasive writing for an advert An information handbook for a junior explorer</p> <p>Weekly GAPS(grammar/punctuation and spelling)</p>
SCIENCE	<p>Earth & Space – Will we ever send another human to the moon?</p> <p>Forces – Can you feel the force?</p> <p>Guided reading: 'The search for radium: Marie Curie's Story'</p>	<p>Properties and changes in materials – Could you be the next CSI investigator?</p>	<p>Living things and habitats – Do all animals and plants start life as an egg? Animals including humans – How different will you be when you are as old as your grandparents?</p>

<p>COMPUTING</p>	<p>Online Safety – Issues involving 'digital footprint', copyright and acceptable behaviour when communicating on others' blog posts. The importance of high quality online contents and having comments moderated by the teacher.</p> <p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are bloggers 5.5 <i>Sharing experiences and opinions</i></p> <p>We are game developers 5.1 <i>Developing an interactive game</i></p> <p>Online Safety Human and dog avatar https://www.getcybersafe.gc.ca/wrdshrt/index-en.aspx Children design a THINK poster</p>	<p>I am a Debugger!</p> <p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are cryptographers 5.2 <i>Cracking codes</i></p> <p>We are artists 5.3 <i>Fusing geometry and art</i></p> <p>Online Safety Think U Know 8-10 Cyber Café https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/</p>	<p>Switched on Computing that can be supplemented with iPad / PC</p> <p>We are web developers 5.4 <i>Creating a website about cyber safety</i></p> <p>We are architects 5.6 <i>Creating a virtual space</i></p> <p>Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see.</p> <p>Online Safety Webcams https://www.youtube.com/watch?v=ZTYZMdbq8PE&safe=active</p> <p>Online Bullying https://www.youtube.com/watch?v=0XgLqTfM-1I</p>
<p>HISTORY</p>	<p>Ancient Greece <i>How can we re- discover the wonders of Ancient Greece?</i></p>	<p>A study of an aspect or theme in British history - children's experiences during wartime. <i>What is it like to live in a warzone?</i></p> <p>Local History – Eyam <i>How did the Plague make our Derbyshire village so famous?</i></p>	

GEOGRAPHY		<p><i>Why should the rainforests be important to us all?</i> Rainforests of the Amazon</p>	Brazil -Trade and growing economy Fair trade <i>Why should I visit Brazil?</i> Physical features of Brazil
RE	Key Question 1 about beliefs: How and why do Christians follow Jesus?	Key Question 2 about expressing beliefs: What are the deeper meanings of festivals? Key Question 3 about expressing beliefs: Why is pilgrimage important to some religious believers?	Key Question 4 about demonstrating beliefs: How can we make our village/town/county a more respectful place? Key Question 5 about demonstrating beliefs: Can religions help to build a fair world?
PE	Swimming (Mandela) - progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes. A1 Circuits – I can develop my strength and stamina. Attacking and Defending (example Tag Rugby) - develop control in running, jumping, changing speed, stopping and starting, with and without small equipment. A2	Swimming (Shakespeare) - progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes. S1 Gymnastics - explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching. Attacking and Defending (example Netball) -	S1 Gymnastics - explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching. Striking and Fielding – (example Rounders / Kwik Cricket)

	<p>Sportshall Athletics - progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;</p> <p>Attacking and Defending – (example Basketball) progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;</p>	<p>develop an understanding of, and participate in, small-sided, adapted and mini games.</p> <p>S2</p> <p>Dance – (focus Rainforests) Progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed. Develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.</p> <p>Net/wall – (example tennis) - improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play.</p>	
<p>FRENCH</p>	<p>Unit 1: Moi (All about me)</p> <p>Unit 2: Jeux et chansons (songs and games)</p>	<p>Unit 3: On fait la Fête (Celebrations)</p> <p>Unit 4: Portraits (Portraits)</p>	<p>Unit 5: Les quatres amis (The Four Friends)</p> <p>Unit 6: Ça pousse! (Growing things)</p>

<p>MUSIC</p>	<p>Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices.</p> <p>Children will perform at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term.</p> <p>Children will perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children will develop an understanding of the history of music</p> <p>Children will begin to use and understand staff and other musical notations</p>
<p>PSHE</p>	<p>TERM 1 Being Healthy Upper KS2</p> <p>TERM 2 Difference and Diversity Upper KS2</p>	<p>Term 3 Exploring Emotions Upper KS2</p> <p>Term 4 Relationships Upper KS2</p> <p>NSPCC Safe Speak</p>	<p>TERM 5 Being Responsible Upper KS2</p> <p>TERM 6 Bullying Matters Upper KS2</p> <p>Road Safety</p> <p>Open Water Safety</p>

<p>ART</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing: Where's the detail in that picture? Choose and use the appropriate tools to create line, tone, shade and texture to represent something observed, remembered or imagined Draw being more aware of composition Use different techniques to create texture in drawing Experiment with shading to create a 3D effect Use simple ways of introducing perspective Complete the other half of a black and white photograph using pencil drawing and shading techniques. Sketch the same object from three different viewpoints, using line and shading to show texture and detail.</p> <p>(Jason Heppanstill local artist)</p>	<p>Painting Use the double primary system confidently and overlay with other media to enhance a piece of work Investigate and explore light, colour, texture and tone in the work of artists and begin to incorporate observed techniques in their own work Choose types of brushes and techniques for specific purposes Arrange objects for still life study being able to say why objects have been chosen and placed together</p> <p>3D: What will our wall hanging celebrate? Medusa mask Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and made materials to create sculpture Plan work through drawing and other preparatory work (Ancient Greek artefacts)</p>	<p>Printing: How will we screen print our own posters? How did poster design change through the 19th and 20th centuries? Look at classic advertising posters in a range of styles.</p> <p>Use relief card printing to create images Choose the printing method appropriate to the task Organise work in terms of pattern, repetition, symmetry or random printing styles choose inks and overlay colour</p> <p>Claywork Make vessels using slabbing technique decorating each surface by scratching, impressing or building texture (relief) (Ancient Greek artefacts)</p> <p>Collage: What will make our rainforest stand out?</p>

	<p>Painting: How did the great artists see themselves? Find out about a great artist through their self-portraits Copy a self-portrait in the style of a great artist Make a photo montage to show our personalities Would mood or emotion do we want to portray and what techniques will help us achieve this? (Picasso, Matisse, Van Gogh, Andy Warhol, David Bailey)</p>	<p>Has thou slain the Jabberwock? (Link to Space topic) What might the creatures in the poem 'Jabberwocky' look like and can we sketch our ideas? Which material would be best for making our figures and why? Make models of two or three of the creatures from the poem using a different material for each model. Use different painting techniques for our finished models</p>	<p>Textiles Experiment with techniques eg batik, tie-dye, applique etc in order to design own textile Can we sketch leaves, plants and rainforest animals? Which famous artists have used collage as a technique? (Picasso)</p>
<p>D&T</p>		<p>KNEX Workshop TOWERS visit to Chesterfield with tour up The Spire</p>	<p>Moving Toys – Look at CAMs and create moving toy designs. Create own toys.</p>