


YEAR 5 Curriculum Plan

|  | AUTUMN | SPRING | SUMMER |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHS | <p> White Rose Planning Units Maths No Problem 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</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. </p> | <p> White Rose Planning Units Maths No Problem 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</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 </p> | <p> White Rose Planning Units Maths No Problem 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</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 </p> |

| | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Round to estimate and approximate 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 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>Multiply fractions by a whole number Fractions of amounts</p> | <p>Regular and irregular polygons 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> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ENGLISH</p> | <p>Read...Explore...Write...</p> <p>Whole Class Reading Poet's Voices – Poetry Compilation of poetry with volcano theme. Who Let the Gods Out by Maz Evans Greek Myths The Week Junior News Magazine</p> <p>Genres Free verse poem Narrative poem Metaphor poem Extract from a mythical diary Summary of an ancient myth A modern myth – a warning tale</p> <p>Weekly EGPS(grammar/punctuation and spelling) Spelling Shed</p> | <p>Read...Explore...Write...</p> <p>Whole Class Reading Friend or Foe – Michael Morpurgo Oranges in No Man's land by Elizabeth Laird The Week Junior News Magazine</p> <p>Genres Letter from an evacuee A presentation about the author, Michael Morpurgo Descriptive writing based on our novel's main character Discussion text about living in war-torn Beirut</p> <p>Weekly EGPS & Spelling Shed</p> | <p>Read...Explore...Write...</p> <p>Whole Class Reading The Explorers by Katherine Rundell Dead Man's Cove by Lauren St John Animals on the Move (e-book) Ultimate Explorers (e-book) The Week Junior News Magazine</p> <p>Genre Letter to Blue Peter explaining why we should be caring for our environment Persuasive writing for an advert An information handbook for a junior explorer</p> <p>Weekly EGPS & Spelling Shed</p> |
| <p>SCIENCE</p> | <p>Properties and changes in materials – Could you be the next CSI investigator? Compare and group materials on the basis of their scientific properties, including hardness, solubility, transparency, conductivity and magnetism. Earth & Space – Will we ever send another human to the moon? Describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> | <p>Forces – Can you feel the force? Understand that objects fall towards Earth because of the force of gravity.</p> <p>Animals including humans – How different will you be when you are as old as your grandparents? Describe the changes as humans develop to old age.</p> | <p>Living things and habitats – Do all animals and plants start life as an egg? Describe the differences in the life cycles of a mammal, amphibian, insect and bird.</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/wrdsht/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 The story of The Trojan Horse: historical fact, legend or classical myth? How can we re- discover the wonders of Ancient Greece?</p> | <p>Why was winning the Battle of Britain in 1940 so important? A study of an aspect or theme in British history - children's experiences during wartime. What is it like to live in a warzone?</p> <p>Visit to RAF Hendon</p> | <p>A Local Historical Study – Eyam, Longshaw</p> |

| | | | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>GEOGRAPHY</p> | <p>Volcanoes How do volcanoes affect the lives of people on Hiemaey?</p> | | <p>Why are mountains so important?</p> <p>Who are Britain's National Parks for? <i>Including history of national parks and local study within the peak district.</i></p> |
| <p>RE</p> | <p>Key Question 1 about beliefs: How and why do Christians follow Jesus?</p> | <p>Key Question 2 about expressing beliefs: What are the deeper meanings of festivals?</p> <p>Key Question 3 about expressing beliefs: Why is pilgrimage important to some religious believers?</p> | <p>Key Question 4 about demonstrating beliefs: How can we make our village/town/county a more respectful place?</p> <p>Key Question 5 about demonstrating beliefs: Can religions help to build a fair world?</p> |
| <p>PE</p> | <p>Real PE – Unit 1 Personal Unit 2 Social</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> | <p>Real PE Unit 3 Cognitive Unit 4 Creative</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>Dance</p> | <p>Real PE Unit 5 Physical Unit 6 Health and Fitness</p> <p>Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other.</p> <p>SWIMMING – Non-swimmers.</p> |

| | | | |
|----------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.</p> | <p>To learn to swim 25m+ using a range of strokes. To learn lifesaving skills in a variety of situations. To work towards Aquatic level 5.</p> <p>Gymnastics To make complex extended sequences. To can combine action, balance and shape. To perform consistently to different audiences.</p> <p>Outdoor and Adventurous To follow a map in an unknown location. To use clues to navigate a route. To change my route to overcome a problem. To use new information to change my route.</p> <p>Y2 Transition To plan a route and a series of clues for someone else. To plan with others taking the lead.</p> |
| <p>FRENCH</p> | <p>Unit 1: Moi (All about me) Unit 2: Jeux et chansons (songs and games)</p> | <p>Unit 3: On fait la Fête (Celebrations) Unit 4: Portraits (Portraits)</p> | <p>Unit 5: Les quatres amis (The Four Friends) 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 Open Water Safety</p> |

ART

To continue sketch books to record their observations and use them to review and revisit ideas

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.

(Jason Heppanstill local artist)

3D: What will our wall hanging celebrate?

Medusa mask / Greek Pottery

Describe the different qualities involved in modelling, sculpture and construction.

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

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

Painting: How did the great artists see themselves?

Find out about a great artist through their self-portraits

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.

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

Collage: What will make our habitat stand out?

Textiles

Experiment with techniques eg batik, tie-dye, applique etc in order to design own textile

Can we sketch leaves, plants and animals?

Which famous artists have used collage as a technique?

(Picasso)

| | | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| | <p>Use recycled, natural and made materials to create sculpture Plan work through drawing and other preparatory work (Ancient Greek artefacts)</p> <p>Claywork Make vessels using slabbing technique decorating each surface by scratching, impressing or building texture (relief) (Ancient Greek artefacts)</p> | <p>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> | |
| D&T | | <p>KNEX Workshop</p> <p>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> |