Curriculum Overview- Year 5

Questions to link learning to British Values

LITERACY					
AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
The Hobbit CLASSIC FICTION Focus: Author's style Task: study dialogue punctuation, relative clauses and commas.	**Poetry-** POETIC LANGUAGE Focus: imagery techniques Task: read and write powerful poems about the sea. Revise word classes, noun phrases and adverbials.	*INSTRUCTIONS Focus: imperatives & adverbs Task: study the grammar of cohesion and create guides for futuristic travel.	Travel Texts BLOGS AND REPORTS Focus: travel writing Task: Revise pronouns, learn about relative clauses & punctuation, including uses of commas. Write own travel recount.	**Kensuke's Kingdom/ The Eighteenth Emergency** MODERN FICTION Focus: inspiration Task: develop high level language skills and cohesion within and between paragraphs, modal verbs/adverbs and commas.	**Goth Girl** FICTION Focus: relative clauses Task: explore how atmosphere, settings & characters are created. Study adverbs of possibility, commas, relative clauses, dialogue punctuation.

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MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Place Value (part 1) Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	**Multiplication and division (Part 1)** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Multiply and divide numbers mentally, drawing upon known facts. **Fractions (Part 1)** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.	**Multiplication and division (Part 2)** Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. **Fractions (Part 2)** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	**Decimals and percentages** Read, write, order and compare numbers with up to 3 decimal places. Read and write decimal numbers as Fractions. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Solve problems involving numbers up to 3 decimal places. **Perimeter and area** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	**Shape** Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees (°). identify angles at a point and 1 whole turn (total 360°). Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°). Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. **Position and direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	**Decimals** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Solve problems involving number up to 3 decimal places. Read, write, order and compare numbers with up to 3 decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. **Place Value (Part 2)** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. **Converting Units** Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]. Understand and use approximate equivalences between metric units and common imperial units. Solve problems involving converting between units of time. **Volume** Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity. Estimate volume and capacity.

SCIENCE					
AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Forces 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 **Space** 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. **Global Warming** To work scientifically and practically to think of ways to reduce own and school's carbon footprint. Understand one can reduce their damaging impact on the future of planet Earth through their own actions and choices.		**Properties of materials** 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. **Animals including humans** Describe the changes as humans develop to old age. **Life cycles** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.		**Reversible and irreversible changes** Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda. **Plastic pollution** Identifying scientific evidence that has been used to support or refute ideas or arguments. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	

PSHE		
AUTUMN	**SPRING**	**SUMMER**
TEAM (Together Everyone Achieves More) **(Relationships)** Pupils learn: •disagree respectfully and communicate effectively •effects of unkind behaviour and explore strategies for helping situations by creating team support networks **Think Positive** **(Health and Wellbeing)** Pupils learn: •to develop understanding about thoughts and emotions, both positive and negative. •Mental health and emotional wellbeing: Dealing with feelings; Healthy Minds •about links between our thoughts, feelings and emotions, making good choices and mindfulness	**Diverse Britain** **(Living in the Wider World)** Pupils learn: •about how Britain represents a wide range of faiths and ethnicities •how to make a positive contribution to the community **Be Yourself** **(Relationships)** Pupils learn: •develop a positive view of themselves • positive choices •how to avoid being led into tricky situations and how to recognise and respond to peer pressure	**It's my body** **(Health and Wellbeing)** Pupils learn: •about substances which are harmful to our bodies •about the importance of sleep, exercise and hygiene •healthy habits that can benefit us all and how to seek support should they need to **Aiming Higher** **(Living in the Wider World)** Pupils learn: •about learning styles, to understand how they learn best •about the type of attitude that helps us succeed, challenges people face and barriers to success, •strategies we can use to overcome obstacles

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HISTORY		
AUTUMN	**SPRING**	**SUMMER**
Ancient Eygypt Understand what was important to people during ancient Egyptian times Raise questions when confronted with an artefactin order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication. **What is Democracy? How did Pharaohs gain their position of power?**	**Stone Age to the Iron Age** Learn about how the Stone Age to Bronze Age period impacted on life in Britain. Explore how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.	**The Indus Valley** Learn about significant events from the Indus Valley time and order events chronologically on a timeline of early world history. Use geographical skills to locate where in the world the Ancient Indus Valley civilisation existed and investigate the physical features of the landscape. Examine archaeological evidence to find out how historians and archaeologists use a variety of evidence sources to draw conclusions about what life was like in the past. Learn about different aspects of life during the Ancient Indus Valley civilisation, including what it was like to live in a city and what clothes and jewellery the people wore.
GEOGRAPHY		
AUTUMN	**SPRING**	**SUMMER**
Marvellous Maps Further explore the range of maps available to geographers and to develop understanding of the key features of maps. Study a range of maps and atlases, including digital maps, and compare their features. Learn to use the eight compass points to give directions and give grid references to locate places on a map.	**Enough for Everyone** Investigate the needs of a settlement, and the needs of the planet as a whole. Discover where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, consider how actions impact on others around the world, and think about the changes that could be made to try to ensure that natural resources are shared so there is enough for everyone **How do Natural Disasters impact on our lives? How do Natural Disasters impact on the lives of others?**	**Exploring Eastern Europe** Learn about the countries of Europe, looking in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Create information booklets to share information and find out more about Chernobyl and its impact on eastern Europe and the rest of the world. **How do earthquakes, volcanoes impact upon communities and beliefs?**

THEMED WEEKS/VISITS					
Black History Month **School Council Election**	**Anti-Bullying Week** **Enrichment Day: Science & Technology**	**Hazard Alley Safety Centre Visit** **Metro Bank Money Zone**	**World Book Day**	**Ramadan/Eid**	**End of Year awards Ceremony** **Sports Day** **End of Year Trip**

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PE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Tag Rugby • To understand and start to demonstrate the important of creating space and movement • Demonstrate as an induvial or team how to regain possession • To combine basic tag rugby skills such as catching and quickly passing in one movement • To be able to select and implement appropriate skills in a game situation • To begin to play effectively when attacking and defending • To increase the power of passes so the ball can be moved quickly over greater distance	**Football** • To be able to demonstrate different methods of dribbling, while being able to be in control and changing direction at speed • To understand and start to demonstrate the importance of creating space and movement • To be able to demonstrate a range of defending skills and understand how to mark an opponent and intercept a pass • Demonstrate, as an individual or team, how to regain possession.	**Cricket** • To develop skills in batting and fielding • To choose the correct fielding techniques and organise fielders dependent on batting type • To be able to run between wickets and understand the basic scoring system • To develop a safe and effective over arm throw • To be able to bat with control	**Athletics** • To be able to use correct running techniques and running speeds in a variety of short and long distance events • To develop and apply techniques for relay racing, in passing the baton legally • To be able to demonstrate effective time keeping and score taking • To develop footwork technique in a variety of events that including jumping and throwing • To be able to carry out throws with power and accuracy	**Tennis** • To identify and apply techniques for hitting a tennis ball • To develop the techniques for ground strokes and volleys • To be able to demonstrate a successful backhand • To be able to use the scoring system effectively and apply specific rules in a game • To understand footwork required to move around court to return short and long returns • To demonstrate an overhead serve Preparation for sports day will also be incorporated into this half term.	**Netball** • To understand basic methods of passing • To develop basic coordination through passing and receiving • To develop basic shooting techniques with accuracy • To understand the basic rules of netball • To be able to apply learning in a games environment Preparation for sports day will also be incorporated into this half term

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ART		
Autumn	Spring	Summer
Ancient Egypt  Making clay faces, model in paper and paper mache to create quality art work that shows progression in their skills. Explore the work of Leger, Hockney and a photograph taken by Man Ray.	**The Seaside** Explore how to print, weave and make lanterns to create quality artwork that shows progression in skills, whilst exploring the work of 'The Seaside' artists Alfred Wallis and Hokusai. 	**North American Art**  Discover how to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model. Explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.

COMPUTING					
AUTUMN		**SPRING**		**SUMMER**	
Online Safety Explore the topics of spam emails, plagiarism and citing sources, secure passwords and fake images.	**Controlling Devices - Flowol** Introduction to flowcharts and how they are used to program and control devices. Learn to build sequences of instructions, control multiple outputs and structure algorithms with decisions and inputs.	**Strategic Searching Online** Discover about Strategic Searching Online, learning to use search engines with increasing efficiency. Learn how to refine searches using various techniques, such as using Boolean operators and using keywords.	**Radio Station** Use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles.	**3D Modelling: SketchUp** Develop drawing skills to create 3D models based on using the software SketchUp. Learn how to create simple and complex 3D models.	**Using and Applying Skills** Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing.

TAJWEED

Memorisation: Aim for the end of the year is for all students to be able to memorise V1-V42 of Surah Yaseen and revision of all previous surah's.

Qā'idah: Aim for the end of the year is for all students to be able to identify the Arabic alphabet in isolated and joint forms, apply harakāt, stretches, sukoon and shaddah, madd & special cases (L9 Safar) correctly. They should also be able to identify and apply the stopping rules correctly (L11), stopping symbols (L12), be able to read a whole ayah fluently without stopping in between and identify/correctly apply Ghunnah, Qalqala, Lām of Allāh, Rā Mutaharrikah, Rā Sākinah and full-mouth letters.

AUTUMN	SPRING	SUMMER
Memorisation: Surah Yaseen V1-14, revision of all previous surah's.	Memorisation: Surah Yaseen V15-28, revision of previous portion for Surah Yaseen.	Memorisation: Surah Yaseen V29-42, revision of whole Surah Yaseen and previous surah's.
Recap Qā'idah: Arabic letters in isolated forms, joint forms (beginning, middle and end), harakāt (vowels L5), stretches (L6), Sukoon (L7), shaddah (L7), Madd (L8).	Recap Qā'idah: Special Cases (L9), Stopping Rules (L11), Stopping Symbols (L12).	Recap Qā'idah: All Qā'idah rules, Ghunnah, Qalqala, Lām of Allāh.
New Tajweed learning: Special Cases (L9), Stopping Rules (L11), Stopping Symbols (L12).	New Tajweed learning: Building fluency (L10 & L13), Ghunnah, Qalqala, Lām of Allāh	New Qā'idah learning: Building fluency (L10 and L13), Rā Mutaharrikah, Rā Sākinah, Full-mouth letters.