

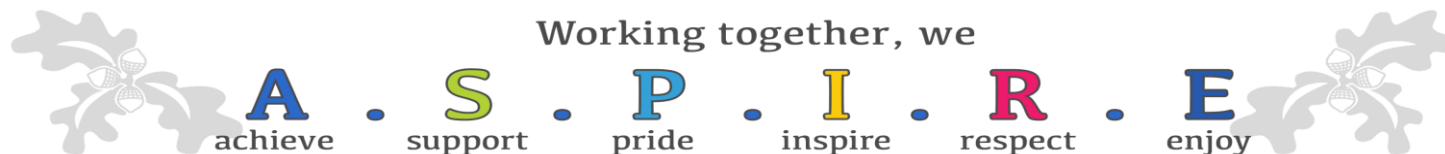


“Every child will make outstanding progress academically, socially and emotionally – enabling them to excel at secondary school and thrive in the world beyond.”

Our Values: Achieve, Support, Pride, Inspire, Respect, Enjoy

### Year 5 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Japan</b>	<b>Out of this World</b>	<b>The Victorians</b>	<b>The Living Planet</b>	<b>Detectives - I Spy</b>	<b>Greece Lightning</b>
English	- Character description - Recount Diary - Instructions - Non-chronological report	- Non-chronological report / explanation text - Poetry - Narrative alternative ending - Comic strip	- Letter writing - Persuasive advert - Biography - Narrative	- Narrative - Persuasive debate - Descriptive writing - Poetry	- Narrative with flashback - Instructions - Letter - Advert	- Poetry - Non-Chronological - Myth - Imaginative writing
Maths	- Place value - Column addition and subtraction - Short multiplication and division	- Multiplication and division - Fractions A	- Long multiplication and division - Fractions B	- Decimals and percentages - Perimeter and area - Statistics	- Shape - Position and direction - Decimals	- Negative numbers - Converting units - Volume
Science	<b>Properties of Materials</b> - Strength of materials - Thermal insulators - Reversible and irreversible - Soluble and insoluble / separating	<b>Space</b> - Spherical world - Size and movement - Rotation v Revolution	<b>Animals including Humans</b> - Human development - Gestation periods - Puberty - Old age	<b>Life Cycles</b> - Plant reproduction - Gestational development - Metamorphosis - Life cycles of plants and animal	<b>Forces</b> - Gravity - Resistance and friction - Mechanisms - Investigation	<b>Scientific Enquiry</b> - Movement of blood - Atoms - Scientific observations - Flat Earth theory
R.E.	<b>What's so good about giving?</b> - Jewish beliefs - Muslim practises - Religious practises - Sikh values	<b>What freedom did Guy Fawkes die for?</b> - Christian denominations - Comparing Christian denominations - Guy Fawkes	<b>Are all Muslims the same?</b> - The Night's journey - Qur'an - Muslim practises	<b>Are all Muslims the same?</b> - Different sects of Islam - The family tree within Islam - Sunni and Shi'as	<b>Why is there good and bad in the world?</b> - Religious texts - Afterlife - Sin - Temptation	<b>Why is there good and bad in the world?</b> - Christianity - Islam - Buddhism - Soul - Angels
Computing	<b>Systems and searching</b> - Programmes of searching - Effective searches - How searches are ranked and influenced	<b>Video production</b> - Angles and filming techniques - Variety of video shots - Combination of footage	<b>Internet Safety</b> - Recognise online dangers - Internet safety assembly	<b>Programming – Crumble</b> - Connecting crumble kits - Combining outputs and understanding conditions - Writing and testing algorithms	<b>Photo editing</b> - Manipulation of images - Recolour and adjustments - Layover of text	<b>Programming</b> - Exploring conditions - Selecting outcomes - Designing a quiz
P.E.	<b>Netball and Tag-rugby</b> - Transferring of skills - Team competition	<b>Basketball and Hockey</b> - Progression of skill - Control - Team competition	<b>Badminton</b> - Techniques - Team matches - Development of skills	<b>Dance and Gymnastics</b> - Movement and travel - Positions and core strength - Development of skills	<b>Swimming + Tennis</b> - National curriculum stage - Progression of skills	<b>Cricket and Rounders</b> - Development of skills - Tactics and collaboration - Team competition
History Geography	<b>Geography of Japan</b> - Geological positioning - Earthquakes and Tsunamis - Physical and human features - Comparison between countries	<b>Space</b> - The space race - Influential figures - Moon landings - International space station	<b>The Victorians</b> - Crimean War and nurses - inventions - Crime and punishment - Workhouses and schools	<b>Location and features</b> - Development of map skills - Comparison of different biomes - Human and physical features Use 8-point compass and 4-6 figure grid referencing	<b>History of Spying</b> - Krogers - Animals as spies - spy devices	<b>Ancient Greece</b> - Achievements - Olympics - Myths - Roles of women Comparing map and photos





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Art	<b>Cultural Art – Hokusai (Art)</b> - Analyse historical art - Paint and pen techniques - Creating inspired artwork	<b>Pop-Up books (DT)</b> Investigations/experimentation - Plan and layout - Create	<b>Lino Prints (DT)</b> - William Morris - Repeated patterns - lino prints	<b>Sketching (Art)</b> - Development of skills - Artist appreciation - Still life	<b>Electronics (DT)</b> - Design and make a gadget - Measure, mark and cut - Using different tools	<b>Pottery (Art)</b> - Investigation - Development of skill - Construction and decoration
Music	<b>Why we sing and song writing</b> - Play and perform in solo and ensemble contexts - Use voices and play instruments	<b>Structure and melody</b> - Improvise and compose music for a range of purposes. - Use inter-related dimensions of music.	<b>Beat, basslines and riffs</b> - Compose groove based pieces - Use drum grooves and bass lines to fit together and create catchy riffs	<b>Texture, chords and rhythm</b> - Improvise rhythms - Listen to and develop texture - Recognise and create chords using a variety of instruments.	<b>Musical Cycles</b> - Appreciate and understand a wide range of music. - Compose, sing and play	<b>Accompaniment</b> - Develop an understanding of the history of music. - To listen, match and compose music
PSHCE	<b>Being me in the world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
French	<b>All about France</b> - Greeting - Alphabet - Emotions	<b>All about me</b> -The body -Fashion - Feelings	<b>That's Tasty</b> -Breakfast -Sandwiches - Things they like to eat	<b>Friends and Family</b> -Where I live -Animals - my family	<b>School life</b> -subjects and equipment - Asking questions	<b>Time travelling</b> -What year was it? -French History -I was born...



Working together, we

**A** . **S** . **P** . **I** . **R** . **E**  
achieve . support . pride . inspire . respect . enjoy