



Curriculum Overview for: Year 5 Academic Year 2021-22

Subject	Autumn	Spring	Summer
English	<p>Why the whales came - Warning tale Characterisation Protect the whales – recount Medusa and Perseus - Setting How to defeat a monster - Explanation</p> <p style="text-align: center;">Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p>Beowulf - Description Should monsters be saved? – Discussion The Lion the witch & the wardrobe – Fantasy How to use a time portal - Instructions</p> <p style="text-align: center;">Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p>The Diary of Anne Frank - Suspense Should everyone be treated the same – Persuasion Billy the Kid by Michael Morpurgo - Action What is a Chelsea pensioner - Information</p> <p style="text-align: center;">Reading DERIC Questions – A range of decoding, explanation, reasoning, inference and choice questions.</p>
Maths	<p>Maths No Problem</p> <p>Number and Place Value Numbers to 1000,000 – Reading, writing, comparing, rounding Calculation Addition and subtraction methods Multiplication and division methods Word problems Statistics Graphs</p>	<p>Maths No Problem</p> <p>Word problems Tables and graphs Fractions, Decimals and Percentages Fractions Decimals Percentages Geometry Properties of shapes</p>	<p>Maths No Problem</p> <p>Geometry Position and direction and movement Measurement Measurements Area and perimeter Volume Number and Place Value Roman numerals Review and Revision</p>
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> •planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 		

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	<ul style="list-style-type: none"> •recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs •using test results to make predictions to set up further comparative and fair tests •reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations •identifying scientific evidence that has been used to support or refute ideas or arguments 		
Science	<p>Earth and space:</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 <p>Forces:</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 resistance and friction, that act between moving surfaces •recognise that some mechanisms allow a smaller force to have a greater effect 	<p>Properties and changes of materials:</p> <ul style="list-style-type: none"> •compare and group the properties of everyday materials •know that some materials will dissolve in liquid to form a solution, and how to recover a substance from a solution •decide how mixtures might be separated •give reasons for the particular uses of everyday materials, including metals, wood and plastic •demonstrate that dissolving, mixing and changes of state are reversible •explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including: burning and the action of acid on bicarbonate of soda 	<p>Animals including humans:</p> <ul style="list-style-type: none"> •describe the changes as humans develop to old age including puberty <p>Living things and their habitats:</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 (in human sexual reproduction)
Computing	<p>Online safety</p> <p>Begin to use internet services to share and transfer data</p> <p>Independently select and use appropriate software for a task</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience.</p>	<p>Online safety</p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciate and how results are selected and ranked</p>	<p>Online safety</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Design, write and test simple programs that follow a sequence of instruction or allow a set of instructions to be repeated.</p>

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	Understand the need to only select age appropriate content	Design, input and test an increasingly complex set of instructions to a program or device (Scratch)	Design, write and test simple programs with opportunities for selection where a particular result will happen based on actions or situations controlled by the user. Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency
History	<p>What did the Greeks do for us? To identify the Ancient Greek civilisation. To investigate the Greek alphabet and the contributions of Greek scholars. Similarities and differences between schools then and now and Ancient versus Modern Olympic Games.</p>	<p>Who won the battle between the Vikings and Anglo-Saxons? Britain before the Viking invasion. Why and how the invaded. How they settled. King Alfred the Great. Investigating the end of the Anglo-Saxon and Viking era.</p>	<p>Who were the great women who changed the world? To identify and understand the influence of Florence Nightingale, Marie Curie, Rosa Parks and Joan Clarke on our lives today.</p>
Geography	<p>Would you go on holiday on a mountain? Location and formation of mountains. Geographical features. Climate on a mountain. Tourist destination.</p>	<p>Where do all of our things come from? Understand natural resources. Identifying renewable forms of energy. Production of wood, steel and glass and the effects on the world. Carbon footprints.</p>	<p>How is our local area changing? To identify human and physical features of the local area and the changes. Using an 8-point compass, digital and OS maps. What will the future look like?</p>
Art and design	<p>Still life/imagined tone and shading - Using line, tone and shading to represent things</p>	<p>Clay - Develop skills in using clay including slabs, coils and slips.</p>	<p>High quality collage - Adding collage to a background using a range of media, different techniques, colours and textures.</p>

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	<p>seen, remembered or imagined in three dimensions. Artist: Giorgio Morandi</p> <p>Paint - Mixing colours to express mood, divide foreground from background or demonstrate tones. Artist: Renoir</p>		
Design and technology	n/a	<p>3D structures – Strengthening techniques, making prototypes, using joints, holes and openings. Evaluating our work.</p> <p>Understanding food - Food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed. A wide range of techniques to combine ingredients.</p>	<p>Uses of mechanical and electrical systems - Understand how to use more complex mechanical and electrical systems. Designer/Architect: James Dyson.</p> <p>Grand finale – Using a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately. Applying their knowledge of computing to program, monitor and control their products. Designer/Architect: Christopher Wren</p>
Religious Education	<p>Prayer and Worship: Do you need a place to pray? Why do you need to pray? To express their thoughts or feelings about the need for a special place for prayer.</p> <p>Symbols and Artefacts: How is religion represented in art? To study the architecture and understand the layout of religious buildings, comparing similarities to other places of worship.</p>	<p>Celebrations: Why do religions have celebrations? (Easter, Eid, Holi, Yom Kippur) To explore the variety of celebrations in religions and understand their purpose and connection.</p> <p>Religious Attire: Should everyone in a religion wear the same religious clothing? To make informed responses about religious attire giving reasoned explanation.</p>	<p>Food and Mutual Respect: Can different religions live together in the world? To explain connections between beliefs, values and practices in different religions and to need for everyone to respect these.</p> <p>Symbols or Images: Study religious building – compare and discuss (Synagogue, Mosque, Temple, Church) To study the architecture and understand the layout of religious buildings, comparing similarities to other places of worship.</p>
French	<p>On Holiday French revision: vocabulary</p>	<p>Eating out French revision: Vocabulary</p>	<p>Hobbies French revision: Vocabulary</p>

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Music	Appraising music and listening for pulses and beat	Appreciation of different genres of music – hip hop, world music Listening and appraising music	Use and understand staff and other musical notation
Physical Education	Swimming Outdoor adventure (Orienteering) Football	Dance Netball Volleyball Basketball	Athletics Cricket Badminton Rounders
PSHE / Mind Up	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Educational Visits/experiences		Making Viking longboats	BFI?