# George Fentham Endowed School Year 5 Curriculum Overview

| | Autumn Term | Spring term | Summer Term |
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| **Maths** | Units – Place Value, Addition and Subtraction, Multiplication and Division A, Fractions A, | Units – Multiplication and division B, Fractions B, decimals and percentages, Perimeter and Area, Statistics | Units – Shape, Position and Direction, Decimals, Negative Numbers, Converting Units, Volume |
| | **Number - Place Value** <br> **Steps** <br> • Roman numerals to 1000 <br> • Numbers to 10000, 100000, 1,000000 <br> • Read and write numbers to 1 million <br> • Powers of 10 <br> • 10/100/1000/10000/100,000 more or less <br> • Partition numbers to 1 million <br> • Number line to 1 million <br> • Compare and order numbers to 100,000/1 million <br> • Round to the nearest 10/100/1000 <br> • Round within 100,000/1 million <br><br> **NC objectives** <br> ▪ Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals <br> ▪ Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit <br> ▪ Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 <br> ▪ Solve number problems and practical problems involving the above <br> ▪ Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 <br> **Number - Addition and Subtraction** <br> **Steps** | **Number – Multiplication and Division B** <br> **Steps** <br> • Multiply up to a 4 digit number by a 1 digit number <br> • Multiply a 2-digit number by a 2 digit number (area model) <br> • Multiply a 2-digit number by a 2 digit number <br> • Multiply a 3-digit number by a 2 digit number <br> • Multiply a 4-digit number by a 2 digit number <br> • Solve problems with multiplication <br> • Short division <br> • Divide a 4-digit number by a 1-digit number <br> • Divide with remainders <br> • Efficient division <br> • Solve problems with multiplication and division. <br><br> **NC objectives** <br> • 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 <br> • 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 <br> • Solve problems involving multiplication | **Geometry – Shape** <br> **Steps** <br> • Understand and use degrees <br> • Classify angles <br> • Estimate angles <br> • Measure angles up to 180 degrees <br> • Draw lines and angles accurately <br> • Calculate angles around a point <br> • Calculate angles on a straight line <br> • Lengths and angles in shapes <br> • Regular and irregular polygons <br> • 3D shapes <br><br> **NC objectives** <br> • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles <br> • Draw given angles, and measure them in degrees (°) <br> • 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°) <br> • Use the properties of rectangles to deduce related facts and find missing lengths and angles <br> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations <br> **Geometry – Position and Direction** <br> **Steps** <br> • Read and plot co-ordinates <br> • Problem solving with co-ordinates <br> • Translation |

- Mental strategies
- Add/subtract whole numbers with more than 4 digits
- Round to check answers
- Inverse operations (addition and subtraction)
- Multi step addition and subtraction problems
- Compare calculations
- Find missing numbers

NC objectives
- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Number - Multiplication and Division A
Steps
- Multiples
- Common multiples
- Factors
- Common factors
- Prime numbers
- Square numbers
- Cube numbers
- Multiply/divide by 10, 100, 1000
- Multiples of 10, 100 and 1000

NC objectives

- Identify multiples and factors, including finding all factor pairs of a number, and

and division, including using their knowledge of factors and multiples, squares and cubes

Number - **Fractions B**
Steps
- Multiply a unit fraction by an integer
- Multiply a non- unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

NC objectives
- 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 (Y4)

Number - **Decimals and Percentages**
Steps
- Decimals up to 2 dp
- Equivalent fractions and decimals (tenths and hundredths)
- Thousandths as fractions/decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3dp
- Round to the nearest whole number
- Round to 1dp
- Understand percentages
- Percentages as fractions/decimals
- Equivalent fractions/ decimals/ percentages

NC objectives

- Translation with co-ordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

NC objectives
- 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

Number - **Decimals**
- Use known facts to add and subtract decimals within 1
- Complements to 1
- Add and subtract decimals across 1
- Add/subtract decimals with the same number of decimal places
- Add/subtract decimals with different numbers of decimal places
- Efficient strategies for adding and subtracting decimals
- Decimal sequences
- Multiply/divide by 10, 100 and 1000
- Multiply/divide decimals – missing values

NC objectives
- 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

Number - **Negative Numbers**
Steps
- Understand negative numbers
- Count through zeros in 1s/multiples
- Compare and order negative numbers
- Find the difference

NC Objectives
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through

common factors of two numbers
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- 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

## Number - Fractions A
**Steps**

- Find fractions equivalent to a non-unit fraction/unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions with the same denominator
- Add fractions within 1
- Add fractions with a total greater than 1
- Add to a mixed number
- Add two mixed numbers
- Subtract fractions
  Subtract from a mixed number

- 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
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction

## Measurement – Perimeter and Area
**Steps**

- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Perimeter of polygons
- Area of rectangles
- Area of compound shapes
- Estimate area

zero
## Measurement – Converting Units
**Steps**

- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert between metric/imperial
- Convert units of time
- Calculate with timetables

## NC objectives

- 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 such as inches, pounds and pints
- Solve problems involving converting between units of time

## Measurement – Volume
**Steps**

- Cubic centimetres
- Compare volume
- Estimate volume
- Estimate capacity

## NC objectives

- Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity
- Estimate volume and capacity [for example, using water]

- Subtract from a mixed number – breaking the whole
- Subtract 2 mixed numbers

**NC objectives**

- 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

**NC objectives**

- 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

**Data – Statistics**

**Steps**

- Draw, read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

**NC objectives**

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

| English - Reading | The Lion, the Witch and the Wardrobe by C. S. Lewis. (Classical Literature/ Fantasy) | Who Let the Gods Out By Maz Evans (Modern Fiction/ Humour) | White Dolphin by Gill Lewis (Modern Fiction/ Action) | Viking Boy by Tony Bradman. (Historical Fiction) | Blackberry Blue and other fairy tales by Jamila Gavin. (Traditional tales from different cultures) |
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| | • To read, explore and discuss more challenging texts<br>• To understand how literature can provide an insight into other worlds<br>• To explore character, motive and consequences in narrative<br>• To read text closely and refer to it when exploring ideas<br>• To read between the lines and find evidence for their interpretation | • To explore how writers use language for effect.<br>• To identify and explain the impact language choices have on the reader<br>• To summarize events from more than one paragraph<br>• To develop an understanding of words and phrasesin context | • To engage with multi-layered texts<br>• To infer and deduce meaning from reading between the lines and making connections<br>• To appreciate the way writers create character through actions, behaviour and dialogue<br>• To understand why characters behave in particular ways and their motives<br>• To understand that characters can have opposite viewpoints on the same issues<br>• | • To become familiar with the features of the legend genre<br>• To explore the traits and virtues of heroism<br>• To identify ways in which language changes according to context and purpose<br>• To explore the different ways authors build character | • To explore a range of literature from different cultures and traditions<br>• To infer author's perspectives from what is written and from what is inferred<br>• To read and compare different types of narrative texts and identify how they are structured |

| English – Writing | Who Let the Gods Out By Maz Evans | The Lion, the Witch and the Wardrobe by C. S. Lewis. | Looking at the poetry of Benjamin Zephaniah, Michael Rosen and Kit Wright. | The Highwayman and other poems. | The Purple Lady by Jamila Gavin | Beowulf |
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| | Developing non-fiction writing by exploring themes within WLTGO.<br><br>• To write in different non-fiction forms and styles (Non Chronological reports & Newspapers)<br>• To explore different types of texts and identity how they are structured<br>• To undertake independent research on issues raised through reading<br>• To use texts efficiently and make relevant notes | Developing Narrative Fantasy stories.<br><br>• To write reflectively about a text and its themes<br>• To develop vocabulary and descriptive devices to describe settings and characters.<br>• To use expanded noun phrases to convey complicated information concisely.<br>• To use senses for writing<br>• To know the features of diary writing and recounts<br>• To write and perform a play scripts<br>• To plan and write their own narrative story about a journey to | Developing understanding of a variety of poetry.<br><br>• To learn about the authors<br>• To analyse their poems (focussing on grammar, word choices, figurative language and the meaning of the poems)<br>• To plan and write their own poetry in the style of a recipe poem, a narrative poem and a poem with an environmental message.<br>• To discuss what makes a good performance (use of voice – pitch, tone, volume, speed – body language, facial expressions etc. | Developing narrative poetry.<br><br>• To make inferences about a character<br>• To look at features of figurative language and find examples in the poem<br>• To write about a character using their own poetic phrases<br>• To research and write a biography of a famous Highwayman (Dick Turpin)<br>• To write a diary entry as one of King George's men<br>• To plan and recite a performance of the poem<br>• To write a newspaper report<br>• To interpret archaic language.<br>• To imagine and explore feelings, | Developing Narrative action/horror stories.<br><br>• To explore how writers use language for dramatic effect<br>• To write in develop extend writing stamina in the form of a quest story.<br>• To develop self-editing for improvement | Developing Narrative myth stories.<br><br>• To use drama and role play to explore and interpret the themes in the text and explore character's thoughts, feelings and key events using evidence from the text<br>• To explore how writers use language for dramatic effect<br>• To write in different forms for a variety of purposes e.g. job adverts (persuasive language); setting description (Grendel's lair); museum artefact description; glossary of archaic vocabulary<br>• To plan and write their own adventure for Beowulf reflecting the themes and culture |

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| | | the White Witch's palace. | • To respond imaginatively and creatively to the themes.<br>• To compare forms of poetry and techniques used for effect<br>• To explore how poets use language for comic and dramatic effect<br>• To explore personal and collective responses to poetry | ideas and emotions, focusing on the creative use of language.<br>• To explore how poets use language for comic and dramatic effect | | of Anglo Saxon times<br>• To use powerful vocabulary to good effect<br>• To edit and improve work<br>• To compare different versions of the story (Robert Nye, Kevin Crossley-Holland, Seamus Heaney, Michael Morpurgo) |

- **Spelling:** Develop spelling through further use of prefixes and suffixes, continuing to distinguish between homophones and other words which are often confused, spelling words from the Year 5&6 statutory spelling list, spelling some words with 'silent' letters and using the first three or four letters of a word to check its spelling in a dictionary.

- **Handwriting:** Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- **Writing skills:** Writing by identifying the audience for and purpose of the writing. Planning writing by noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Drafting and writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action and using a wide range of devices to build cohesion within paragraphs. Evaluating and editing writing to improve impact and clarity.

- **Reading skills:** Focusing on the key skills of word meaning, retrieve and record, inference, predicting summarising, making comparisons and evaluating the author's use of words and phrases.

- **Grammar:** Using the perfect form of verbs to mark relationships of time and cause, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility and using relative clauses beginning with who, which, where, when, whose, that and using brackets, dashes or commas to indicate parenthesis. Be able to use age appropriate grammatical terminology accurately.

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| **Science** | **Forces in Action: Physics**<br>• Investigate forces: gravity, air resistance and water resistance.<br>• Explore the use of levers, pulleys and gears as a force.<br><br>**Isaac Newton:**<br>Research the life and work of a scientist. | **Earth and Space: Physics**<br>• Explore the movements of the Sun, Earth and Moon.<br>• Explore the movement of the Earth and its rotation around the Sun.<br>• Learn about the phases of the Moon.<br>• Research the planets in the solar system. | **Properties and Changes of Materials: Chemistry**<br>• Explore dissolving of materials in liquid.<br>• Investigate reversible and irreversible changes.<br>• Compare materials based on their properties.<br>• Justify a materials suitability for a given purpose. | **Life Cycles: Biology**<br>• Investigating sexual and asexual reproduction in flowering plants.<br>• Compare how different animals reproduce: mammals (dog) and birds. | **Scientist focus:**<br>• Research the life and work of a modern day scientist. | **Changes and Reproduction: (linked to Jigsaw) Biology**<br>• Recognise stages of growth and development in humans.<br>• Know the changes that occur during puberty and how they differ for boys and girls.<br>• Gestation period of humans and other animals.<br>• Stages of development during childhood to old age. |
| **RE** | **How do Christians live their faith?**<br>• Jesus challenges the Pharisees.<br>• The Lord's Prayer: "Thy Kingdom Come"<br>• What might God's Kingdom be like?<br>• The story of Nicky Cruz.<br>• Mother Teresa.<br>• The Christian value of Forgiveness. | **What makes an angel?**<br>• Exploring modern concepts of angels.<br>• The role of angels in Bible stories.<br>• The story of Tobias and the Angel.<br>• The role of angels in the story of the Nativity.<br>• The Christmas story and the Angel Gabriel. | **What do Sikhs believe in?**<br>• Guru Nanak and his role as the founder of Sikhism.<br>• The origins of Baisakhi.<br>• Symbols of the Sikh faith.<br>• The Khanda.<br>• Guru Granth Sahib: the sacred book of Sikhism.<br>• The Gurdwara and its role supporting | **Why is Easter so important for Christians?**<br>• The Last Supper.<br>• The story of Easter: The Stations of the Cross.<br>• Christians see Christ's death as a sacrifice to save humanity and that his resurrection is a message of hope.<br>• The cross: a symbol of reconciliation. | **How can faith help us learn about ourselves?**<br>• The story of Jacob and Esau.<br>• Yom Kippur and its importance to Jewish people.<br>• Buddha and his search for inner peace.<br>• How a relationship with God might help people to become better Christians.<br>• Personal reflection and facing difficult moral choices. | **What do Christians believe?**<br>• How Christians declare their beliefs.<br>• The Holy Trinity.<br>• The fruits of the Holy Spirit.<br>• The Rosary. |

| | | | | the Sikh community. | • Why Easter is so important to Christians. | | |
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| **Art** | **Greek Masks:**<br>• Drawing and sculpture<br>**Study of Artist:**<br>• Historical Greek Artefacts<br>In this unit the children will be focusing on the skill of sculpture. They will be creating their own Greek mask and building on their skills learnt in Year 3 when using mod-roc. The children will be linking this unit with their History unit and looking at expressions used in different Greek masks. The children will use drawing techniques to create their initial design focusing on facial structure and how emotions can be shown. | | | **In the Rainforest:**<br>• Drawing and painting<br>**Study of Artist:**<br>• Henri Rousseau<br>In this unit the children will be learning about the artwork of Henri Rousseau. They will find out about his life as an artist and imitate the different skills and techniques he used. They will build upon their understanding of foreground and background, learnt in Year 3 and will look closely at Rousseau's jungle scenes using different painting techniques in their final piece. | | **Colour Chaos:**<br>• Drawing and painting<br>**Study of Artist:**<br>• Rothko<br>In this unit the children will be focusing on colour. They will be choosing, using and mixing their own colours to create quality artwork that shows progression in skills. The children will have the opportunity to explore the life of Mark Rothko, working primarily in paint, to create a final piece in an abstract style. | |
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| **Computing** | **Coding:**<br>• Use Coding Gorilla to create more complex programs and are beginning to understand that there are ways to simplify code to make their programming more efficient.<br>• Consider how they can program objects to behave like they would in 'real life'. | **Databases:**<br>• Design and enter information accurately into their own database using 2Investigate and create questions about their database for their classmates to answer.<br>Use the search functionalities to find answers to questions. | **Online Safety:**<br>• Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.<br>• Children demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully. | **3D Modelling:**<br>• Use the ready-made templates within 2Design andMake to design buildings, cars and packaging.<br>• Evaluate, refine, edit, and adapt models to suit a design brief. | **Spreadsheets:**<br>• Use 2calculate to produce functional spreadsheets and interrogate data. They will use formulae such as converting between measures and incorporating text variables to perform calculations.<br>• They will use data to create graphs. | **Game Creator:**<br>• Plan and create games using 2DIY3D.<br>• Think about the component parts and design these as components in a theme rather than completely isolated parts.<br>• They will consider aspects such as the movement of the characters and goal objects to increase playability.<br>• Combine text, sound, and graphic | **Concept Maps:**<br>• Use 2Connect to design and create concept maps that collect and present a range of linked ideas, using features such as image and node layout choices appropriately<br>• present their concept maps as a visual whole class presentation and as written text<br>• work with others to create an online |
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| | | | | | components within a 2DIY3D game. | collaborative concept map |
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| **D&T** | **Biscuits:** <br> • Cooking and nutrition <br> • Purpose: To design healthy Christmas biscuits | **Beat the Flood:** <br> • Structures <br> • Waterproofing <br> • Purpose: To design a prototype home to withstand a flood. | **Moving Toys:** <br> • Mechanisms – cams <br> • Purpose: To design a moving toy using a cam system to attract people into a library. |

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| **French** | **Holidays and Hobbies** <br> • Listen and respond to topic vocabulary. <br> • Answer questions orally using the topic Vocabulary. <br> • Write an answer in a sentence using the topic vocabulary. <br> • Present ideas and information orally to a range of audiences. | **All About Ourselves** <br> • Name some parts of the body. <br> • Give a simple description of their eyes and hair. <br> • Make simple statements using the 3rd person. <br> • Match emotions/health words with their pictures. | **Getting to Know You** <br> • Demonstrate their prior learning from previous units. <br> • Say a simple future sentence. <br> • Give an intention for the immediate future. <br> • Use body language or gesture to help Understand. <br> • Say how they are feeling. <br> • Follow a simple story and recognise key Vocabulary. <br> • Present information about themselves with Support. | **That's Tasty** <br> • Listen and respond to topic vocabulary. <br> • Answer questions orally using the topic vocabulary. <br> • Write an answer in a sentence using a modelled sentence. <br> • Take part in role play using the key phrases studied. |

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| **Geography** | *Geography linked to History unit on The Ancient Greeks:* <br> • *Locating Greece on a map, looking at surrounding countries and oceans* <br> • *Locating places of significance (e.g. Mount Olympus, Athens)* <br> • *Comparing and contrasting Ancient Greek locations with modern day Greece* | **Rivers:** <br> • Symbols, keys and OS maps. <br> • Observe, measure, record and present human and physical features in local area | **A Study of Brazil and the Amazon Rainforest:** <br> • Human and physical geography of a region of South America | *Geography linked to History unit on The Anglo Saxons and Vikings:* <br> • *How to locate on a map the travel of the different Anglo Saxons tribes from Europe to Britain.* |

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| | • Understanding what the climate is like in Greece<br>• Geographical features e.g. Mount Olympus, Pindus Mountain range, Aliakmonas River<br>• Understanding what a peninsula is | | • Use sketch maps, plans and graphs and digital technologies in fieldwork. | • Use of maps, atlases, globes and digital mapping<br>• Eight-point compass directions | | |
| **History** | **The Ancient Greeks:**<br>Knowledge and understanding of significant aspects of history.<br>• Locating Ancient Greece in time and place (timelines and map work)<br>• Comparing and contrasting Athens and Sparta (City States)<br>• The meaning of democracy<br>• Using a variety of sources to understand that Greek pottery is an important insight into Ancient Greece<br>• Looking at Greek Gods and the 12 Olympian Gods<br>• Understanding the role of theatre in Greek life<br>• Looking at the architecture of Ancient Greece (Doric, Ionic and Corinthian columns)<br>• Exploring the weapons and armour of different City States | | *History linked to Geography unit on Rivers:*<br>• *Researching/under standing the role of Francisco de Orellana (Spanish explorer and conquistador) in how the River Amazon got its name.* | *History linked to Geography unit on Brazil and the Amazon Rainforest*<br>• *Researching the origins of the indigenous people and settlements of the rainforest.* | **The Anglo Saxons and Vikings:**<br>• Looking at timelines of world history and how the Anglo Saxons fit on this.<br>• Identify and order dates<br>• Understand why there was invasion and settlement by Angles, Saxons, Jutes and Frisians<br>• Begin to look at artefacts and sources to ask questions about the past and what they tell us about everyday life in Saxon times<br>• Know what an archaeologist is and why they dig for evidence<br>• Explore crime and punishment<br>• Looking at how runes were use to communicate in Anglo Saxon times<br>• Explore the importance of Lindisfarne and the Gospels<br>• The Viking and Anglo-Saxon struggle for England up to the death of Edward the Confessor in 1066 and the significance of the Battle of Hastings | |
| **Music** | **Composing Notation-Egyptians:**<br>**Focus:**<br>Egyptian Style: The Gift of the Nile.<br>**Composers/Artists:**<br>The Gift of the Nile by Kapow Primary,<br>The Bangles – Walk Like an Egyptian, Henry | **12 Bar Blues:**<br>**Focus:** Blues<br>**Composers/Artists:**<br>BB King, Howlin' Wolf, Traditional, Moanin' Lisa Blues from The Simpsons. Children are introduced to this famous genre of music and its history, and learn to identify the | **South and West Africa:**<br>**Focus:** Learn the song Shosholoza a capella<br>**Composers/Artists:**<br>Miriam Makeba, Drakensberg Boys Choir, The Master Drummers of Burundi, Bwazan Percussion Ensemble. | **Dance Music:**<br>**Focus:** Looping and Remixing<br>**Composers/Artists:**<br>Darude Sandstorm, The Lion King Circle of Life, Circle Of Life (HipHop Remix) District78 Original Remix, Beethoven (Fifth Symphony), A Fifth of | **Composition to represent the festival of colour:**<br>**Focus:** Indian Holi festival.<br>**Composers/Artists:** Edvard Grieg (Peer Gynt Suite), Mendelssohn Movement 4 from the Italian Symphony, Smetena Ma Vlast, Holi Music. | **Musical Theatre:**<br>**Focus:** Theatre Music.<br>**Composers/Artists/ Music:**<br>Pirates of Penzance, Beauty and the Beast, Abba, Hamilton, Guys and Dolls, Les Miserables, The Wizard of Oz, Oliver, Annie. |

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| | Purcell Funeral March for Queen Mary I.<br><br>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation. | key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing. | Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn some African drumming rhythms. They will also add some dance moves ready to perform the song in its entirety. | Beethoven, Somewhere Over The Rainbow.<br><br>Children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well-known song before putting a dance music spin on it to create their own versions. | Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour. | IN this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions. |
| **PE** | UNIT: SWIMMING<br>(Excel Sports Centre)<br>**Skill Focus**: Swim 25m & Stroke development.<br>**Competition**:  Swim awards | | | | UNIT: Cricket<br>(Chance 2 Shine Led)<br>**Focus**: Batting in pairs & calling run. Batting to direct the ball, wicket keeping and fielding to stump players out, catching high balls & overarm bowling.<br>**Games value**: Honest & Compassion / Self-belief & Improving<br>**Competition**:  Team results & spirit scoring<br>WCB Chance 2 Shine Team Tournament | |
| | **UNIT**: Football<br>(PE HUB –Yr.5)<br>**Focus**: Close control ball skills, tackling & goal side marking.<br>**Games value**: Passion & Creativity | **UNIT**:  Dodgeball<br>(British Dodgeball Scheme)<br>**Focus**: Develop core skills - throwing, catching, dodging & blocking. Communication & tactics.<br>**Games value**: Determination & Perseverance<br>**Competition**:  Spirit scoring. SSP Tournament | **UNIT**:  Dance – Heroes & Villains<br>(PE HUB –Yr. 5 Unit 2)<br>**Focus**: Core balances & taking weight on a variety of body part-shoulder  stands<br>**Games value**: Determination & Perseverance | **UNIT**:  Gymnastics<br>(PE HUB –Yr. 5 Unit 1)<br>**Focus**: Symmetrical & asymmetrical shapes, counter balances, smooth transitions.<br>**Games value**: Passion & Creativity | **UNIT**: Tennis<br>(PE HUB –Yr.5)<br>**Focus**: Backhand hitting, return the serve,  & doubles<br>**Games value**: Honest & Compassion | **UNIT**: OAA<br>(PE HUB –Yr.5)<br>**Focus**:  Problem solving under pressure. Communication & Morse code<br>**Games value**: Self-belief & Improving |

| | The School Games Values of **honesty, determination, teamwork, self-belief, passion and respect** underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others. | | | | | |
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| **PSHE (Jigsaw)** | **Being Me in My World:**<br>• Planning the forthcoming year<br>• Being a citizen<br>• Rights and responsibilities<br>• Rewards and consequences<br>• How behaviour affects groups<br>• Democracy, having a voice, participating | **Celebrating Difference:**<br>• Cultural differences and how they can cause conflict<br>• Racism<br>• Rumours and name-calling<br>• Types of bullying<br>• Material wealth and happiness<br>• Enjoying and respecting other cultures | **Dreams and Goals:**<br>• Future dreams<br>• The importance of money<br>• Jobs and careers<br>• Dream job and how to get there<br>• Goals in different cultures<br>• Supporting others (charity)<br>• Motivation | **Healthy Me:**<br>• Smoking<br>• Alcohol<br>• Alcohol and anti-social behaviour<br>• Emergency aid<br>• Body image<br>• Relationships with food<br>• Healthy choices<br>• Motivation and behaviour<br>• Sun safety | **Relationships:**<br>• Self-recognition and self-worth<br>• Building self-esteem<br>• Safer online communities<br>• Rights and responsibilities online<br>• Online gaming<br>• Reducing screen time<br>• Dangers of online grooming<br>• SMART internet safety rules | **Changes:**<br>• Self- and body image<br>• Influence of online and media on body image<br>• Puberty for girls<br>• Puberty for boys<br>• Conception<br>• Growing responsibility<br>• Coping with change<br>• Preparing for transition |
| **Curriculum Enrichment** | • Year 5 After school Sports Club Autumn 1 | | • Year 5 After school Sports Club Spring 2<br>• Reverend Dimes to visit as part of Easter topic.<br>• Rainforest Roadshow in school.<br>• River Study | | • Chance 2 shine Cricket Coaching & tournament. | |
| **Whole School Events** | • School Induction Programme<br>• Anti-Bullying Week<br>• Book Fair<br>• Parent Consultations & SEND Reviews<br>• Harvest Festival<br>• Remembrance Day/Poppy Appeal<br>• Christmas Church Service<br>• Christmas Carol Service<br>• Christmas Chronicle Competition<br>• School Council Elections<br>• Online Safety Group Elections<br>• Eco-Group Elections | | • Online Safety Day<br>• Health Week<br>• British Science Week<br>• Easter Church Service<br>• Parent Consultations & SEND Reviews<br>• World Book Day<br>• Red Nose Day<br>• Speak Out, Stay Safe (NSPCC)<br>• Easter Church Service<br>• Marie Curie Daffodil Appeal | | • Sports Day<br>• Open Evening<br>• Y6 Church Leavers' Service and Diocesan Leavers' Service<br>• Summer Reading Challenge<br>• Transition | |