

George Fentham Endowed School Year 5 Curriculum Overview

	Autumn Term	Spring term	Summer Term
Maths	Units - Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Measurement (perimeter, conversion), Geometry (angles), Statistics	Units - Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Measurement (conversion), Geometry (2D shape)	Units - Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Measurement (volume/capacity, time, area), Geometry (3D & 2D shape, position and direction)
	<p><u>Number - Place Value</u></p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 100,000. <p><u>Number - Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add whole numbers with 4 digits, including using the formal written method of columnar addition (answers > 10,000). Subtract whole numbers with 4 digits, including using the formal written method of columnar subtraction. add and subtract numbers mentally with increasingly large numbers. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Solve problems involving multiplication and division using knowledge of factors <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> Compare and order fractions (with the same denominator) Identify, name and write equivalent fractions, including simplest forms, of a 	<p><u>Number - Place Value</u></p> <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Read, write, order and compare numbers to at least 1,000,000 Determine the value of each digit in numbers to at least 1,000,000 and use to solve place value additions and subtractions. <p><u>Number - Addition and Subtraction</u></p> <ul style="list-style-type: none"> Solve addition 1- step and multi-step problems using mental addition <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Multiply and divide numbers mentally drawing upon known facts. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish 	<p><u>Number - Place Value</u></p> <ul style="list-style-type: none"> Interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through 0 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 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. <p><u>Number - Addition and Subtraction</u></p> <ul style="list-style-type: none"> Use rounding to check answers to calculations and determine, in the context of a problem, level of accuracy. Solve addition and subtraction problems, including multi-step and word problems; decide which operations and methods to use and why. Add whole numbers with more than 4 digits, including using formal written methods such as columnar addition. Subtract whole numbers with more than 4 digits, including using formal written methods such as columnar subtraction.

	<p>given fraction, represented visually, including tenths and hundredths.</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to 2 decimal places. <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Convert between different units of metric measure (length: mm/cm/ m/km). • Begin to calculate the perimeter of rectilinear shapes in cm. <p><u>Geometry - Properties of Shapes</u></p> <ul style="list-style-type: none"> • Know angles are measured in degrees. • Estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (°) using a protractor. • Identify angles at a whole point and one whole turn (total 360°) • Identify angles at a point on a straight line and half a turn (total 180°) • Identify 90° and other multiples of 90°. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Complete, read and interpret information in timetables (using 24-hour times) 	<p>whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. • Begin to solve problems involving numbers with up to 3 decimal places, including in the context of measures. • Begin to compare and order fractions, whose denominators are all multiples of the same number. • Recognise mixed numbers and improper fractions and convert from one form to the other • Begin to multiply proper fractions by whole numbers <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Convert between different units of metric measure (km / m; cm / m; cm / mm; g / kg; L / ml). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <p><u>Geometry - Properties of Shape</u></p> <ul style="list-style-type: none"> • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number. • Read, write, order and compare numbers with up to 3 decimal places. • Read and write decimal numbers as fractions. • Solve problems involving numbers with up to 3 decimal places. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Add and subtract fractions with the same denominator and denominators that are multiples of the same whole number, including answers > 1. • Recognise the per cent symbol (%) and understand that it relates to 'number of
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			<p>parts per hundred'; write percentages as a fraction with denominator 100 and as a decimal.</p> <ul style="list-style-type: none">• Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <p><u>Measurement</u></p> <ul style="list-style-type: none">• Measure and calculate the perimeter of composite rectilinear shapes in cm and m.• Solve problems involving time and converting between units of time• Calculate and compare the area of rectangles (including squares), including using standard units, cm^2 and m^2• Estimate the area of irregular shapes.• Estimate and begin to find volume and capacity.• Use all 4 operations to solve problems involving measure using decimal notation, including scaling. <p><u>Geometry - Properties of Shape</u></p> <ul style="list-style-type: none">• Identify 3D shapes, including cubes and other cuboids, from 2D representations.• use the properties of rectangles to deduce related facts and find missing lengths and angles. <p><u>Geometry - Position and Direction</u></p> <ul style="list-style-type: none">• Identify, describe and represent the position of a shape following a reflection or translation using the appropriate language; know that the shape has not changed
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Statistics

- Draw line graphs; solve comparison, sum and difference problems using information presented in a line graph

Number - Place Value

- Read, write, order and compare numbers to at least 1,000,000.
- Determine the value of each digit in numbers to at least 1,000,000

Problem Solving

- Sustain a line of enquiry, test and predict a hypothesis
- Write and solve mathematical problems
- Use mathematical reasoning to explain findings, patterns and relationships
- Solve multi-step problems, deciding which operations and methods to use and why.
- Identify patterns, devise and test rules and use them to make predictions
- Check that all solutions have been found

<p>English - Reading</p>	<p>The Lion, the Witch and the Wardrobe by C. S. Lewis. (Classical Literature/ Fantasy)</p> <ul style="list-style-type: none"> • To read, explore and discuss more challenging texts • To understand how literature can provide an insight into other worlds • To explore character, motive and consequences in narrative • To read text closely and refer to it when exploring ideas 	<p>Who Let the Gods Out By Maz Evans (Modern Fiction/ Humour)</p> <ul style="list-style-type: none"> • To explore how writers use language for effect. • To identify and explain the impact language choices have on the reader • To summarize events from more than one paragraph • To develop an understanding of words and phrases in context 	<p>White Dolphin by Gill Lewis (Modern Fiction/ Action)</p> <ul style="list-style-type: none"> • To engage with multi-layered texts • To infer and deduce meaning from reading between the lines and making connections • To appreciate the way writers create character through actions, behaviour and dialogue • To understand why characters behave in particular ways and their motives • To understand that characters can have opposite viewpoints on the same issues 	<p>Viking Boy by Tony Bradman. (Historical Fiction)</p> <ul style="list-style-type: none"> • To become familiar with the features of the legend genre • To explore the traits and virtues of heroism • To identify ways in which language changes according to context and purpose • To explore the different ways authors build character 	<p>Blackberry Blue and other fairy tales by Jamila Gavin. (Traditional tales from different cultures)</p> <ul style="list-style-type: none"> • To explore a range of literature from different cultures and traditions • To infer author's perspectives from what is written and from what is inferred • To read and compare different types of narrative texts and identify how they are structured
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	<ul style="list-style-type: none"> To read between the lines and find evidence for their interpretation 					
English - Writing	<p>Who Let the Gods Out By Maz Evans Developing non-fiction writing by exploring themes within WLTGO.</p> <ul style="list-style-type: none"> To write in different non-fiction forms and styles (Non Chronological reports & Newspapers) To explore different types of texts and identity how they are structured To undertake independent research on issues raised through reading To use texts efficiently and make relevant notes 	<p>The Lion, the Witch and the Wardrobe by C. S. Lewis. Developing Narrative Fantasy stories.</p> <ul style="list-style-type: none"> To write reflectively about a text and its themes To develop vocabulary and descriptive devices to describe settings and characters. To use expanded noun phrases to convey complicated information concisely. To use senses for writing To know the features of diary writing and recounts To write and perform a play scripts To plan and write their own narrative story about a journey to the White Witch's palace. 	<p>Looking at the poetry of Benjamin Zephaniah, Michael Rosen and Kit Wright. Developing understanding of a variety of poetry.</p> <ul style="list-style-type: none"> To learn about the authors To analyse their poems (focussing on grammar, word choices, figurative language and the meaning of the poems) To plan and write their own poetry in the style of a recipe poem, a narrative poem and a poem with an environmental message. To discuss what makes a good performance (use of voice - pitch, tone, volume, speed - body language, facial expressions etc. To respond imaginatively and 	<p>The Highwayman and other poems. Developing narrative poetry.</p> <ul style="list-style-type: none"> To make inferences about a character To look at features of figurative language and find examples in the poem To write about a character using their own poetic phrases To research and write a biography of a famous Highwayman (Dick Turpin) To write a diary entry as one of King George's men To plan and recite a performance of the poem To write a newspaper report To interpret archaic language. To imagine and explore feelings, ideas and emotions, focusing 	<p>The Purple Lady by Jamila Gavin Developing Narrative action/horror stories.</p> <ul style="list-style-type: none"> To explore how writers use language for dramatic effect To write in develop extend writing stamina in the form of a quest story. To develop self-editing for improvement 	<p>Beowulf Developing Narrative myth stories.</p> <ul style="list-style-type: none"> 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 To explore how writers use language for dramatic effect 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 To plan and write their own adventure for Beowulf reflecting the themes and culture of Anglo Saxon times

			<p>creatively to the themes.</p> <ul style="list-style-type: none"> To compare forms of poetry and techniques used for effect To explore how poets use language for comic and dramatic effect To explore personal and collective responses to poetry 	<p>on the creative use of language.</p> <ul style="list-style-type: none"> To explore how poets use language for comic and dramatic effect 		<ul style="list-style-type: none"> To use powerful vocabulary to good effect To edit and improve work To compare different versions of the story (Robert Nye, Kevin Crossley-Holland, Seamus Heaney, Michael Morpurgo)
<ul style="list-style-type: none"> 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. 						

<p>Science</p>	<p>Forces in Action: Physics</p> <ul style="list-style-type: none"> Investigate forces: gravity, air resistance and water resistance. Explore the use of levers, pulleys and gears as a force. <p>Isaac Newton: Research the life and work of a scientist.</p>	<p>Earth and Space: Physics</p> <ul style="list-style-type: none"> Explore the movements of the Sun, Earth and Moon. Explore the movement of the Earth and its rotation around the Sun. Learn about the phases of the Moon. Research the planets in the solar system. 	<p>Properties and Changes of Materials: Chemistry</p> <ul style="list-style-type: none"> Explore dissolving of materials in liquid. Investigate reversible and irreversible changes. Compare materials based on their properties. Justify a materials suitability for a given purpose. 	<p>Life Cycles: Biology</p> <ul style="list-style-type: none"> Investigating sexual and asexual reproduction in flowering plants. Compare how different animals reproduce: mammals (dog) and birds. 	<p>Scientist focus:</p> <ul style="list-style-type: none"> Research the life and work of a modern day scientist. 	<p>Changes and Reproduction: (linked to Jigsaw) Biology</p> <ul style="list-style-type: none"> Recognise stages of growth and development in humans. Know the changes that occur during puberty and how they differ for boys and girls. Gestation period of humans and other animals. Stages of development during childhood to old age.
<p>RE</p>	<p>How do Christians live their faith?</p> <ul style="list-style-type: none"> Jesus challenges the Pharisees. The Lord's Prayer: "Thy Kingdom Come" What might God's Kingdom be like? The story of Nicky Cruz. Mother Teresa. The Christian value of Forgiveness. 	<p>What makes an angel?</p> <ul style="list-style-type: none"> Exploring modern concepts of angels. The role of angels in Bible stories. The story of Tobias and the Angel. The role of angels in the story of the Nativity. The Christmas story and the Angel Gabriel. 	<p>What do Sikhs believe in?</p> <ul style="list-style-type: none"> Guru Nanak and his role as the founder of Sikhism. The origins of Baisakhi. Symbols of the Sikh faith. The Khanda. Guru Granth Sahib: the sacred book of Sikhism. The Gurdwara and its role supporting the Sikh community. 	<p>Why is Easter so important for Christians?</p> <ul style="list-style-type: none"> The Last Supper. The story of Easter: The Stations of the Cross. Christians see Christ's death as a sacrifice to save humanity and that his resurrection is a message of hope. The cross: a symbol of reconciliation. Why Easter is so important to Christians. 	<p>How can faith help us learn about ourselves?</p> <ul style="list-style-type: none"> The story of Jacob and Esau. Yom Kippur and its importance to Jewish people. Buddha and his search for inner peace. How a relationship with God might help people to become better Christians. Personal reflection and facing difficult moral choices. 	<p>What do Christians believe?</p> <ul style="list-style-type: none"> How Christians declare their beliefs. The Holy Trinity. The fruits of the Holy Spirit. The Rosary.

<p>Art</p>	<p>Greek Masks:</p> <ul style="list-style-type: none"> Drawing and sculpture <p>Study of Artist:</p> <ul style="list-style-type: none"> Historical Greek Artefacts <p>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.</p>		<p>In the Rainforest:</p> <ul style="list-style-type: none"> Drawing and painting <p>Study of Artist:</p> <ul style="list-style-type: none"> Henri Rousseau <p>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.</p>		<p>Colour Chaos:</p> <ul style="list-style-type: none"> Drawing and painting <p>Study of Artist:</p> <ul style="list-style-type: none"> Rothko <p>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.</p>		
<p>Computing</p>	<p>Coding:</p> <ul style="list-style-type: none"> 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. Consider how they can program objects to behave like they would in 'real life'. 	<p>Databases:</p> <ul style="list-style-type: none"> Design and enter information accurately into their own database using 2Investigate and create questions about their database for their classmates to answer. Use the search functionalities to find answers to questions. 	<p>Online Safety:</p> <ul style="list-style-type: none"> Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. Children demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully. 	<p>3D Modelling:</p> <ul style="list-style-type: none"> Use the ready-made templates within 2Design and Make to design buildings, cars and packaging. Evaluate, refine, edit, and adapt models to suit a design brief. 	<p>Spreadsheets:</p> <ul style="list-style-type: none"> 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. They will use data to create graphs. 	<p>Game Creator:</p> <ul style="list-style-type: none"> Plan and create games using 2DIY3D. Think about the component parts and design these as components in a theme rather than completely isolated parts. They will consider aspects such as the movement of the characters and goal objects to increase playability. Combine text, sound, and graphic components within a 2DIY3D game. 	<p>Concept Maps:</p> <ul style="list-style-type: none"> 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 present their concept maps as a visual whole class presentation and as written text work with others to create an online collaborative concept map

D&T	Biscuits: <ul style="list-style-type: none"> • Cooking and nutrition • Purpose: To design healthy Christmas biscuits 		Beat the Flood: <ul style="list-style-type: none"> • Structures • Waterproofing • Purpose: To design a prototype home to withstand a flood. 		Moving Toys: <ul style="list-style-type: none"> • Mechanisms - cams • Purpose: To design a moving toy using a cam system to attract people into a library. 	
French	All About Ourselves: <ul style="list-style-type: none"> • Facial features • Placing the adjective • Everyday verbs in dialogue 	Getting to Know You: <ul style="list-style-type: none"> • Simple Future Tense • Describing Emotions • French Alphabet 	That's Tasty: <ul style="list-style-type: none"> • Drinks • Snacks • Male and female adjectives • Plural adjectives 	Family and Friends: <ul style="list-style-type: none"> • Relations • Possessive Adjectives • Traditional Rhymes • Joining clauses 	School Life: <ul style="list-style-type: none"> • Names of 2 D Shapes • Prepositions • School Subjects 	Time Travelling: <ul style="list-style-type: none"> • Numbers larger than 100 • Dates • Famous French Lives
Geography	Geography linked to History unit on The Ancient Greeks: <ul style="list-style-type: none"> • Locating Greece on a map, looking at surrounding countries and oceans • Locating places of significance (e.g. Mount Olympus, Athens) • Comparing and contrasting Ancient Greek locations with modern day Greece • Understanding what the climate is like in Greece • Geographical features e.g. Mount Olympus, Pindus Mountain range, Aliakmonas River • Understanding what a peninsula is 		Rivers: <ul style="list-style-type: none"> • Symbols, keys and OS maps. • Observe, measure, record and present human and physical features in local area • Use sketch maps, plans and graphs and digital technologies in fieldwork. 	A Study of Brazil and the Amazon Rainforest: <ul style="list-style-type: none"> • Human and physical geography of a region of South America • Use of maps, atlases, globes and digital mapping • Eight-point compass directions 	Geography linked to History unit on The Anglo Saxons and Vikings: <ul style="list-style-type: none"> • How to locate on a map the travel of the different Anglo Saxons tribes from Europe to Britain. 	
History	The Ancient Greeks: Knowledge and understanding of significant aspects of history. <ul style="list-style-type: none"> • Locating Ancient Greece in time and place (timelines and map work) • Comparing and contrasting Athens and Sparta (City States) • The meaning of democracy • Using a variety of sources to understand that Greek pottery is an important insight into Ancient Greece 		History linked to Geography unit on Rivers: <ul style="list-style-type: none"> • Researching/understanding 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 <ul style="list-style-type: none"> • Researching the origins of the indigenous people and settlements of the rainforest. 	The Anglo Saxons and Vikings: <ul style="list-style-type: none"> • Looking at timelines of world history and how the Anglo Saxons fit on this. • Identify and order dates • Understand why there was invasion and settlement by Angles, Saxons, Jutes and Frisians • Begin to look at artefacts and sources to ask questions about the past and what they tell us about everyday life in Saxon times • Know what an archaeologist is and why they dig for evidence 	

	<ul style="list-style-type: none"> Looking at Greek Gods and the 12 Olympian Gods Understanding the role of theatre in Greek life Looking at the architecture of Ancient Greece (Doric, Ionic and Corinthian columns) Exploring the weapons and armour of different City States 			<ul style="list-style-type: none"> Explore crime and punishment Looking at how runes were use to communicate in Anglo Saxon times Explore the importance of Lindisfarne and the Gospels 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	<p>Composing Notation- Egyptians: Focus: Egyptian Style: The Gift of the Nile. Composers/Artists: The Gift of the Nile by Kapow Primary, The Bangles - Walk Like an Egyptian, Henry Purcell Funeral March for Queen Mary I.</p> <p>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.</p>	<p>12 Bar Blues: Focus: Blues Composers/Artists: 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 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.</p>	<p>South and West Africa: Focus: Learn the song Shosholoza a capella Composers/Artists: Miriam Makeba, Drakensberg Boys Choir, The Master Drummers of Burundi, Bwazan Percussion Ensemble.</p> <p>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.</p>	<p>Dance Music: Focus: Looping and Remixing Composers/Artists: Darude Sandstorm, The Lion King Circle of Life, Circle Of Life (HipHop Remix) District78 Original Remix, Beethoven (Fifth Symphony), A Fifth of Beethoven, Somewhere Over The Rainbow.</p> <p>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.</p>	<p>Composition to represent the festival of colour: Focus: Indian Holi festival. Composers/Artists: Edvard Grieg (Peer Gynt Suite), Mendelssohn Movement 4 from the Italian Symphony, Smetena Ma Vlast, Holi Music.</p> <p>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.</p>	<p>Musical Theatre: Focus: Theatre Music. Composers/Artists/ Music: Pirates of Penzance, Beauty and the Beast, Abba, Hamilton, Guys and Dolls, Les Miserables, The Wizard of Oz, Oliver, Annie.</p> <p>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.</p>
PE	<p>Dance - Heroes & Villains: Focus: using inspiration from professional</p>	<p>Gymnastics: Focus: Symmetrical & asymmetrical shapes,</p>	<p>Sports Hall Athletics:</p>	<p>Gymnastics: Focus: Core balances & taking weight on a variety of body parts</p>	<p>Cricket: (Chance 2 Shine Led)</p>	

	dance to inspire explosive movement and convey emotion through dynamic pathways.	counter balances, smooth transitions.	Focus: Triple/vertical jump, chest push & javelin.	including shoulder stand & bridge Complex sequences.	Focus: Batting in pairs & calling run. Batting to direct the ball, wicket keeping and fielding to stump players out, catching high balls & overarm bowling. Competition: WCB Chance 2 Shine Team Tournament	
	Dodgeball: Focus: Develop core skills - throwing, catching, dodging & blocking. Communication & tactics.	Football: Focus: Close control ball skills, tackling & goal side marking.	Tag Rugby: Focus: Passing the ball, running with the ball. Scoring over a line and wall defence.	Netball: Focus: Shooting techniques, marking & footwork. High 5 rules.	Tennis: Focus: Backhand hitting, return the serve, & doubles	Outdoor and Adventurous Activities: Focus: Problem solving under pressure. Communication & Morse code
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.						
PSHE (Jigsaw)	Being Me in My World: <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	Celebrating Difference: <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	Dreams and Goals: <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	Healthy Me: <ul style="list-style-type: none"> Smoking Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour Sun safety 	Relationships: <ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming Reducing screen time Dangers of online grooming SMART internet safety rules 	Changes: <ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
Curriculum Enrichment	<ul style="list-style-type: none"> Year 5 After school Sports Club Autumn 1 		<ul style="list-style-type: none"> Year 5 After school Sports Club Spring 2 Reverend Dimes to visit as part of Easter topic. Rainforest Roadshow in school. River Study 		<ul style="list-style-type: none"> Chance 2 shine Cricket Coaching & tournament. 	

<p>Whole School Events (Amended for 2021/22, due to COVID-19)</p>	<ul style="list-style-type: none"> • School Induction Programme • Anti-Bullying Week • Book Fair • Parent Consultations & SEND Reviews • Harvest Festival • Remembrance Day/Poppy Appeal • Christmas Church Service • Christmas Carol Service • Christmas Chronicle Competition • School Council Elections • Online Safety Group Elections • Eco-Group Elections 	<ul style="list-style-type: none"> • Online Safety Day • Health Week • British Science Week • Easter Church Service • Parent Consultations & SEND Reviews • World Book Day • Red Nose Day • Speak Out, Stay Safe (NSPCC) • Easter Church Service • Marie Curie Daffodil Appeal 	<ul style="list-style-type: none"> • Sports Day • Open Evening • Y6 Church Leavers' Service and Diocesan Leavers' Service • Summer Reading Challenge • Transition
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