Year Five Curriculum						
	Autumn One	**Autumn Two**	**Spring One**	**Spring Two**	**Summer One**	**Summer Two**
Topic	**Space Science based topic**	**Earth Matters Geography based topic**	**Australia Art based topic**	**WW2 History based topic**	**Saxon Settlements DT based topic**	**Journeys Science based topic**
Hook	Astronomer visit	Watch animation – Varmints.		Nothe Fort	New Barn Centre	
Topic Sessions	Science History DT	Science Geography DT	Science Geography Art	Science History Art	Science History DT	Science Geography Art
English Texts	Cosmic – Frank Cottrell Boyce	Cosmic – Frank Cottrell Boyce Varmints – Helen Ward The Lorax - Dr Seuss	Stories from the Billabong – James Vance Marshall The Rabbits – Shaun Tan	Letters from the Lighthouse Rose Blanche	Beowulf Anglo Saxon Boy – Tony Bradman	Kensuke's Kingdom – Michael Morpurgo Nowhere Emporium
English	Persuasion - visit your planet RE- creation myth	Balanced Arguments – linked to Laudato Si'	Australian Folk Tales	Recounts – Diary / Newspaper reports	Non-chronological reports	Poetry – Pie Corbett / Michael Rosen / Carole Ann Duffy
Vocabulary, Grammar and Punctuation	Plan writing by identifying audience Plan writing by noting and developing ideas drawing on reading Draft and write by selecting appropriate grammar and vocab Draft and write using devices to build cohesion within and across sentences and paragraphs Draft and write by linking across paragraphs using adverbials of time Use different verb forms mainly correctly Evaluate and edit; effectiveness of writing, vocabulary, grammar, punctuation, consistent use of tenses, correct subject verb agreement, singular and plural Proof read for spelling and punctuation errors Spell words from Y5/6 list correctly Use knowledge of morphology and etymology Use a dictionary to check spellings Use a thesaurus Write increasingly legibly Understand the terminology – modal verb, relative pronoun, relative clause, Parenthesis, bracket, dash, colon, cohesion and ambiguity					
Vocabulary, Grammar and Punctuation	Indicate degrees of possibility using modal verbs Spell homophones and near homophone	Draft and write using further presentational devices Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning Spell words containing the ough letter string	Plan writing narratives by considering how authors develop characters and settings Draft and write narratives describe settings, characters and atmosphere Integrate dialogue Use relative clauses Spell word with silent letters	Draft and write by précising longer passages Spell words with suffix –ate, -ise, -ify and -en	Use organisational and presentational devices to structure texts Spell words with tious cious ending Spell words with cial tial ending Spell words with silent letters	Perform own compositions using appropriate intonation
Maths	**<u>Place value</u>** Read write order and compare numbers to at least 1000000.	**<u>Addition and subtraction</u>** Add and subtract whole numbers with more than 4 digits including	**<u>Fractions, Decimals</u>** Compare and order fractions with denominators of the same	**<u>Decimals, percentages</u>** Round decimals with 2 decimal places to the nearest whole	**<u>Position and Movement</u>** Identify, describe and represent the position of a	Area and Perimeter Measure and calculate the perimeter of composite rectilinear shapes in cm

	Determine the value of each number Find the difference between the largest and smallest numbers Count forwards and backwards in steps of 10 for any given number up to 1000000 Round any number to the nearest 10, 100, 1000, 10000, 100000 Solve number problems that involves ordering and comparing numbers to 1000000 **Statistics** Solve comparison sum and difference problems using information presented in a line graph Complete read and interpret information in tables including timetables	using formal written methods Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers and determine level of accuracy Solve addition and subtraction multi step problems deciding which method and operations to use and why **Multiplication and division** Identify multiples and factors including finding all the factors of a number and common factors Know the vocab of prime numbers, prime factors and composite numbers Establish whether a number up to 100 is a prime number Multiply numbers up to 4 digits by a 1 digit number sung a formal written method Multiple and divide whole numbers and decimals by 10, 100, 1000 Solve multiplication and division word problems Recognise and use square and cube numbers and the notation for squared	multiple Identify and name equivalent fractions including tenths and hundredths Recognise mixed numbers and improper fractions Add and subtract fractions with the same denominator and denominators with the same multiples Multiply proper fractions and mixed numbers by whole numbers Read and write decimal numbers as fraction recognise and use thousandths, hundredths and tenths and decimal equivalents Recognise and use thousandths and relate them to tenths and hundredths	number and decimal place. Read, write and order and compare with up to 3 decimal places. Solve number problems with up to 3 decimal places Recognise the % sign and understand that % relates to parts per hundred. Write percentages as a fraction with denominator 100 and as a decimal Recognise the per cent symbol (%) and understand it relates to parts per hundred Solve problems which require knowing percentage and decimal equivalents of half, quarter, fifth, and fraction with denominator of multiple of 10 or 25 **Geometry** Identify 3D shapes including cubes and cuboids from 2D representations Know angles are measured in degrees – estimate and compare acute, obtuse and reflex angles Draw and measure angles in degrees Identify angles at a point and on a straight line Identify other multiples of 90degrees Use the properties of rectangles to deduce missing lengths and angles Distinguish beyween regular and irregular polygons based on reasoning	shape following the reflection or translation using the appropriate language and know that the shape has not changed. **Measurement** Convert between different units of metric measure (eg km and m; cm and m; cm mm; g and kg;l and ml) Understand and use approximate equivalences between metric and imperial units	and m Calculate and compare the area of rectangles and use standard units (cm2, m2) and estimate area of irregular shapes Estimate volume using 1 cm3 blocks to build cuboids and capacity using water Roman Numerals Read Roman Numerals to 1000 (M) and recognise years written in Roman Numerals Time Solve problems involving converting between units of time

Science	**Activities:** Virtual solar system in the playground. Measuring distances. Oreo biscuits – phases on the moon.	**Activities:** Google data – daylight hours	**Activities:** Live caterpillars from Insect Lore?	**Activities:** Force experiments – e.g. how can paper fall at speed? Friction experiments – e.g. two penny shove on different surfaces.	**Activities:** Human demonstration of solid, liquid, gas. Dissolving salt/sugar etc. Melting chocolate buttons etc Make ice lollies	**Activities:** Photos of children as babies/toddlers Plant dissection
	Describe 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, Moon and Earth 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		Describe the differences in life cycles of a mammal, an amphibian an insect and a bird	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 and water resistance and friction. Recognise that some mechanisms allow a smaller force to have a greater effect.	Compare and group together everyday materials on the basis of their properties Recognise that materials dissolve in liquid to form a solution Describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, sieving and evaporating Give reasons for particular uses of everyday materials including metal, wood and plastic Demonstrate that dissolving, mixing and changes of state can be reversible Explain that some changes result in formation of new materials and this is not reversible.	Describe the changes as humans develop to old age. Describe the process of reproduction in some plants and animals.
	Skills: To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.	**Skills** To consolidate measurement of volume, temperature, time and length. To recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding.	**Skills** To make relevant observations.	**Skills** To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these. To decide whether results support any prediction. To interpret data and think about whether it is sufficient to draw conclusions.	**Skills** To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea. To identify factors that need to be taken into consideration in different contexts.	**Skills** To measure pulse rate; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs. To begin to evaluate repeated results to draw conclusions indicating whether these match any prediction made.

History	**Activities:**			**Activities:**	**Activities:**	
	Discuss/describe the lives of significant individuals and achievements (Neil Armstrong)			Use dates to order and place events on a timeline Compare sources of information available for the study of different times in the past. Make comparisons between aspects of the past and the present tense Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Give reasons for important historical events. Describe a chronologically secure knowledge and understanding of British local and world history Describe a study of an aspect in British history beyond 1066	Use dates to order and place events on a timeline Compare sources of information available for the study of different times in the past. Make comparisons between aspects of the past and the present tense Understand that the type of information available depends on t he period of time studied Evaluate the usefulness of a variety of sources Give reasons for important historical events. Describe a chronologically secure knowledge and understanding of British local and world history Describe a study of an aspect in British history before 1066	
	Skills: • Begin to identify primary and secondary sources Compare accounts of events from different sources – fact or fiction Examine causes and results of great events and the impact on people Use relevant terms and period labels Select relevant sections of			**Skills:** Know and sequence key events of time studied Use relevant terms and period labels Compare accounts of events from different sources – fact or fiction Study different aspects of different people - differences	**Skills:** Know and sequence key events of time studied Use relevant terms and period labels Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on	

	information Use the library and internet for research with increasing confidence			between men and women Examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period Offer some reasons for different versions of events Begin to identify primary and secondary sources Use evidence to build up a picture of a past event	people Compare life in early and late 'times' studied Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	
Geography	Activities: ***NC: Identify and describe the significance of time zones including night and day***	Activities: **Understand and use a widening range of geographical terms eg. Climate zones, biomes, rivers, mountains, volcanoes, earthquakes** **Use maps and atlases to locate countries and features studied** **Understand about weather patterns around the world related to climate zones** **Know about erosion of rivers and coasts** **Understand how humans affect the environment.** **Understand why people seek to manage and sustain their environment**	Activities: ***NC: Know about the wider context of places eg county, region, country*** ***Use maps and atlases to locate countries*** ***Recognise different shapes of countries*** ***Know location of capital cities around GB, seas around UK***			Activities: Use maps and atlases to locate countries Recognise different shapes of countries Know location of capital cities around GB, seas around UK

	Skills: Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays	**Skills:** Use a database to interrogate and amend information collected. Design own census, pilot, with help, and evaluate it. Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	**Skills:** Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places Draw a sketch map using symbols and a key; Use/recognise OS map symbols Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points.			**Skills:** Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Draw a sketch map using symbols and a key;
Art	**Activities:** Design their own planet using oil pastels with a paint wash.		**Activities:** Create Aboriginal artwork using twigs/fingers.	**Activities:** WW2 inspired artwork, e.g. silhouette of St.Paul's Cathedral.		**Activities:** Create a clay world based on Kensuke's Kingdom.
	Develop different ideas which can be used to explain choices for materials and techniques Confidently and systematically investigate the potential of new and unfamiliar materials and use them within their work Evaluate work against intended outcome Research and discuss various artists, architects and designers discuss processes					
	Experiment using layers to create colours.		Mix colours to express mood, divide foreground from background. Add collage to painted background using a range of media.	Use line, tone and shading to represent things seen or imagined.		Develop skills in clay.

	Skills Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Use a sketchbook to develop ideas. Build up layers and colours/textures.		**Skills** Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use a sketchbook to develop ideas. Choose inks and overlay colours. Extend their work within a specified technique. Use a range of media to create collage. Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Use a variety of source material for their work. Work on preliminary studies to test media and materials. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	**Skills** Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Experiment with using batik safely. Choose the printing method appropriate to task. Organise their work in terms of pattern, repetition, symmetry or random printing styles.		**Skills** Use a sketchbook to develop ideas. Adapt their work according to their views and describe how they might develop it further. Create imaginative work from a variety of sources. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles.
Design Technology	**Activities:** Create a "Red Rover" style vehicle for their new planet.	**Activities:** Create space food!			**Activities:** Create a Saxon settlement.	**Activities:** Create an imaginary world involving sculpture.
	NC: Create prototypes to show ideas Make careful measurements so that joins are in the right place Build and make 3D structures	***NC:*** Understand the main food groups and different nutrients Understand how a variety of ingredients are grown reared caught and processed to makes them safe and palatable Select appropriate ingredients and use a wide range of techniques to combine them			**NC:** Create prototypes to show ideas Make careful measurements so that joins are in the right place Build and make 3D structures	**NC:** Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres,

						styles and traditions.
	Skills: To generate ideas through brainstorming and identify a purpose for their product to draw up a specification for their design. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. To cut and join with accuracy to ensure a good-quality finish to the product.	**Skills:** To weigh and measure accurately (time, dry ingredients, liquids). To apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens.*			**Skills:** To use results of investigations, information sources, including ICT when developing design ideas to select appropriate materials, tools and techniques. To measure and mark out accurately. To use skills in using different tools and equipment safely and accurately.	**Skills:** To evaluate a product against the original design specification. To evaluate it personally and seek evaluation from others.
Music	NC: Compose complex rhythms from an increasing aural memory Improvise with increasing confidence using own voice rhythms and varied pitch Sing as part of an ensemble with increasing confidence and precision		NC: Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Understand how pulse, rhythm and pitch work together Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted quavers		NC: Develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory	
	Skills: Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.		Skills: Create dances that reflect musical features. Internalise short melodies and play these on pitched percussion (play by ear). Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds.		Skills: Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. Use ICT to change and manipulate sounds. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	

PE	Explain how exercise affects the body Begin to reflect on mistakes and see them as an opportunity to learn from them Identify something they're confident in Make links between balanced lifestyle and being happy Explain how confidence can affect performance Participate in recognised activities and games with skill and precision showing creativity tactics and skill Draw on previous knowledge of tactics, skills and strategies. Develop interest in participating in sports activities and competitions Identify different levels of performance and use subject specific vocabulary					
	Skills: **Games** Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.	Skills:	Skills: **Dance** Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Skills: **Gymnastics** Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health choose and use information and basic criteria to evaluate their own and others' work.	Skills: **Athletics** Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.	Skills: **Swimming** Consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions. Choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges. Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity. Describe and evaluate the quality of swimming and recognise what needs improving.

RE	**<u>Creation</u>** **<u>Prayers, Saints and Feasts</u>** Show a knowledge and understanding of the life and work of key figures in the history of the People of God Make links between beliefs and sources	**<u>Commitment</u>** **<u>Advent</u>** Show a knowledge and understanding of what it means to belong to a church community Use a developing religious vocabulary widely, accurately and appropriately Make links between beliefs and life Make links between beliefs and worship	**<u>Christmas</u>** **<u>Revelation</u>** Describe complex scripture passages in a way that shows understanding of the scripture source used. Use a developing religious vocabulary widely, accurately and appropriately Make links between beliefs and worship	**<u>Lent</u>** **<u>Easter</u>** Show a knowledge and understanding of - religious symbols and the steps involved in religious actions and worship Use a developing religious vocabulary widely, accurately and appropriately Make links between beliefs and worship	**<u>Pentecost and Mission</u>** Use a developing religious vocabulary widely, accurately and appropriately Make links between beliefs and worship and life	**<u>Other Faiths – Islam and Judaism</u>** Show a knowledge and understanding of a range of religious beliefs Use a developing religious vocabulary widely, accurately and appropriately Make links between beliefs and life
	Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose Show an understanding of how own and other's decisions are informed by beliefs and moral values Use sources to support a point of view Express a point of view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view					
PHSE	Thrive Activities					
Computing	See specific computing planning					