



Carr Hill Community Primary School

Year 5 Curriculum Overview Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	Travel the World	Once Upon a Time	Watch Me Grow	Summer of Sport
Topic	Fabulous Food	Hinduism	Journey To Space	WW1 The life of a soldier	Plants	Greeks
English						
Writing						
Key Writing Purpose	Narrative Character Description Informal Letter Dairy Writing Persuasive Speech/ Debate	Non- Fiction Biography	Narrative Exploring personification	Narrative Setting description Character description Creating dialogue	Non- Fiction Persuasive – leaflet	Narrative Creating own narrative Non- Fiction Non- Chronological Report- Inventing an animal
Core Texts	<ul style="list-style-type: none">• <i>Street Child by Berlie Doherty</i>• <i>Dr Barnardo’s</i>	<ul style="list-style-type: none">• <i>Six Dots: A Story of Young Louis Braillev by Jen Bryant</i>	<ul style="list-style-type: none">• The Arrival by Shaun Tan	<ul style="list-style-type: none">• Viking Boy by Tony Bradman	<ul style="list-style-type: none">• <i>Kids Fight Climate Change by Martin Doreby</i>	<ul style="list-style-type: none">• <i>Flotsam by David Wiesner</i>• <i>The Barnabus Project by The Fan Brothers</i>• <i>Hidden Planet by Ben Rothery</i>
Poetry	<i>Poetry Form- Cinquains</i>		<i>Critical Review: Refugee by Brian Bilston Mainly about Aliens by Ruth Awolola</i>		<i>Poet Study: Grace Nichols</i>	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 5 Curriculum					
Reading						
Decoding	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet					
Comprehension	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Ask questions about read texts to improve their understanding	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Ask questions about read texts to improve their understanding.• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Ask questions about read texts to improve their understanding.• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.• Predict what might happen from details stated and implied.	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Ask questions about read texts to improve their understanding.• Predict what might happen from details stated and implied.• Retrieve, record, and present information from non-fiction.	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Ask questions about read texts to improve their understanding.• draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.• Summarise, with increasing clarity (shorter, more precise statements), the main ideas drawn from more than one paragraph.• Distinguish the difference between fact and opinion.• Retrieve, record, and present information from non-fiction	<ul style="list-style-type: none">• Discuss their understanding and explore the meaning and etymology of words within the context so that new vocabulary can be applied in context.• Learning a wider range of poems by heart. -Ask questions about read texts to improve their understanding.• Distinguish the difference between fact and opinion.• Retrieve, record, and present information from non-fiction
Class Teaching	1x reading practise session per group . whole class reading comprehension session and 3 x reading Plus sessions to develop the full range of the KS2 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none">• Place Value• Addition and Subtraction• Multiplication and Division Statistics	<ul style="list-style-type: none">• Multiplication and Division• Fractions• Perimeter and Area• Properties of Shape• Position and Direction	<ul style="list-style-type: none">• Place Value• Conversions• Fractions• Multiplication and Division• Fractions	<ul style="list-style-type: none">• Fractions• Perimeter and Area• Fractions• Statistics	<ul style="list-style-type: none">• Place Value• Decimals and Percentages• Properties of Shape Decimals	<ul style="list-style-type: none">• Conversions• Decimals• Properties of Shape• Volume



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Science and Technologies						
Science	Biology Evolution and Inheritance <ul style="list-style-type: none">• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Y6• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Y6• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Y6	Chemistry Properties and Changes in Materials <ul style="list-style-type: none">• Demonstrate that dissolving, mixing and changes of state are reversible changes. Y5• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Y5	Physics Forces <ul style="list-style-type: none">• Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Y5• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Y5	Chemistry Properties and Changes in Materials <ul style="list-style-type: none">• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Y5• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Y5	Biology Living Things and Their Habitats <ul style="list-style-type: none">• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Y6• Give reasons for classifying plants and animals based on specific characteristics. Y6• Describe the life process of reproduction in some plants and animals. Y5	Biology Animals, including Humans <ul style="list-style-type: none">• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (<i>Diet and exercise – flashback</i>) Y6• Describe the changes as humans develop to old age. Y5
Computing Teach Computing	Internet Safety Sharing information Unit 1 <ul style="list-style-type: none">• To explain that computers can be connected together to form systems• To recognise the role of computer systems in our lives• To recognise how information is transferred over the internet• To explain how sharing information online lets people in different places work together• To contribute to a shared project online• To evaluate different ways of working together online	Vector Drawing Unit 2 <ul style="list-style-type: none">• To identify that drawing tools can be used to produce different outcomes• To create a vector drawing by combining shapes• To use tools to achieve a desired effect• To recognise that vector drawings consist of layers• To group objects to make them easier to work with• To evaluate my vector drawing	Video Editing Unit 3 <ul style="list-style-type: none">• To explain what makes a video effective• To identify digital devices that can record video• To capture video using a range of techniques• To create a storyboard• To identify that video can be improved through reshooting and editing• To consider the impact of the choices made when making and sharing a video	Flat file Databases Unit 4 <ul style="list-style-type: none">• To use a form to record information• To compare paper and computer-based databases• To outline how grouping and then sorting data allows us to answer questions• To explain that tools can be used to select specific data• To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions	Selection in Physical Computing Unit 5 <ul style="list-style-type: none">• To control a simple circuit connected to a computer• To write a program that includes count-controlled loops• To explain that a loop can stop when a condition is met• To explain that a loop can be used to repeatedly check whether a condition has been met• To design a physical project that includes selection• To create a program that controls a physical computing project	Selection in Quizzes Unit 6 <ul style="list-style-type: none">• To explain how selection is used in computer programs• To relate that a conditional statement connects a condition to an outcome• To explain how selection directs the flow of a program• To design a program which uses selection• To create a program which uses selection• To evaluate my program
Design Technology	Structures- Frame Structures (Bridges) <ul style="list-style-type: none">• Select materials carefully, considering intended use of product and appearance• explain how product meets design criteria• measure accurately enough to ensure precision• ensure product is strong and fit for purpose• begin to reinforce and strengthen a 3D frame		Cooking and Nutrition -Dips, Salsa and Veg <ul style="list-style-type: none">• Explain how to be safe / hygienic and follow own guidelines• present product well - interesting, attractive, fit for purpose• begin to understand seasonality of foods• understand food can be grown, reared or caught in the UK and the wider world• describe how recipes can be adapted to change appearance, taste, texture, aroma• explain how there are different substances in food / drink needed for health• prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source• use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking		Textiles- Combining different fabric shapes (Phone cover) <ul style="list-style-type: none">• Think about user and aesthetics when choosing textiles• use own template• think about how to make product strong and look better• think of a range of ways to join things• begin to understand that a single 3D textiles project can be made from a combination of fabric shapes	



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Humanities						
Geography			<p><u>All Around the World: The Americas</u> <i>Times zones, latitude and longitude/ hemispheres</i> <u>Locational Knowledge</u></p> <ul style="list-style-type: none">To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones_(including day and night).		<p><u>Place Study Comparison</u> <i>South America/ Rainforests</i> <u>Place knowledge</u></p> <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <i>a region in a European country</i>, and a region within North or <u>South America</u>. <p><u>Human and Physical Geography</u> Describe and understand key aspects of;</p> <ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
History	<p><u>Victorians</u> – <i>The changing power of Monarchs including case studies such as John, Anne and Victoria.</i></p> <ul style="list-style-type: none">Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	<p><u>Mayans</u></p> <ul style="list-style-type: none">Pupils should be taught about a non-European society that provides contrasts with British history; Mayan civilization c. AD 900		<p><u>Vikings</u></p> <ul style="list-style-type: none">Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		<p><u>Local History Study</u> -<i>mining industry and the impact on the local area.</i></p> <ul style="list-style-type: none">Pupils should be taught about a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Religious Education	<p><u>Hinduism</u> Prayer and Worship</p> <p>What is the best way for a Hindu to show commitment to God?</p>	<p><u>Christianity</u> Christmas</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p><u>Islam</u> Beliefs and Practices</p> <p>What is the best way for a Muslim to show commitment to God?</p>	<p><u>Christianity</u> Easter</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p><u>Hinduism</u> Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?</p>	<p><u>Christianity</u> Beliefs and Practices</p> <p>What is the best way for a Christian to show commitment to God?</p>
PSHE	<p>Be Yourself</p> <ul style="list-style-type: none">discuss scenarios where children are torn between ‘fitting in’ and being true to themselves;explain how to communicate their feelings in different situations;discuss different ways to manage uncomfortable feelings;discuss which situations would make people fight or flee and why;create resolutions to different tricky situations;identify the feelings involved in making a mistake and understand how to make amends.	<p>TEAM</p> <ul style="list-style-type: none">talk about qualities and attributes of teams they identify as successful;talk about the importance of respectful communication;explain what it means to compromise and collaborate;describe ways we can care for people in our team;list examples of unkind behaviour and talk about what we can do to help;talk about different responsibilities we have to help the team function well	<p>Diverse Britain</p> <ul style="list-style-type: none">talk about the range of faiths and ethnicities in Britain;explain how and why laws are made;explain what a community is;discuss some roles of local government;describe the basic structure of national government;talk about the role of charities and voluntary groups in the community.	<p>Aiming High</p> <ul style="list-style-type: none">discuss their personal achievements and skills;discuss different learning styles;identify what a helpful learning attitude is;talk about the range of jobs that people do;understand what a stereotype is;talk about skills employers look for in employees;work with others in a team;discuss the skills everyone needs to succeed	<p>It’s My Body</p> <ul style="list-style-type: none">understand that they can choose what happens to their own bodies;know where and how to get help if they are worried;understand the importance of sleep, exercise and healthy eating;identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;identify positive aspects about themselves;discuss the choices related to health that they make each day;identify choices that will benefit their health and provide a ‘balanced lifestyle’;identify ways to protect their bodies from ill health	<p>Money Matters</p> <ul style="list-style-type: none">talk about what financial risk is.discuss the ways advertisers try to influence consumers.identify what it means to be a ‘critical consumer’.describe what ‘value for money’ means.talk about what it means to budget.discuss how money can affect people’s emotions.talk about ethical spending.talk about what tax is.



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Arts						
Art & Design	3D Form Take a seat https://www.accessart.org.uk/take-a-seat/		Architecture Architecture – Dream Big or Small? https://www.accessart.org.uk/architectural-design/		Painting Mixed Media land https://www.accessart.org.uk/mixed-media-land-and-city-scapes/	
Music	Charanga Musical School Scheme of Work					
	Livin’ On a Prayer	Classroom Jazz 1	The Planets Suite- Gustav Holst – composing using Chrome Music Lab	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
PE	Games Invasion (Rugby) <ul style="list-style-type: none">Pupils can pass, dribble and shoot effectively.Pupils find a space to receive a pass.Pupils consistently catch/receive the ball.Pupils work well as a team to keep possession of the ball.Pupils make decisions quickly when playing a game.Pupils agree on their own rules to suit the equipment Core Task 6 or 7 Circuit Training	Games Invasion (Netball) Core Task 6 or 7 <ul style="list-style-type: none">Pupils can pass, dribble and shoot effectively.Pupils find a space to receive a pass.Pupils consistently catch/receive the ball.Pupils work well as a team to keep possession of the ball.Pupils make decisions quickly when playing a game.Pupils agree on their own rules to suit the equipment Gymnastics <ul style="list-style-type: none">Pupil’s plan and perform a sequence containing specified elements (as outlined in chosen core task).Pupils perform all actions and balances with control.Pupils perform balances showing body extension.Pupils work well with a partner or in a small group.Pupils use set criteria to make simple judgements about performances.Pupils suggest ways performances could be improved Core Task 9	Games Invasion (Basketball) <ul style="list-style-type: none">Pupils can pass, dribble and shoot effectively.Pupils find a space to receive a pass.Pupils consistently catch/receive the ball.Pupils work well as a team to keep possession of the ball.Pupils make decisions quickly when playing a game.Pupils agree on their own rules to suit the equipment Core Task 6 or 7 Gymnastics <ul style="list-style-type: none">Pupils plan and perform a sequence containing specified elements (as outlined in chosen core task).Pupils perform all actions and balances with control.Pupils perform balances showing body extension.Pupils work well with a partner or in a small group.Pupils use set criteria to make simple judgements about performances.Pupils suggest ways performances could be improved Core Task 10	Games Net and Wall <ul style="list-style-type: none">Pupils use forehand and backhand shots.Pupils select appropriate shots to get the ball into a space.Pupils choose and use some tactics effectively.Pupils play the ball away from their opponent.Pupils apply rules consistently and fairly.Pupils create a scoring system Core Task 4, 5 and 6 Dance <ul style="list-style-type: none">Pupils compose, develop and adapt dance phrases.Pupils use linking movements to ensure fluency.Pupils vary the order, timing, speed and direction of movements.Pupils perform skills and movement patterns accurately.Pupils work cooperatively with others.Pupils describe and suggest ways to improve their own and others’ performances. Core Tasks 5 and 6	Athletics Running <ul style="list-style-type: none">Pupils look up whilst running in a straight line (able to stay in their own lane).Pupils demonstrate good running technique (strong driving arm action).Pupils run at different speeds.Pupils adapt their pace to the length of the run.Pupils observe and comment on others’ performance.Pupils say what they have done well and what they need to improve Athletics Core Tasks 6, 7 and 8 Games Striking and Fielding <ul style="list-style-type: none">Pupils use a range of techniques to hit the ball.Pupils move into different positions to retrieve the ball.Pupils select appropriate fielding positions.Pupils use tactics to try to outwit their opponents.Pupils agree on their own rules and scoring system.Pupils identify what they have done well and what they need to improve Core Tasks 4 or 5	Athletics Jumping <ul style="list-style-type: none">Pupils perform a range of basic jumps in isolation.Pupils put together a combination of jumps.Pupils select appropriate jumps to help them travel further/higher.Pupils choose an appropriate run-up.Pupils bend their knees and use their arms to propel themselves.Pupils discuss how to improve their own and others’ performance Throwing <ul style="list-style-type: none">Pupils perform a range of basic throws in isolation.Pupils accurately throw a range of equipment.Pupils select appropriate throws to throw for height or distance.Pupils choose to use a run-up.Pupils use strong arm and leg actions to help their throws.Pupils discuss how to improve their own and others’ performance. Athletics Core Tasks 6, 7 and 8 OAA <ul style="list-style-type: none">Pupils orientate a map properly.Pupils plan out a strategy for completing a challenge.Pupils implement and refine strategies.Pupils work increasingly well as a group.Pupils identify what they do well as individuals.Pupils identify what they do well as a team. Core Tasks 6, 7 and 8
	MFL	Getting to know you <ul style="list-style-type: none">recognise the difference between English and French future tenses.ask how to spell a word in French.name the accents on French alphabet letters.substitute vocabulary to change a sentence.orally make a short personal presentation.	All About ourselves <ul style="list-style-type: none">name facial features.extend a description using a conjunction and further adjectives.make noun/adjective combinations ‘agree’ according to gender and number, in pronunciation.ask and answer questions about everyday actions in the classroom.make questions and answers in the third person.say how they are feeling	That’s Tasty <ul style="list-style-type: none">explain why adjectives change in French but not in English.spell adjectives correctly according to gender/ number.vary sentences by substituting other verbs, nouns or adjectives.identify whether a sentence is in first, second or third person.respond to questions about their emotions or health with confidence	<ul style="list-style-type: none">Family and Friendsrespond appropriately to the meaning of songs/ rhymes.suggest other rhyming words to extend a set.differentiate between first- and third-person possessive adjectives and verbs.describe their home by size and say where items can be found.give a variety of opinions.join two clauses with ‘et’ or ‘mais’ appropriately.	School life <ul style="list-style-type: none">use the pronouns 'il' and 'elle' to replace a person’s name.use a comparative adverb.
Curriculum Enhancements						
Educational Visits						