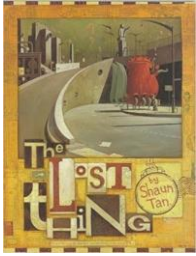
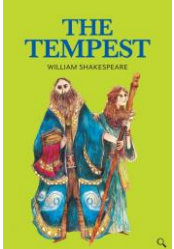
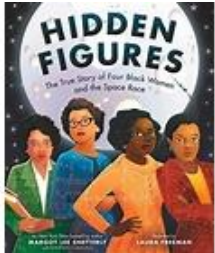
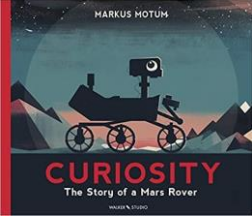

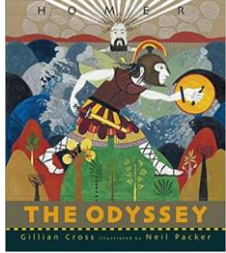


Year 5 curriculum




Core

| Subject: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|--|---|--|---|--|
| English | | | | | | |
| Teaching from a book | The Lost Thing  Shaun Tan | 'The Tempest  William Shakespeare | Hidden Figures  Margot Lee Shetterly | Curiosity  Markus Motum | The Island  Armin Greder | The Odyssey  Gillian Cross (Homer adaptation) |
| | Literacy Tree | Literacy Tree | Literacy Tree | Literacy Tree | Literacy Tree | Literacy Tree |
| Writer's Revolution focus | Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis | | | | | |
| Mathematics | | | | | | |
| White Rose Maths | Place Value | | Multiplication and division B | | Shape | |
| | Addition and subtraction | | Fractions B | | Position and direction | |

| | | | | | | |
|-------------------------|---|-----------------------------------|---------------------------------------|---|---------------------------------------|--|
| | Multiplication and division A | | Decimals and percentages | | Decimals | |
| | Fractions A | | Perimeter and area | | Negative numbers | |
| | | | Statistics | | Converting units | |
| | | | | | Volume | |
| Continuous provision | | | | | | |
| Science | Materials: Mixtures and separation | Materials: Properties and changes | Forces and space: Earth and space | Living things: Life cycles and reproduction | Forces and space: Imbalanced forces | Animals: Human timeline & making connections |
| Continuous provision | Observe and watch the Rowen and Prunus – name the trees previously observed at school and work out age and changes that have occurred What wildlife uses our grounds over the year and how can we observe their patterns (Yr 5 and 6)? | | | | | |
| Computer Science | Systems and searching (5.1) | Video production (5.2) | Selection in physical computing (5.3) | Flat file databases (5.4) | Introduction to vector graphics (5.5) | Selection in quizzes (5.6) |
| Teach Computing titles | Computing systems | Creating media | Data and information | Programming A | Creating media | Programming B |

Non-core

| Subject: | Autumn | Spring | Summer |
|----------------|--|---|-------------------------------------|
| History | How did the Maya civilization compare to the Anglo-Saxons? | British History 5: What was life like in Tudor England? | What did the Greeks ever do for us? |

| Subject: | Autumn | Spring | Summer |
|---------------------|--|--|--|
| | Kapow | Kapow | Kapow |
| Geography | Would you like to live in the desert? | Why do oceans matter? | What is life like in the Alps? |
| | Kapow | Kapow | Kapow |
| Art | Sculpture and 3D: Interactive installations | Drawing: I need space | Painting and mixed media: Portraits |
| | Kapow | Kapow | Kapow |
| Artist Focus | <p>Cai Guo-Qiang</p>  | <p>Retrofuturism Ties Albers</p>  | <p>Chila Kumari Singh Burman</p>  |
| Stand alone | Art and design Unit: Craft and design: Architecture (Lesson 3, 4 and/or 5) Artist focus: Zaha Hadid and Hundertwasser | | |
| DT | Electrical systems: Doodlers | Mechanical systems: Making a pop-up book | Cooking and nutrition: What could be healthier |
| | Kapow | Kapow | Kapow |
| Stand alone | | | |
| PE | <p>Dance: 'War of the Worlds' (using the traditional music by Jeff Waynes and appropriate clips from the film)</p> <p>Gymnastics: floorwork and benches</p> | <p>Dance: 'Rivers' using ribbons</p> <p>Gymnastics: floorwork, benches, tabletops, climbing frame and ropes</p> | <p>Dance: country dancing</p> <p>Gymnastics: springboard and box (vaulting focus)</p> |
| | <p>Games: net and wall (tennis)</p> <p>Games: invasion (netball, basketball or tag rugby)</p> | <p>Orienteering</p> <p>Games: striking and fielding (cricket)</p> | <p>Games: Capture the Flag through the Sport Education Model</p> <p>Athletics</p> |
| | <p>Demonstrate a good understanding of how to make healthy lifestyle choices (e.g. such as through scenario-based discussions)</p> <p>Understand the importance of strength and how this helps us perform and refine multiple movements.</p> | | |

| Subject: | Autumn | Spring | Summer |
|--------------|--|--|---|
| | Work alone, in a pair or in a group with a range of different children. Understand that effort doesn't always result in winning and how to be resilient in these situations. Learn how to win respectfully, without gloating. Reflect on your own and others' performance and suggest changes to beat your personal best. | | |
| PSHE | Relationships Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination PSHE Association | Living in the Wider world Protecting the environment; and compassion towards others How information online is targeted; different media types, their roles and impact Identify job interests and aspirations; what influences career choices; workplace stereotypes | Health and well-being Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental well-being Keeping safe in different situations including responding in emergencies, first aid and FGM |
| RE | What does it mean for Christians to believe God is holy and loving? What does it mean to be Muslim in Britain today? | Why do Christians believe Jesus was the messiah? Why is the Tora so important to Jewish people? | How do Christians decide how to live? "What would Jesus do?" What matters most to humanists and Christians? |
| Music | Worcestershire Agreed Syllabus (Sacre) Instrumental 5: India/ Ukulele Instrumental 6: North America/Ukulele Kapow | Composition notation (ancient Egypt) Blues Kapow | Composition to represent the festival of colour (Holi) Looping and remixing Kapow |
| MFL | Numbers 50 – 100 Weather (describe/seasons/forecast/compass point etc) | Where do you live? Giving directions 'La Chenille_ qui fait trois' (The Very Hungry Caterpillar) | My home Estate Agents |

| Subject: | Autumn | Spring | Summer |
|----------|--|--------|--------|
| | Continued phonic focus and revision Space and Planets | | |