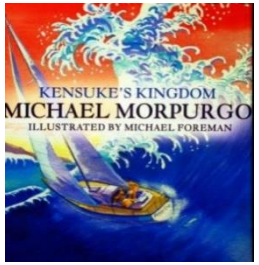
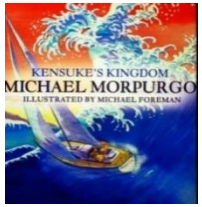
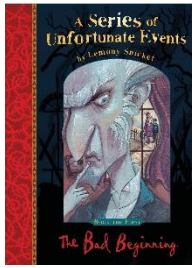
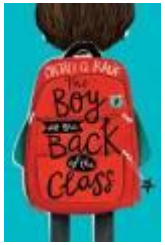
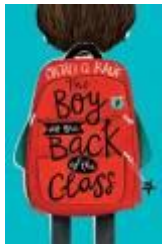
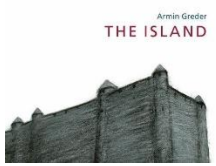
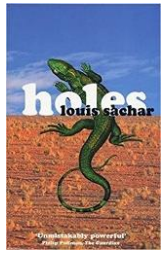
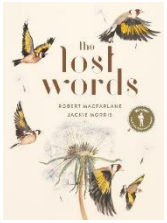
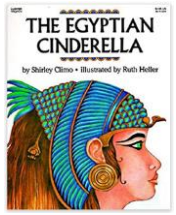
Year 5 Curriculum overview 2023-24

Class Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Text:** *Kensuke's Kingdom* *By Michael Morpurgo*  **Writing outcomes:** Express feelings- Diary entry Entertain- Poetry Persuade- letter	**Text:** *Kensuke's Kingdom* *By Michael Morpurgo*  **Writing outcomes:** Entertain- Narrative Inform- Survival guide **Complimentary text** *A series of unfortunate events:* *Bad beginnings* *By Lemony Snicket*  **Writing outcomes:** Inform- Newspaper Entertain - Character description	**Text:** The boy at the back of the class By Onjali Q. Raúf  **Writing outcomes:** Inform- Information leaflet Persuade- TED TALK Entertain - Narrative	**Text:** The boy at the back of the class By Onjali Q. Raúf  **Writing outcomes:** Persuade- letter Inform - Non chronological report Entertain- alternate ending **Complimentary text** *The island* *By Armin Greder*  **Writing outcomes:** Express feelings- Diary entry Entertain - Poetry	**Text:** *Holes* By Louis Sachar  **Writing Outcomes:** Persuade- advertisement Entertain - Informal letter Entertain- poetry Complimentary text *The lost words* *By Robert Macfarlane*  **Writing outcomes:** Poetry	**Text:**  **Writing outcomes:** Fact file Character description Instructions recount
Maths	**Main teaching focus:** • Order and compare numbers to at least 100,000. • Round any number to the nearest 10, 100, 1000, 10,000 and 100,000. • Add and subtract whole numbers with more than 4 digits. • Add and subtract mentally with increasingly large	**Main teaching focus:** • Identify, name and write equivalent fractions of a given fraction. • Add and subtract fractions with the same denominator. • Compare and order fractions whose denominators are all multiples of the same number. • Recognise mixed numbers	**Main teaching focus:** • Recognise the percent symbol (%) and understand that percent relates to the number of parts per 100. • Solve problems which require knowing percentage and decimal equivalents. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	**Main teaching focus:** • Understand and use equivalences between metric units and common imperial units. • Estimate volume and capacity. • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Construct 3-D models of	**Main teaching focus:** • Multiply numbers up to 4digits by a one- or two-digit number. • Divide numbers up to 4-digits by a one- digit number, introducing short division. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	**Main teaching focus:** • Identify, name and write equivalent fractions of a given fraction. • Recognise mixed numbers and improper fractions and convert from one form to the other. Multiply proper fractions and mixed numbers by whole numbers • Know angles are measured in degrees: estimate and

	numbers • Solve addition and subtraction multi-step problems in contexts. Measure and calculate perimeter. • Use all four operations to solve problems using decimal notation. • Calculate and compare the area of rectangles. • Identify multiples and factors • Know and use the vocabulary of prime numbers. • Use place value knowledge to multiply and divide whole numbers. • Represent division calculations as number-lines and bar-models. **Domain links:** **Number and place value** **Addition and Subtraction** **Multiplication and division** **Measurement**	and improper fractions and convert from one form to another. • Identify 3-D shapes from 2-D representations. • Compare acute, obtuse and reflex angles. • Identify angles around a point and on a straight line. • Identify, describe and represent the position of a shape following a reflection or a translation. **Domain links:** **Multiplication and Division** **Fractions** **Geometry**	• Round decimals with two decimal places to the nearest whole number and to one decimal place. • Draw given angles, and measure them in degrees. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Add and subtract whole numbers with more than 4 digits. • Solve addition and subtraction multi-step problems in contexts • Add and subtract fractions with the same denominator beyond one and multiples of the same number. • Interpret negative numbers in context, count forwards and backwards with positive and negative numbers through zero. **Domain links:** **Number and Place Value** **Addition and subtraction** **Fractions, decimals, percentages**	cubes and cuboids from nets and estimate their volume. • Multiply three numbers together, understanding that this can be done in any order. • Solve problems involving capacity, including reading a range of scales. • Add and subtract mentally with increasingly large numbers. • Solve addition and subtraction multi-step problems in contexts. **Domain links:** **Measure** **Geometry** **Addition and subtraction**	• Solve problems involving multiplication and division, including using their knowledge of factors and multiples. • Solve problems involving multiplication and division, including scaling by simple fractions. **Domain links:** **Multiplication and division** **Place value** **Fractions**	compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees. • Identify angles at a point and one whole turn. • Identify angles at a point on a straight line and 1⁄2 a turn. • Recognise the per cent symbol (%) and understand that it relates to the 'number of parts per 100'. • Write percentages as a fraction with 100 as the denominator and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents. • Solve problems involving simple percentages. **Domain links:** **Fractions decimals percentages** **Multiplication and division** **Measurement**
Science	**Working scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys and graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including conclusions.					
	Concept: Properties and changes • Compare and group together everyday materials on the basis of their properties. • Know that some materials will dissolve in liquid to form a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated. • Demonstrate that dissolving, mixing and changes of state are reversible changes.	**Concept: Earth and space** • Describe the movement of 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, Earth and Moon 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.	**Concept: Forces** • 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 resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • DT- use knowledge to make a Victorian toy	**Concept: Living things and their habitats** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.	**Concept: Animals including humans** • Describe the changes as humans develop to old age. • Draw a timeline to indicate stages in the growth and development of humans. • Learn about the changes experienced in puberty.

History	**Historical skills**: • Describe historical events from the different time periods. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Evaluate how significant events in history have helped shape the country we have today. • Use historical sources to test out a hypothesis in order to answer a question. • Understand how historical artefacts help us understand the past.					
			Crime and punishment **Topic question** - how has the past impacted modern day crime and punishment? • Explore broad trends of crime and punishment frim the Romans to the 21st century • Describe how crimes have changed over time and explore reasons for this • Explore crime and punishment in the Roman, Anglo-Saxon, Viking, Tudor, and modern periods • Consolidate understanding of how crime and punishment has evolved over time and debate about whether there is more crime now versus in the past	**Victorians** **Topic question** - how did life change throughout Victorian Britain? • Put the Victorian period into historical context and understand why Queen Victoria was such a popular monarch • Explain how Victorian Britain was changed by the Industrial Revolution and how new inventions changed people's lives • Explore daily life of Victorian children and compare their schools to modern day schools • Describe typical crimes and punishments in the Victorian period and compare to the modern day justice system **Victorian cooking (DT link)**	**Ancient Egypt** **Topic question**- Who were the ancient Egyptians and what were their most significant achievements? • Use timelines to set ancient Egypt into history and to explore key events from the Egyptian times • Explore the meaning and symbols associated with the pharaohs • Discover why and how the Egyptians built the pyramids • Understand the reasons and process for mummification • Compare different Egyptian gods and goddesses • Investigate the contents of Tutankhamun's tomb and the ethical implications of digging up the past.
Geography	Distribution of natural resources – Australia Identify where Australia is in the world. Locate, physical and human features within the country and identify some natural resources it contains. Compare the amount of wealth in natural resources between different countries. Recognise geographical issues affecting people in different places and environments. Begin to use atlases to find out about other features of places. Use a range of maps and other sources of geographical information and select the most	**European Country** Comparison of Isle of Wight and Capri Italy Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.			**Economic activity** Explore economic activity within the local area and identify how the Isle of Wight makes money. Name and locate an increasing range of places in the world including globally and topically significant features and events. Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.	

	appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Explain what a place might be like in the future, taking account of issues impacting on human features.	Explain how a location fits into its wider geographical location; with reference to physical features. Explain how a location fits into its wider geographical location; with reference to human and economical features			Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Find possible answers to their own geographical *questions.*	
Art	Skill- sketching and collage Watch a video of a ship caught in a storm, what emotions does it stir? How would the people in the ship be feeling? (link to English) How would Michael feel? Children to 'take their pencil for a walk across their page' to create different sections. Draw different aspects of a storm in each section. Explore Hokusai wave and learn about the creator. Children to create a creative fact file in their sketch books. Children to glue a small picture of Hokusai wave into their sketch book and draw it using different mediums. Explore collage art – how has this been made? How is it different to drawn / painted pieces? Revise and experiment with simple collage techniques to make a small ocean themed collage in their sketch books. Each child to be given a section of Hokusai's wave and plan how they will collage it in their sketch books. Colouring it in using different colours, patterns and mediums. Children to collage their own section of the collaborative piece.		Skill- convey tone and perspective using a range of mediums. Create a variety of repeated designs using different techniques and analyse the effectiveness before creating final piece. Can the children use a variety of line techniques (straight, curved, hatching, cross-hatching, spirals, etc) to add dimension and movement to their drawings Explore perspective in landscape paintings Create landscape art that shoes perspective using collage, paint, sketching, charcoal		**Skill- sketching and printing** • Builds up drawings and images of whole or parts of items using various techniques. • Can convey tonal qualities well, showing good understanding of light and dark on form. • Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes. • Create repeated patterns using mono and block printing.	

	Children to finish their section of the collage and check it matches to the other sections.					
Design and technology (skill & purpose)		**Skill- sculpture** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Explore shape, style and pattern to design own wire sculpture • Explore famous sculptures and evaluate. Evaluate own work		**Skill- mechanical systems (Victorian toy)** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] •		**Skill- clay and paper mache** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Computing	**Online Safety** • Responsibility and support online • Protecting privacy • Citing sources • Reliability	**Word processing** Making a document from a black page Inserting images onto word Editing images in word Adding a text Editing text and altering page outlines	**Game creating** • Review and analyze a computer game. • Begin the process of designing their own game. • Design the setting for their game so that it fits with the selected theme.	**Coding** • Read and understand code. • Remix code to achieve a particular outcome. • Debugging	**Spreadsheets** • Create a formula in a spreadsheet to convert m to cm. • Create simple formulae that use different variables. • Use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	**Concept maps** **Introducing concept maps (practically)** **Exploring 2Connect to plan a concept map** **2Connect story mode (making an Egyptian concept map)** **Create a collaborative concept map**
Physical Education	**Netball**	**Dance and Tag Rugby**	**Gymnastics**	**Cricket**	OAA	**Athletics**
Music	**Musical skills:** • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. • Learn to sing and to use their voices, to create and compose music on their own and with others. • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.					

	How Does Music Bring Us Together/Livin' on a Prayer Understanding rock music through the ages Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw	**How Does Music Connect Us with the Past/Classroom jazz 1** A celebration of jazz music Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw	**How Does Music Make the World a Better Place/Make you feel my love** Pop ballads and ensemble playing Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw	**How Does Music Teach Us About Our Community/Fresh Prince of Bel-air** A celebration of old school hip hop and its influence Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw	**How Does Music Shape Our Way of Life/Dancing in the street** Exploring Motown and its influence Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw	**How Does Music Connect Us with the Environment/Reflect, Rewind, Replay** Exploring the history of classical music Grow in our understanding of musical notation, composing, improvising, and performing Ukuleles with JC and Mrs Grimshaw
PSHE	**Me and my relationships**	**Valuing differences**	**Keeping myself safe**	**Rights and respect**	**Being my best self**	**Growing and changing**
French	**Telling the time** **-Places in the town** **-Time difference ("quand il est…")** **-Time facts ("il y a combien de…?"** **-French phoneme /qu/**	**Time on the half hour** **-Agreement of adjective and nouns in time phrases** **-petit and grand** **-Some adjectives precede the noun** **-Numbers 22 to 39** **-Town vocab** **-Compound words** **-Time on quarter past the hour** **-Spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb**	**-Town places: feminine nouns** **-Concept of gender of nouns** **-World cities (Moscou, New York, Sydney,Tokyo** **-Practise using adjectives with feminine nouns in spoken sentences** **-Railway stations in Paris** **-Create some written compound sentences** **-Learn about ordinal numbers**	**-Time differences** **- Negative adverb ne…pas, and its elision before a vowel: pas…d'** **-What is a subordinating conjunction** **-Quand il est ___ heures à ___, il est ___ heures à ___.** **-Time to five minutes** **-Ordinal and cardinal numbers** **-Tu as quel âge ? J'ai __ ans.** **-À Jolieville, il y a un grand parc et une petite gare, mais il n'y a pas de château.** **-Co-ordinating conjunction.** **-Speak about the town or village where I live.** **-Words and phrases to include in a written letter.**	**-Ask where someone is going, say where you are going** **-Preposition à with the definite article la : à la** **-What is a preposition, pronoun and verb** **-Preposition à with the definite article le: au** **-Preposition à with the definite article l': à l'** **-Days of the week** **-Preposition à with a clock time, to form an adverbial phrase of time** **-Complex spoken sentences on world clocks using the subordinating conjunction quand** **-Create some written sentences about time**	**-'Je vais…pour'** **-The infinitive form** **-Purpose clause** **-'Que fait…a…heures?'** **-Pronouns** **-What is conjugation** **-Gare Saint Lazare** **-La Place de L'Etoile** **-Fiche de renseignements**