Curriculum Overview For Year 5

<table>
<tr><th colspan="3">ENGLISH</th><th rowspan="2">Art and Design</th><th rowspan="2">Computing</th></tr>
<tr>
<td>Reading
Apply knowledge of morphology & etymology when reading new words
Reading & discuss a broad range of genres & texts
Identifying & discussing themes
Make recommendations to others
Learn poetry by heart
Draw inference & make predictions
Discuss authors' use of language
Retrieve & present information from non-fiction texts.
Formal presentations & debates</td>
<td>Writing
Secure spelling, inc. homophones, prefixes, silent letters, etc.
Use a thesaurus
Legible, fluent handwriting
Plan writing to suit audience & purpose
Develop character, setting and atmosphere in narrative
Use organisational & presentational features
Use consistent appropriate tense
Proof-reading
Perform own compositions</td>
<td>Grammar
Use expanded noun phrases
Use modal & passive verbs
Use relative clauses
Use commas for clauses
Use brackets, dashes & commas for parenthesis

Speaking & Listening
Give well-structured explanations
Command of Standard English
Consider & evaluate different viewpoints
Use appropriate</td>
<td>Explore a range of Victorian industrial landscape artists, leading to contrasting their work to that of L.S.Lowry and the Industrial scenes depicted in the 1920's. Visit the local area to select industrial areas to photograph/sketch to be the basis of work continued in the classroom. Compare and contrast to other landscape artists eg Constable.
Space and beyond – New worlds Explore artists who create surreal lands eg Salvador Dali, or depicted new unknown lands and new creatures eg the early explorers, who created mythical creatures eg mermaids. How we interpret through art, imagined worlds and animals. Pupils use a variety of materials to explore both tactile and visual elements of their ideas.
Link to Science – create your own bacteria: inspiration from abstract artists drawing from Expressionism and Cubism.
Dramatic landscapes – novel features some very varying landscapes yet with surreal qualities. Sketch some of our own interpretations of the novel's landscapes before looking at some worldwide dramatic landscapes (sketching/watercolour), drawing inspiration from the surrealist movement and imagination, create our own (canvas, mixed media, diorama.)
Escher – optical illusions, seeing things from different perspectives. Based on tessellations; creating our own tessellating patterns to create optical illusions (Maths link.)</td>
<td>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td>
</tr>
</table>

By the end of Year 5 and 6 the children are expected to know how to spell: Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise critic curiosity definite desperate determined develop dictionary disastrous embarrass environment equip equipped equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately individual interfere interrupt language leisure lighting marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	**Design and Technology** Look at the processes involved in local industries' production of glass and metal. Visit a Victorian working Museum to gather evidence of industrial processes, how this impacted on working conditions of all involved. Look at levers, pulleys and cogs. Children to explore making basic mechanical systems that use cogs and pulleys to make them work more efficiently. Food technology – investigate which foods were used on long journeys and how these were preserved. Investigate how foods are preserved for long periods of time eg salting, pickling, freezing, canning. Investigate why sailors suffered with scurvy and other illnesses. Plan a healthy diet for sailors going on a long journey. Create and prepare a healthy meal. How can water be preserved? How do the army etc plan food diets nowadays and how is this food kept preserved? Food Technology- ways of preserving. Experiment with preserving foods in different ways and examine the impact this has on taste. Make pickles. Science link – Bacteria – Cheese tasting. Consider how cheeses are made, variation of cheese, cheeses synonymous of different cultures/ countries. Christmas and festival cards, enterprise work.	**Geography** Explore the local landscape and determine how this has been changed by industry and population changes to the local area. Create maps of the Merry Hill Shopping Centre, canals and local land use. Gather and collate information about traffic moving too and from merry Hill Shopping Centre. Make a visit to Merry Hill and look at land use eg space for roads, car parking, disabled access etc. Residential to be used as a comparative environment. Investigate the impact of explorers who settled in other countries and the colonisation of these lands. eg the native American Indians, the Native Aborigines. Look at maps that demonstrate where new lands were discovered eg place names in North America eg New York, Birmingham etc. What were the benefits of the Tudor age of exploration to us today. Big focus on map work – what is a map and how is it used? Children will look at different types of geographical maps and look at how to read a map. Maps of the world with key geographical landscapes plotted; detailed map looking at the local area. Link to History – civil war – look at conflict maps and highlight areas where there are major conflicts/have been. Sci/DT link – 'Cheese' map. Dramatic landscapes – Grand Canyon, Northern Lights etc. Caves and how they are formed. Cheddar Gorge trip? Rivers – landscape formation, how rivers are formed and how they effect the landscape. Look at local rivers and the effect on the environment. Look at human settlements and the

		location of these for trade links eg near coasts, rivers etc.
MATHEMATICS **Number/Calculation** • Secure place value to 1,000,000 • Use negative whole numbers in context • Use Roman numerals to 1000 (M) • Use standard written methods for all four operations • Confidently add & subtract mentally • Use vocabulary of prime, factor & multiple • Multiply & divide by powers of ten • Use square and cube numbers **Geometry & Measures** • Convert between different units • Calculate perimeter of composite shapes & area of rectangles • Estimate volume & capacity • Identify 3-d shapes • Measure & identify angles • Understand regular polygons Reflect & translate shapes **Data** • Interpret tables & line graphs • Solve questions about line graphs **Fractions** • Compare & order fractions • Add & subtract fractions with common denominators, with mixed numbers • Multiply fractions by units • Write decimals as fractions • Order & round decimal numbers • Link percentages to fractions & decimals	**Physical Education** **GYM** Consolidate existing skills and gain new ones. Create and perform sequences with more consistent control and quality for individual, pair, and small group work. Develop knowledge to identify what makes a performance effective and suggest improvements based on this information. Further develop the skills of travelling, space, balance, taking off and landing, turning and rolling. Develop hand/headstands, cartwheels etc to be able to create more advanced, co-ordinated and fluent sequences. DANCE To develop in performing dance with control, quality and expression and using the children's perception to create an effective performance responding to their awareness on their topic. Teach dance from musical Oliver Twist bringing in characterisation using their knowledge on the topic. To continue development in evaluation and suggesting improvements in their/others performance. To create and perform dances including those from different times, places and cultures - using a range of movement patterns. Teach - Conflict/Dance to aboriginal music or Tudor dancing to Tudor music. GAMES Consolidate previous skills and gain new ones which will allow children to perform actions and skills with more consistent control and quality. Teach fitness (circuit training), target skills (tri-golf, boccia, boules etc) Advance athletic skills using running, jumping and throwing skills both singly and in combination. Investigate precision, speed, power and stamina and the art of pacing themselves in challenges. Teach athletics using tennis balls, batons, small/large javelins, shot puts, hurdles, distance mats To play and make up small-sided and modified competitive net, striking/fielding and invasion games. To advance knowledge and use skills and tactics. To apply the basic principles suitable for attacking and defending. To work with others to organise and keep the games going applying rules for different activities. Teach hockey, netball, football	

Science	History	Religious Education	Music	MFL
Biology Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) Describe changes as humans develop & mature **Chemistry** Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible **Physics** Understand location and interaction of Sun, Earth & Moon Introduce gravity, resistance & mechanical forces	The Victorians and the Industrial Revolution; how industry affected people's education, health, family life compared with today. Explore how significant people impacted on the lives of others during the Victorian age; Lord Shaftsbury, Dr Barnado, how acts such as The Children At Work Act 1874 compare this to working conditions today around the world. Local History Study – The Victorians – emphasis on local area, architecture, industry etc. Non-European Society – Aztecs, chocolate – link to Victorians. Exploration of space/ new worlds. The Tudor/Elizabethan age – exploration, investigate what life was like for those on board ships. Investigate the spice trade and the import and export of goods around the world during this age including the importation of potatoes and tobacco. Identify the key people of this age and well known events that impacted on history eg the failure of the Spanish Armada, the sinking of the Mary Rose. Exploration – Life on Ships (Tudor) History regarding the import/export of goods – periods in history where import/export improved between countries. Link to Food Tech – foods around the world Civil War – What is it? Historical civil wars – wars of the roses, English civil war – what was the cause? Who was involved? Contemporary link – Civil War today – where is this still going on?	Look at the history of the Mount Pleasant Methodist Chapel and the links between the Chapel and our school. How was the Christian faith develop during Victorian times eg Methodism, the temperance halls. Study the stories and teachings of Jesus from the New Testament. Explore pilgrimages that people undertake for religious purposes, eg the Muslim journey to Mecca, pilgrimages to Lourdes, historically to Canterbury. Investigate other sacrifices that people make for their faith, eg becoming a nun, priest. Why people become religious leaders, and to what extent they are respected in their religious communities. Religious stories from major religions/ cultures- retell in 'storytime' at the end of the day. Diwali – Hinduism block. Visit to Hindu Temple to look at worship and observe how festivals are celebrated. Christianity – Christian festivals Christmas/ Easter. Study of people of faith; St Francis of Assissi, Siddartha and the swan.	Listen to a variety of Music hall music. Children to analyse the lyrics and songs that were popular. Children to discuss why these songs were popular. Children to write lyrics, compose and perform songs that are suitable to their work. Using accepted written forms of recording, children should be able to clap, play rhythms knowing beat values of notes. Children should be able to choose instruments for effect in order to perform simple recorded pieces to show emotions such as war/battle/conflict, sorrow/sadness etc… Musical compositions based on their topics will have texture and structure within them. Children will know all families and instruments in the orchestra. Listen to Tudor music. Compare and contrast music written for dancing at that time and music written today. Create and perform an appropriate piece of music to fit with the age of history being covered, or a musical accompaniment for passages of the text being	**<u>Quelle heure est-il?</u>** Telling the time – o'clock/half past/ quarter to/quarter past Leisure activities – hobbies and sports. Relate to likes/dislikes. Talking about what time you do activities and daily routines Numbers 31 – 60 **<u>Ou vas tu?</u>** Nationalities Going to French cities eg je vais a Paris The weather The weather and places in France **<u>Les Vacances</u>** Countries/ popular holiday destinations Holiday environments eg by the sea, in the countryside, in town, by the lake Activities on holiday

			studied. Looking at music inspired by conflict – classical v contemporary (1812 Overture V modern war songs/ Anti war songs like Edwin Starr, John Lennon, Paul Hardcastle, Bob Dylan, Michael Jackson, Guns and Roses.) Look at the lyrics – children compose their own peace/anti war song. Drumming – looking at rhythm and drumming patterns. Empathy of certain sounds – feelings evoked by certain sounds. Music/Sci link – sounds, how sounds are made, vibrations and travelling through different materials, pitch and loudness of sounds. Materials which are sound insulators. Children to create a soundscape by choosing appropriate instruments and recording their piece in written notation and performing.	