

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classic texts	<ul style="list-style-type: none"> Beowulf 	<ul style="list-style-type: none"> Christmas Carol- Dickens 	<ul style="list-style-type: none"> David Almond, Skellig etc 		<ul style="list-style-type: none"> Shakespeare- The Tempest 	<ul style="list-style-type: none"> Flotsam Tuesday 
Key Hook Texts	<ul style="list-style-type: none"> How to train your dragon Tell me a dragon-Jackie Morris Eragon The Viking Saga's by Henry Treece-3 books Myths and legends-Usborne Street through time by Steve Noon   	<ul style="list-style-type: none"> The Great Paper caper for book week The Kapok tree by Lynne Cherry The Corn Grows ripe by Dorothy Rhoads Middleworld (jaguar stories) by JP Voelkel The chocolate tree-Linda Lowery Rain Player by David Wisnieski Mayan Civilisation-Clare Hibbert   	<ul style="list-style-type: none"> The Widows Broom-Chris Van Allsburg The Queen of the Falls- Chris Van Allsburg The Mysteries of Harris Burdock-Chris Van Allsburg Wizard of Oz The Night Gardener by The Fan Brothers   			



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

English Genres	<ul style="list-style-type: none"> • Recount • Instructions • Narrative 	<ul style="list-style-type: none"> • Narrative-openings and atmosphere • Adverts • Poetry-personification 	<ul style="list-style-type: none"> • Information texts • Narrative-developing plots and sentence length • Book week 	<ul style="list-style-type: none"> • Explanations • Reports • Author study-David Almond 	<ul style="list-style-type: none"> • Letters • Newspapers • Narrative-character/setting, emotive writing 	<ul style="list-style-type: none"> • Persuasive/emotive writing • Poetry • Non-chronological writing
Maths	<p style="text-align: center;">White Rose Maths</p> <ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Statistics • Multiplication and Division • Perimeter and Area 		<p style="text-align: center;">White Rose Maths</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Decimals and Percentages 		<p style="text-align: center;">White Rose Maths</p> <ul style="list-style-type: none"> • Consolidation • Decimals • Properties of Shape • Position and Direction • Converting units • Measurement • Volume 	
Science Hamilton Trust	<p>Music festival Materials</p> <p>Key Hook texts: Non-Fiction Texts</p> <p>Suggested enhancement trips: Music festival in school using knowledge to prepare items</p>	<p style="text-align: center;">Changing Materials</p> <p>Key Hook texts: Non-Fiction Texts</p>	<p style="text-align: center;">The Art of Living</p> <p>Key Hook texts: Non-Fiction Texts</p>	<p style="text-align: center;">Space Presenters</p> <p>Key Hook texts: Non-Fiction Texts</p> <p>Suggested enhancement trips: Jodrell Bank</p>	<p style="text-align: center;">May the Forces be with you</p> <p>Key Hook texts: Non-Fiction Texts</p>	<p style="text-align: center;">Life Explorers</p> <p>Key Hook texts: Non-Fiction Texts</p> <p>Suggested enhancement trips: School Nurse involvement</p>

“...with God all things are possible” Matthew (19:26)
Year 5 Curriculum Overview

Discussion books for Equality and Diversity	<ul style="list-style-type: none"> • Warrior Boy • Mohammed Ali • Ghost • Blackberry Blue • We fly home    					
PSHE	Physical Health and well being <ul style="list-style-type: none"> • In the media Key Hook texts: Non-Fiction books	Identity Society and Equality <ul style="list-style-type: none"> • Stereotypes, discrimination and prejudice (including tackling homophobia) Key Hook texts: <ul style="list-style-type: none"> • A house for everyone • Pride • The little book of pride 	Keeping Safe and Managing Risks <ul style="list-style-type: none"> • When things go wrong. Key Hook texts: Non-Fiction books	Mental Health and Emotional Wellbeing <ul style="list-style-type: none"> • Dealing with feelings Key Hook texts: Emotional regulation books	Drug, Alcohol and tobacco education <ul style="list-style-type: none"> • Different influences Key Hook texts: Non-Fiction books	Careers, financial capability and economic wellbeing <ul style="list-style-type: none"> • Borrow and earning money Key Hook texts: Non-Fiction books
SEAL	New beginnings	Anti-bullying	Going for Goals	Good to be me	Relationships	Changes
Growth Mind Set	<ul style="list-style-type: none"> • 6 lessons from the scheme 		<ul style="list-style-type: none"> • Revisit and reinforce 		<ul style="list-style-type: none"> • Revisit and reinforce 	



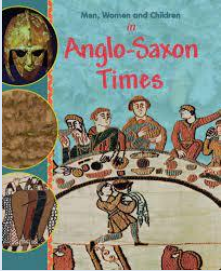
Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

<p>History To also include Child led question from planning sessions</p>	<p>Who got what in the struggle for England?</p> <ul style="list-style-type: none">• Britain’s settlement by Anglo-Saxons and Scots then..the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• History Mysteries- Staffordshire Hoard and Sutton Hoo. <p>Key Hook texts:</p> 	<p>How did Ancient Maya Compare to Britain during that era?</p> <ul style="list-style-type: none">• Marvellous Maya Topic Launch- Temples and Chocolate (Chilli Powder)• Why were the Maya more advanced than Britain in 900A.D?• a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900;• Compare what the Maya were achieving, with the Anglo- Saxons / Vikings. <p>Key Hook texts:</p> 	
------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



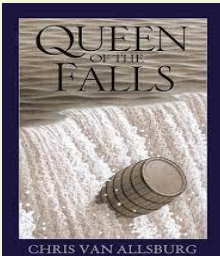
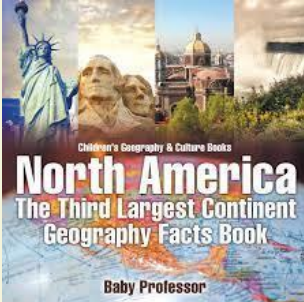
Respect
For All

Ambitious
In Aspirations

Bold
In Actions





“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

<p>Geography To also include Child led question from planning sessions</p>	<ul style="list-style-type: none"> • Geography links to History topic 	<ul style="list-style-type: none"> • Geography links to History topic 	<p>Is North America the same in all areas? AND</p> <p>Brief Local Study:</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 UK (Must be the whole of the North-west which includes the Lake District/ Manchester, Stockport and Liverpool – (Stockport is only a small area) and a region within North America (Great Lakes and Niagara Falls)  <p>Key Hook texts:</p> 
<p>D&T</p>	<p>Construction</p> <p>Projects on a Page 5/6 Frame structures e.g. they could make bird boxes/ hides for habitats work in Science</p>	<p>Cooking and Nutrition</p> <p>Projects on a Page 5/6 Combining Culture and seasonality – A Mexican feast (or you could make Healthy burgers linked to N. America)</p>	<p>Projects on a Page 5/6 Pulleys or gears (linked to Forces)</p>

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

<p>Art</p>	<p style="text-align: center;">PAINTING</p> <ul style="list-style-type: none"> Topic link – create Viking boat sketches – use shading to create the stormy seas. Can they create a range of moods in their paintings? Link to portrait work at the beginning of the year. Can they express their emotions accurately through sketches?  <p style="text-align: center;">TEXTILES</p> <ul style="list-style-type: none"> Topic link – use the Bayeux tapestry as inspiration to create cross-stitch Bayeux animals. Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc? This could include running stitch, cross stitch, backstitch, applique and / or embroidery. 	<p style="text-align: center;">3D WORK</p> <ul style="list-style-type: none"> Topic link – create 3D Maya masks using mod rock, clay and newspaper. Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?  <p style="text-align: center;">COLLAGE</p> <ul style="list-style-type: none"> Topic link – use clay to create tiles and place them to make an Aztec tile. Use paints to colour and add detail and seal with PVA glue. Can they combine visual and tactile qualities to express mood and emotion? Can they use ceramic mosaic to produce a piece of art? 	<p style="text-align: center;">PRINTING</p> <ul style="list-style-type: none"> Topic link – create America's famous landmarks using Styrofoam or sponges. Print landmarks, using various colours, onto a long piece of card in to create an American skyline of famous landmarks. Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials?  <p style="text-align: center;">USE OF IT</p> <ul style="list-style-type: none"> Artist to study – Andy Warhol (links to America topic too). Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Children to take pictures of themselves, input them into the computer and change the colours to bright, bold colours to match Andy Warhol's work on Marilyn Monroe.
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

						<ul style="list-style-type: none"> Can they create digital images with animation, video and sound to communicate their ideas?
DRAWING						
Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?						
RE Visit to a Mosque 2-year Cycle Chester Diocese Syllabus	Good News How do Christians believe that God speaks good news to people through the life of Jesus?	Christian Community How are local, national and global church communities similar and different? How do Christian leaders help build the kind of world Jesus wants?	K. of God How does the local church community seek to bring God’s kingdom on earth?	Forgiveness How and why do Christians confess their sins? Who do Christians believe God forgives?	Discipleship How important is the new covenant to Christians?	Islam ¼ term (5 pillars, Umma) How do Muslims show community is important in practice? How does a mosque show that the idea of one community is important to Muslims? Judaism ¼ term (Covenant freedom) Why is Passover important to Jews?
	God How do Christians believe God speaks to people through the Bible? Why is it important for Christians to describe God as ‘three in one’?	Incarnation Why are titles given to Jesus at Christmas time?	Salvation What can we learn from Christian works of art about salvation?	Resurrection What did the ‘Road to Emmaus’ story show Christians about Jesus? What evidence is there for the resurrection?	Holy Spirit What part do Christians believe the Holy Spirit plays in confirmation? (PPT) What part do Christians believe the Holy Spirit played in helping the disciples in the early church? (2a:6 Y3/4)	Creation Why do Christians want to share the world’s resources?






Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Year 5 Curriculum Overview

PE	Get Set 4PE Scheme 		Get Set 4PE Scheme 		Get Set 4PE Scheme 	
Computing	Sharing Information	Vector Drawing	Video Editing	Flat-File databases	Selection in Physical computing	Selection in quizzes
Music Charanga Scheme	Living on a Prayer	Classroom jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the Street	Reflect. rewind and replay
French The Primary French Project	My Town and telling the time <ul style="list-style-type: none"> Town features Time More numbers 		My Town and telling the time <ul style="list-style-type: none"> Telling the time My Town 		My Hobbies <ul style="list-style-type: none"> My hobbies My Diary 	