



Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning Question/ Title	The changing power of the Tudor Dynasty (History)		Positive choices (RHE and English)		Why Are India's Tigers Under Threat? (Geography)	
Overarching Theme	Wisdom-how we can make the world a better place.					
	Friendship and hope How do we help other people feel like they belong?		Resourcefulness How people find ways to overcome difficulties.	Giving How we can show kindness in our actions	Conservation Our responsibilities to improve our future	
St. Dunstan's Curriculum Theme	Serving our community Citizenship and democracy importance of respecting and defending people's human rights Make links with our community.		Healthy Lifestyles Make informed choices and understand 'balanced lifestyle' Keeping safe		Environmental responsibility Our responsibilities of looking after God's World and understand sustainability of forests	
			Equality and Diversity Consider the lives of people living in other places, different customs. (America)		Charity and fundraising What is enterprise? The role money plays in their own lives and how to be a critical consumer.	
			Charity and fundraising Charity fundraising for Lent		Learning positively Celebrate gifts and uniqueness	
Outcome of learning	Friendship postcard to people in our community.	Raise awareness of our local community groups.	Presentation for parents to raise awareness of how we can use social media positively	Class pledges of giving	Presentation to the school community on a topic of own choice.	Encourage others to be part of the solution conserve God's world.
Engagement with parents or community	Grandparents The Lightbox	Advent Service for parents and school	Art Celebration afternoon	Woking Town Centre	Public Speaking Competition	Open Evening
Enrichment	Visit to the Lightbox	Hampton Court Visit	Visitor linked to Safer Internet Day	Field study of locality	Public Speaking Project	Enterprise project (Computing link)
Themed Days/ Weeks	Grandparents' Week Road safety Judaism week	Anti-bullying Remembrance Day	Creative Arts Week Safer Internet Day	Fairtrade Fortnight World Book Day Maths Day	St. Dunstan's Day First Aid Fortnight	Islam Week Feeling Good

<p>English - Grammar</p>	<p>Identify word classes with increasingly complex word structures.</p> <p>Distinguish between a phrase and a clause. Identify fragments, main clauses and subordinate clauses.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Revise punctuation for direct speech.</p>	<p>Identify different nouns including abstract nouns.</p> <p>Know the difference between plural and possessive 's'.</p> <p>Indicate degrees of possibility using adverbs and fronted adverbials.</p> <p>Begin to use devices to build cohesion within a paragraph.</p>	<p>Form nouns using prefixes (super-, anti-, auto-) and suffixes (-ness and -er).</p> <p>Use subordinate clauses with commas to extend sentences.</p> <p>Indicate degrees of possibility using modal verbs.</p> <p>Use 'ed' clauses as starters (Frightened,)</p> <p>Link ideas across paragraphs using adverbs and tense.</p>	<p>Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).</p> <p>Embed subordinate clauses including relative clauses.</p> <p>Introduce brackets, dashes or commas to indicate parenthesis.</p>	<p>Form verbs using prefixes (dis-, de-, mis-, over- and re-).</p> <p>Identify and use relative clauses beginning with relative pronouns (who, which, where) and appositives.</p> <p>Use of punctuation and conjunctions to avoid run-on sentences. Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Use speech as dialogue with a new line for a new speaker and differing positions of reporting clause.</p>
<p>English- Reading (Core Texts)</p>	<p>Kensuke's Kingdom – Michael Morpurgo</p> <p><u>Non- Fiction Texts-</u> Tudors Monarchy</p>	<p>Peter Pan – J.M. Barrie</p> <p>How to live forever Colin Thompson</p> <p><u>Non- Fiction text-</u> Who was Henry VIII?</p>	<p>Myths- Who let the Gods out</p> <p><u>Non- Fiction text-</u> Who was Henry VIII?</p>	<p>Myths- Who let the Gods out</p> <p>Poetry</p>	<p>Shackleton's Journey William Grill</p> <p>The Man Who Walked Between the Two Towers</p>	<p>Poetry: The arrival of the monsoon P. Sachidanandan</p> <p><u>Non-Fiction texts-</u> Research India and Tigers</p>
<p>English- Writing</p>	<p>Write a personal recount from a character's perspective.</p> <p>Write a diary entry using informal language.</p>	<p>Write a detailed character description.</p> <p>Write a predicted ending to a story.</p> <p>Write an analysis of the consequences of Henry VIII's decisions, using modal verbs.</p>	<p>Write a persuasive report on: was Henry VIII a successful monarch?</p> <p>Write character descriptions of Elliot and Virgo.</p>	<p>Write a character and setting description showing the contrast in one character (Prisoner 42).</p>	<p>Write a non-chronological report about Shackleton.</p> <p>Build tension through writing the main event of a story.</p>	<p>Use imagery, personification and hyperbole to write a free verse poem.</p> <p>Write a persuasive letter to school children about how to support India's mission to save tigers.</p>
<p>Maths</p>	<p>Number: Place value- Read, write and partition numbers to 10,000, 100,000, 1,000,000. Compare and order</p>	<p>Number: Addition- Add numbers with more than 4 digits. Round to check answers. Find missing numbers.</p>	<p>Number: Multiplication- multiply: 4 digit number by a 1 digit number; 2 digit by 2</p>	<p>Number: Decimals- decimals to 2 decimal places, equivalent fractions and decimals ($\frac{1}{10}$ and $\frac{1}{100}$) $\frac{1}{1000}$ as</p>	<p>Geometry: Shape- Understand degrees. Classify, estimate angles and measure angles to 180°. Calculate angles</p>	<p>Measurement: Arithmetic- convert Kg and Km, mm and ml. Convert unit of lengths, metric to</p>

	<p>numbers to 1000,000 and 1,000,000 Rounding. Roman Numerals to 1000.</p>	<p>Multiplication – Multiples and common multiples, factors and common factors. Prime, square and cube numbers. X and ÷ by 10, 100, 1000</p> <p>Fractions- Find and recognise equivalent fractions. Convert between proper and mixed numbers. Compare and order fractions less than and greater than 1. Add and subtract fractions.</p>	<p>digit, 3 digit by 2 digit and 4 digit by 2 digit.</p> <p>Division- short division – divide 4 digit number by 1 digit with and without remainders.</p> <p>Statistics: Read, interpret and draw line graphs. Read and interpret tables and timetables.</p> <p>Number: Fractions- x unit and non-unit fractions by integers and multiply mixed numbers by an integer. Calculate fractions of amounts.</p>	<p>fraction and decimal. Order and compare decimals. Rounding decimals to 1 decimal place.</p> <p>Percentages- % as fractions and decimals. Equivalent fractions, decimals and percentages.</p> <p>Measurement: Perimeter- calculate perimeter of rectangles and polygons. Area- find area of rectangles and compound shapes. Estimate area.</p>	<p>around a point and on a straight line. Lengths and angles in shapes. Polygons and 3D shapes.</p> <p>Position and direction- Read and plot co-ordinates, Translate with co-ordinates. Lines of symmetry and reflections.</p> <p>Number: Arithmetic- x by 10, 100, 1,000 Decimals- +/- decimals across 1. +/- decimals with same number of decimal places. +/- decimals with different number of decimal places.</p>	<p>imperial and units of time.</p> <p>Volume- compare and estimate volume and capacity.</p> <p>Number: Understand negative numbers. Compare and order and find differences.</p> <p>Statistics- (linked to Geography)</p>
RE	<p>Ourselves</p> <p>To have a deepening awareness of 'Who I am.' To know and understand we are made in the image and likeness of God</p> <p>Judaism week (Understanding of different faiths)</p>	<p>Mission</p> <p>Explore the mission of inspirational leaders. Explore how the diocese continues the work of the mission of Jesus. (ecumenism)</p>		<p>Transformation</p> <p>Know that energy can be transforming. Explore how Pentecost is the celebration of the Spirit's transforming power.</p>		
	<p>Life choices</p> <p>Explore how we are called to life and love within the community. Marriage as a sacrament to show care and commitment.</p>	<p>Memorial sacrifice</p> <p>Know how memories are kept alive. Explore how the Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way. Stations of the Cross Art Work</p>		<p>Freedom and responsibility</p> <p>Know and understand that freedom involves responsibility. Explore God's rules for living freely and responsibly. Explore the Commandments.</p> <p>Islam Week (Understanding of different faiths)</p>		
	<p>Hope</p> <p>Know and understand that Advent is a time for waiting hopefully for the coming of Jesus.</p>	<p>Sacrifice</p> <p>Know that life, especially family life, or life in school, is full of opportunities for self-giving.</p>		<p>Stewardship</p> <p>Know and understand how we care for the Earth.</p>		

		Explore and identify with the complete sacrifice of Jesus which is remembered in the liturgy of Holy Week, especially the Easter Triduum.	Explore how the Church is called to stewardship of Creation		
Science	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 Sun relative to the Earth to explain day and night.	Materials Compare and group materials. Investigate uses of everyday materials Know about solutions. Investigate mixtures and solutions (e.g. dissolving) Plan and carry out investigation relating to changes in properties Identify reversible and irreversible changes.	Forces Know what gravity is Investigate friction between moving surfaces. Explore air and water resistance to learn about the effects Explore how levers, pulleys and gears allow a smaller force to have greater effect.	Living things and their habitats Describe reproduction of some flowering plants (sexual and asexual). Explore the work of naturalists and why it is important.	Human & animal changes Know the stages of the life cycles of mammals, amphibians, insects and birds. Changes in humans from baby to adult. Identify organs and parts of the reproduction system in some plants and animals.
Digital Literacy & Information Technology Use technology safely and respectfully and use Google apps to present information, enter and manipulate data	Google Classroom orientation and procedures for learning at home.	Google Slides Presentation Work independently to research and design the content as well as considering the audience that they are presenting to. This will build upon their skills of using the internet competently and confidently to find out information. They will begin to understand that not all information online is from a credible source and will be able to determine and justify their use of sources. When creating and delivering their presentations, the children will utilise the elements of interactivity that they have previously learnt with a new consideration for their audience.		Google Sheets Children will research online relevant facts and figures, identifying the validity of the data. An introduction to using Google Sheets, what are they used for, when would you use them, what can they do? Enter data into Google Sheets. Use Google Sheets to calculate the total.	
	Google Search Continue to develop Google search skills when searching the internet. Use appropriate search criteria in Google searches. Identify which information is most relevant in your search. Understand that search results are ranked and identify which is the most appropriate for your search. Discuss the benefits of computer networks whilst identifying how we can stay safe online when using them.				
Computer Science Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.		Developing Programming in Scratch Working in pairs, the children will use the Scratch to create a clicker or chase game. Children will design and create their own program. They will be able to sequence and begin to use repetition independently. Children will debug and start to pre-empt potential errors.	Microbit Building on programming skills learnt through scratch of sequencing and repetition. Use skills to help program a micro:bit. Transfer knowledge of building code and sequencing to program a micro:bit. Work to design, write and debug programs using a micro:bit. Use sequence, selection and repetition in		

					programs to reach desired outcomes. Explore using variables to select the most desirable program for the project. Begin to pre-empt potential errors and be able to debug errors when they occur.
<p>Online Safety</p> <p>To empower pupils to think critically, behave safely, and participate responsibly in our digital world.</p>	<p>Privacy and security/Copyright and ownership</p> <p>Give examples of content that is permitted to be reused and of content that must not be used without permission from the owner. Understand that the internet is never fully private and is monitored.</p>	<p>Online bullying</p> <p>Describe how online bullying can be different to bullying in the physical world. Explain how anyone can get help if they are being bullied online and when to identify and tell a trusted adult.</p>	<p>Self-image/Online reputation</p> <p>Explain what is meant by the term 'identity' and how people can represent themselves in different ways online. Reflect on what people may or may not be willing to share about themselves online and consider who they could ask if they are unsure about putting something online.</p>	<p>Health and wellbeing</p> <p>Recognise the pressures that technology can place on someone and how to manage these pressures. Explain what app permissions are. Understand that some apps and games may take payment for additional content.</p>	<p>Online relationships</p> <p>Explain what it means to 'know someone' online. Describe ways that people who have similar likes and interests can get together online.</p> <p>Managing online information</p> <p>Understand how search engines work and how results are selected and ranked. Identify, flag and report any inappropriate content.</p>
<p>History</p>	<p>The changing power of the Tudor Dynasty</p> <p>Learn about Henry VIII and his impact on English history and culture. Analyse and evaluate a range of sources. Consider the decisions made by Henry VIII and of Queen Elizabeth I. Explore the interpretations of Henry VIII and of Queen Elizabeth I. Compare the reign of Henry VIII and Queen Elizabeth I. Write a historical argument to answer the enquiry question.</p>			<p>Circumnavigation of the world 1577</p> <p>Know about the mariner Sir Francis Drake and question if he was an explorer or a pirate.</p>	
<p>Geography</p>	<p>Exploring North America</p> <p>To plot the route of Sir Francis Drake and use geographical terminology to describe the places he visited. Identify the countries and major cities of North America using maps and atlases. Use maps, atlases and satellite images to identify and describe the human and physical features of the region California. Describe the human activities of California and the environmental regions.</p>			<p>How has India helped the tiger?</p> <p>Locational knowledge Describe and understand key aspects of physical and human geography of India. Describe the reasons and impact on reduction of tiger numbers. Identify, recognise and describe the main characteristics of tigers and explain how scientists classify these features. (Science) Compare and contrast climatic graphs of a region in India with our local area (Maths)</p>	

<p style="text-align: center;">Art</p>	<p>Portraits To explore the way artists have portrayed monarchs in History e.g. Holbein.</p> <p>Self Portraits Explore the work of the Tudor portrait artist- Hans Holbein as part of History. Explore the work of modern portrait artist, Julian Opie and his use of tone and colour. Create self – portraits using mixed media. Learn how to colour mix skin tones and tones/shades of colour.</p>	<p>Clay Tudor tiles Research Tudor tile styles, patterns, colours. Design own Tudor tile. Explore and learn clay skills and techniques to create patterns and styles. Mix colour and paint tiles. Create and evaluate Tudor tiles</p>	<p>Creative Arts Week- The Holy Family</p> <p>Explore abstract representations of the Holy Family, consider shapes to represent them. Design a model to make from clay. Mould a clay model of the Holy Family.</p> <p>Explore and learn techniques using acrylic paint effectively, including mixing paints to create shades and tints.</p>		<p>Tiger portraits Explore how artists celebrate their love of nature and those who use art to share a message about the conservation of the nature e.g. photography, subject matter, protest art.</p>	
<p style="text-align: center;">DT</p>			<p>Making and Testing Balloon Buggies</p> <p>Use research and science knowledge to develop design for a balsa wood buggy that will be propelled by air escaping a balloon Children will select from a wider range of tools and equipment to cut, join and finish their designs Children will evaluate their ideas and products against their own design criteria and consider how to improve their work.</p>		<p style="text-align: center;">Farm to Table</p> <p>Cooking and nutrition Explore ingredients and how we process them to make them edible and safe. Explore how food is processed on a large scale. Design, make and evaluate own Berry Puddings (seasonality of ingredients)</p>	
<p style="text-align: center;">PE</p>	<p>Sports hall Athletics Running with controlled pace over shorter and longer distances. Develop throwing for strength and distance. Control take-off and landing from a standing start.</p> <p>Gym</p>	<p>Gym / Netball / Rugby</p> <p>Outdoor Adventure Activities Develop navigational skills and map reading. Develop critical thinking.</p>	<p>Hockey Dribble a ball with increasing control. Receive and trap the ball with good technique and control. Use a push pass with accuracy and control. Use an open stick (block)</p>	<p>Dodgeball Recap the games of dodgeball and play mini games. Develop throwing at a moving target. Develop catching to get an opponent out. Use jumps, dodges</p>	<p>Athletics Pacing over a longer distance run. Passing the baton between hands in a smooth transition. Throwing javelins and shot putts for distance.</p>	<p>Athletics Know how stamina and power help people perform better in athletic activities. Responding to and giving feedback to help improve athletic performance.</p>

	<p>Create and perform symmetrical and asymmetrical balances. Explore different methods of travelling. Create partner sequences on the floor and apparatus.</p> <p>Netball Develop passing and moving towards a goal. Use the attacking principle of creating space and using it. Defend ball side and know when to go for interceptions. Change direction to get free from a defender and receive a pass.</p> <p>Touch Rugby Develop attacking principle, knowing when to pass and when to run. Draw a defence out and pass with effect. Use the backward pass and offside rules. Work as a defending unit. Lose a defender.</p>	<p>Create ideas and problem solve issues. Build communication and trust showing an awareness for safety.</p> <p>Cross country</p>	<p>tackle to gain possession of the ball.</p> <p>Archery Hold the bow in a safe way, fire the arrows with control and accuracy</p> <p>Badminton Think about positioning on the court and demonstrate good footwork to cover the space.</p>	<p>and ducks to avoid being hit.</p> <p>Cricket Develop underarm and overarm bowling techniques. Develop a variety of fielding techniques and use them within a game situation Develop batting for accuracy and directional batting.</p> <p>Basketball Dribbling the ball with speed whilst passing and controlling the ball with accuracy and confidence. Applying new skills and building upon existing skills in game situations.</p>	<p>Assessing others and othering support and guidance. Throw over longer distances and with increased technique.</p> <p>Rounders Throw and catch with accuracy. Understand the role of the bowler. Learn how to stump a batter out. Develop decision-making and technical awareness.</p> <p>Tennis Demonstrate good shot choices and techniques in a game situation.</p> <p>Swimming Tread water for 30 seconds. Push, glide and swim 10 metres backstroke. Push, glide and swim 10 metres front crawl.</p>	<p>Ultimate Frisbee Catch and throw the Frisbee in a controlled manner. Playing in attack vs. defence games.</p> <p>Swimming Perform a handstand and somersault. Perform a flat, stationary scull on the back.</p>
<p>French</p>	<p>Key Vocabulary: Please and thank you Pencil case Items Verbs</p> <p>Grammar: Masculine and feminine nouns (un/une)</p>	<p>Key Vocabulary: Items of clothing I have and you have I put and you put Yes and no</p> <p>Grammar:</p>	<p>Key Vocabulary: It is and it is not Days of the week Numbers 11 - 20</p> <p>Grammar: Plural nouns</p>			

	<p>Verbs ending in 'er'</p> <p>Stories: Je veux manger</p> <p>Songs: 1 à 12 Que fait ma main?</p> <p>Une poule sur un mur Dans ma trousse j'ai</p>	<p>Gender of nouns Plural nouns 1st and 2nd person</p> <p>Stories: Je m'habille et je te croque</p> <p>Songs: Beau front Eiffel Tower</p>	<p>Stories: Par une sombre nuit de tempête</p> <p>Songs: 11 à 20 Days of the week 1,2,3 je m'en vais au bois</p>			
RHE	<p>Rules and laws</p> <p>Learn strategies to resolve disputes and conflict. Know why and how rules and laws are made; why different rules are needed in different situations. Know how to take part in making and changing rules. (Rule of Law)</p> <p><i>Road Safety Week</i></p>	<p>Discrimination and friendship</p> <p>Understand the differences and similarities between people. Recognise and challenge stereotypes. Know how their actions affect themselves and others and realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. (Mutual Respect)</p> <p><i>Anti-Bullying Week</i></p>	<p>Social Media</p> <p>Strategies for keeping safe online and the importance of protecting personal information. Distribution of image of themselves and others. Who to talk to if they feel uncomfortable or are concerned; understand personal boundaries. (Mutual Respect, Individual Liberty)</p> <p><i>Safer Internet Day</i></p> <p>What makes a community?</p> <p>Know what being part of a community means and the varied institutions who support communities locally and nationally. Recognise the role of voluntary, community and pressure groups; appreciate the range of national, regional, religious and ethnic</p>	<p>What choices help health?</p> <p>What positively and negatively affects their physical, mental and emotional health; make informed choices and understand 'balanced lifestyle'. Know what a 'habit' is and why habits can be hard to change. Know which, way and how, commonly available substances and drugs can damage their health and safety. (Individual Liberty)</p> <p><i>Fairtrade Fortnight</i></p>	<p>First Aid</p> <p>Basic emergency aid procedures at school and other contexts and how to get help.</p> <p><i>First Aid Fortnight</i></p> <p>Money and enterprise</p> <p>What the term enterprise means. Learn about the role money plays in their own lives and how to manage their money and being a critical consumer. Understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</p> <p>Leading Learners</p> <p>Work collaboratively towards shared goals; reflect on and celebrate their achievements; identify their strengths and areas for improvement, set high aspirations and goals.</p>	<p>RSE: Growing Up</p> <p>Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty. Recognise that sexual development is a natural part of human growth. Understand the purpose of the menstrual cycle and the importance of hygiene for boys and girls.</p> <p>Environmental responsibility</p> <p>Research, discuss and debate topical issues. Know the different kinds of responsibilities, rights and duties at school, in the community and towards the environment. Know</p>

			<p>identities in the UK. Consider the lives of people living in other places, different values and customs. (Mutual Respect, (Understanding of different faiths and beliefs)</p>			<p>resources can be allocated in different ways; Understand how economic choices affect individuals, communities and the sustainability of the world. (Mutual Respect)</p> <p>Social Media</p> <p>Responsible use of mobile phones; manage requests for images.</p>
<p>Music</p>	<p>Livin' On A Prayer Rock- How it developed. Use vocal and rhythmic exercises to analyse and appraise song Learn to perform song using vocal and untuned instruments</p>	<p>Nativity Performance Ongoing skills: performance, musicianship</p>	<p>Make You Feel My Love Pop Ballads- historical context -investigate improvisation in addition to listening to and appraising, using singing and instrumental skills for performance</p>	<p>Fresh Prince of Bel Air Exposure to old school hip-hop Analyse for pulse, tempo, beat, rhythm Investigate rap as a means of using voice as a percussion instrument</p>	<p>Dancing In The Street Motown- historical context and importance in popular music. Utilise vocal skills, instrumental skills and percussion skills to improvise and compose original work</p>	<p>Reflect, Rewind and Replay Compare and contrast a variety of musical genres to apply skills learned throughout the year.</p>