**Year 5 Curriculum Overview 2023-2024**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | | | **Summer 1** | **Summer 2** |
| **Curriculum Area** | **Who were the Maya and why were they such a significant civilisation?** | | | **What were the effects of the Anglo Saxons’ and Vikings’ settlements on Britain?** | | | | **Where do our local rivers originate?**  **What impact did the salt trade have on Northwich?** | |
| **English** | Queen of the falls by Chris Van Allsburg  Outcome - Recount: series of diary entries | | The Lost Happy Endings by Carol Ann Duffy  Outcome - Fiction: traditional tale | Arthur and the Golden Rope by Joe Todd-Stanton  Outcome - Fiction: myth | The Darkest Dark by Chris Hadfield  Outcome - Recount: biography | | | The Paperbag Prince by Colin Thompson  Outcome - Persuasion/ information: hybrid leaflet | The Hunter by Paul Geraghty  Outcome - Fiction: journey story |
| **Reading** | Goodnight Stories for Rebel Girls by Elena Favilli  Genre – Biography | | Hansel and Gretel by Neil Gaiman  Genre – Fiction: traditional tale | Odd and The Frost Giants by Neil Gaiman  Genre- Myths and Legends | Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film)  Genre – Information, Film | | | The Last Wild by Piers Torday, Rubbish – a look behind the scenes by The Literacy Company  Genre – Persuasion/ information Fiction: contemporary | African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin  Genre – Fiction: books from other cultures and traditions |
| **Maths** | **Number-**  Place Value  Addition and Subtraction  Multiplication and Division  Arithmetic/Problem solving skills  Statistics | | | **Number-**  Fractions  Multiplication and Division  Decimals  Percentages | | | | **Number-**  Decimals  **Geometry-**  Properties of Shapes  Position and Direction | **Measurement-**  Perimeter and Area  Converting Units  Volume |
| **Science** | **During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments | | | | | | | | |
| **Properties and changes of materials**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | | | **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 | **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 | | | **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 | **Animals including humans**   * Describe the changes as humans develop to old age. |
| History | **Maya Mysteries**  Who were the Maya and why were they such a significant civilisation?   * Economy: trade rich poor poverty wealth * Exploration: discovery invention technological -advances * Leadership: monarchy power democracy commonwealth control laws king queen emperor * Society: Settlement migration cultural change crime punishment civilisation slavery empire kingdom | | | **Anglo Saxons & Vikings.**  What were the effects of the Anglo Saxon’s and Viking’s settlement on Britain?   * Religion: worship belief after-life priest pilgrimage * Economy: trade rich poor poverty wealth * Exploration: discovery invention technological –advances * Conflict: battle invasion conquest rebellion military alliance   Society: Settlement migration cultural change crime punishment civilisation slavery empire kingdom | | | | **The Water Cycle & Northwich**  Where do our local rivers originate?  What impact did the salt trade have on Northwich?   * Economy: trade rich poor poverty wealth * Exploration: discovery invention technological -advances * Society: Settlement migration cultural change crime punishment civilisation slavery empire kingdom | |
| Geography | * Collect and analyse statistics and other information in order to draw clear conclusions about locations. * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. * **Physical geography**: rivers. | | | | | | | | |
|  | * Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). * Describe geographical diversity across the world. * Name and locate the countries of North and South America and identify their main physical and human characteristics. | | | * **Human geography**, including: settlements, land use * Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). * H**uman geography**, including trade links. | | | | * Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. * Record the results in a range of ways. * Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. | |
| Computing | **Sharing Information**  Identifying and exploring how information is shared between digital systems. | **Video Editing**  Planning, capturing and editing video to produce a short film. | | **Selection in Physical Computing**  Exploring conditions and selection using a programmable microcontroller. | | **Flat-file Databases**  Using a database to order data and create charts to answer questions. | | **Vector Drawings**  Create drawings in a drawing program by using layers and groups of objects. | **Selection in Quizzes**  Exploring selection in programming to design and code an interactive quiz. |
| Design Technology | Aspect of DT:  Focus: Packaging | Aspect of DT: Textiles  Focus: Combining different fabric shapes | | N/A | | | N/A | Aspect of DT: Structures  Focus: Frame Structures (Shelters) | N/A |
| Art and Design | N/A | N/A | | Drawing and Sketch books  [Typography & Maps](https://www.accessart.org.uk/typography-and-maps/)  Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. | | | Print, Colour, Collage  [Making Monotypes](https://www.accessart.org.uk/making-monotypes/)  Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines. |  | Paint, Surface, Texture  [Mixed Media Land & City Scapes](https://www.accessart.org.uk/mixed-media-land-and-city-scapes/)  Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. |
| Music | Ukulele and Singing Assembly | | | | | | | | |
| Personal, Social and Health Education (PSHE) | **Health and Wellbeing**  **What makes up our identity?**  What makes up Identity; personal attributes and qualities; similarities and differences; individuality; stereotype  **Health and Wellbeing**  **How can we help in an accident or emergency?**  Basic first aid, accidents, dealing with emergencies | | **Living in the wider world**  **What decisions can people make with money?**  Money; making decisions; spending and saving.  **Health and Wellbeing**  **How can we help in an accident or emergency?**  Basic first aid, accidents, dealing with emergencies | **Relationships**  **How can friends communicate safely?**  Friendships and relationships | **Living in the wider world - What jobs would we like?**  Careers, aspirations, role models, the future | | | **Relationship and Sex Education (RSE)**  **Relationships**  **How can friends communicate safely?**  Friendships, relationships, becoming independent, online safety | **Health and Wellbeing**  **How can drugs common to every day life affect health?**  Drugs, alcohol and tobacco, healthy habits |
| PE  (Class teacher) | Hockey | | Dance | Phys Kids | Gymnastics | | | Rounders | Athletics |
| PE  (Mr Cairns) | Tennis | | Indoor athletics / Gymnastics | Gymnastics / OAA | Football | | | Cricket | Sports Day Athletics |
| RE | Why is community and equality important to Sikhs? | | Free choice – Bible explorer  Christianity Focus | Why are the 5 pillars important to Muslims? | What can we learn from Christian religious buildings and music? | | | Which concepts do we find it hard to understand in Christianity? | How do people show their beliefs in action? |
| No Outsiders | All the ways to be smart – Davina Bell | | Where the Poppies Now Grow Hilary Robinson and Martin Impey-  To learn from our past | How to Heal a Broken Wing Graham, Bob -  To recognise when someone needs help | The Cow Who Climbed A Tree Gemma Merino -  To exchange dialogue | | | Relationship and Sex Education | And Tango Makes Three Justin Richardson -  To accept people who are different from me |