



## Year Five Curriculum Overview

<b>English (Across the year)</b>	<b>Narrative</b>	Novels and stories by significant children's authors, stories from other cultures, adventure stories, myths, stories set in imaginary worlds: Viking Boy, Man Who Walked Between Two Towers, The Last Bear , Odd				
	<b>Non-fiction (can be based on fictitious content)</b>	Balanced arguments, Persuasion, Journalistic writing, Non-chronological reports, Formal and explanatory writing, biography and autobiography, diary entries Cloud Tea Monkeys, How things Work,				
	<b>Poetry</b>	<u>Language Focus</u> Figurative language: (The Dreadful Menace)	<u>Structure Focus</u> Haiku and Cinquain	<u>Classic Poetry</u> Narrative poetry – the Jabberwocky (Lewis Carroll)		
	<b>Term 1.1</b>	<b>Term 1.2</b>	<b>Term 2.1</b>	<b>Term 2.2</b>	<b>Term 3.1</b>	<b>Term 3.1</b>
<b>Mathematics</b>	Place value to 1 million Multiplication and division (formal written methods) Prime numbers and factors Addition and subtraction (mental and formal column) Fractions Geometry – shape Measurement (volume and capacity)		Place value – negative numbers in context Fractions Measurement (perimeters and area) Multiplication and division consolidation Fractions (of amounts) Measurement (conversion) Position and direction		Place value – roman numeral recap Multiples and factors Fractions Solving problems of percentage and decimals Addition and subtraction Statistics Measurement (angles)	
<b>Science</b>	<b>Animals, including humans (Biology)</b>	<b>Earth and Space(Physics)</b>	<b>Forces (Physics)</b>	<b>Properties and changes of materials (Chemistry)</b>	<b>Living things and their habitats (Biology)</b>	
<b>Religious Education</b>	Key Question U2:1 What does it mean if God is holy and loving? Key Questions U2:5 What would Jesus do?	Key Question U2:11 Why do some people believe in God, and some people not?	Key Question U2:9 What does it mean for Muslims to follow God?	Key Question U2:6 What did Jesus do to save human beings?	Key Question U2:3 How can following God bring freedom and justice?	Key Question U2:12 What will make our city/town/village a more respectful place?
<b>History</b>	<b>The Viking and Anglo-Saxon invasion of the Kingdom of England</b> "Were the Vikings Vicious?"		<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>		<b>Mayan civilization c. AD 900;</b> Who was making history in faraway places?	



		“How did the battle for our island affect British people?”				
<b>Geography</b>	<b>Maps of the World</b>	<b>Natural Resource</b> - Links to World Food programme		<b>Rainforests</b> - Links to Mayans in history and also El Salvador to link with work on our sponsored child		
<b>Art and Design</b>	Architecture	Jackson Pollock		Rainforests (colour unit)		
<b>Design and Technology</b>	<b>Food (celebrating culture and seasonality)</b>	<b>Structures</b> (Bird House)		<b>Electrical Systems (more complex switches and circuits)</b>		
<b>Music</b>	<b>Whole Class teaching for ocarina by Mrs Beasley for 1 term</b>					
	<b>Autumn</b> Composition		<b>Spring</b> Blues		<b>Summer</b> South and West Africa	
<b>Physical Education</b>	<b>Yoga</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Yoga</b>	<b>Dance</b>	<b>Gymnastics</b>
	<b>Striking and Fielding Games</b>	<b>Circuit training</b>	<b>Invasion Games</b>	<b>Striking and Fielding Games</b>	<b>Athletics</b>	<b>Invasion Games</b>
<b>RHSE</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and changing</b>
<b>MFL</b>	<b>Monster Pets</b>		<b>Shopping in France</b>		<b>Meet My Family</b>	
<b>Computing</b>	<b>Coding</b> <b>Spreadsheets</b>		<b>Online Safety - Project Evolve</b> <b>Flat file Databases– (Teach Computing)</b> <b>Concept Maps</b>		<b>Game Creator</b> <b>3D Modelling</b>	