



# YEAR 5 CURRICULUM OVERVIEW 2021/22

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>	Relationships in Fiction: We will be studying texts that question relationships between families, animals and nature. Through our studies we will build upon our knowledge of VIPER skills and learn how to empathise with characters, expressing their thoughts and feeling through a variety of text types. Using the sentence types of Alan Peat, we will continue building a bank of sentences to enhance writing. Pupils will also have the opportunity to enjoy some classic poetry. Weekly spelling will be approached in a kinaesthetic way and differentiated within sets.	Poetry. We will look at a variety of poetic forms e.g. Haikus, Clerihews and Ballads with an aim to produce individual Poetry Anthologies. Some of the poetry will allow for other forms of written work to develop including instructions and explanations. We will also look at some classic tales and poetry with a festive theme. Pupils will be encouraged to learn, rehearse and perform a classic poem of their choice and develop their knowledge of the poet through research skills. Individuals will focus on personal spelling logs and reading targets.	Myths and Legends. We will look at the features of traditional Myths and Legends, focussing particularly on those based in Cornwall e.g. 'The Mermaid of Zennor' and 'Jack the Giant Slayer'. Pupils will reinforce their reading comprehension skills and continue to experiment with their individual written styles when producing their own myths and legends. They will build on their knowledge of how to structure narrative writing and incorporate some sensory descriptions and poetic devices. Sentence structure, organisation and composition and effect will be taught through the texts.	Narrative Poetry. Pupils will explore the language and structure of classic poems e.g. 'The Highwayman', 'The Listeners' and 'Jabberwocky'. They will boost their knowledge of poetic devices and subject specific vocabulary. Pupils will also be encouraged to perform these in groups and write their own versions, imitating the author's style and craft. They will respond to the poem through annotations, comprehensions and various written tasks.	Other Cultures. The pupils will read Zephaniah's 'The Windrush Child' to develop their understanding and knowledge this important time in our cultural history. They will strengthen their reading strategies through shared and guided reading and develop their use of empathy. A variety of written genres will be covered, including biographical and autobiographical writing. We will also investigate and enjoy some poetry from other cultures and focus on both the use of poetic devices and the meaning behind the words. SPaG will be taught both implicitly and explicitly. Fiction texts from other cultures are also available as extension texts.	The John Muir Award-Sharing Element. Conservation, an appreciation of nature and sharing of wild experiences. Pupils will be introduced to John Muir, his vision and legacy. They will be encouraged to react to this through poetry, narrative writing and self-expression of their own choice.
<b>Maths</b>	Place Value - Numbers to 10,000, Round to 10, 100 & 1,000, Numbers to 100,000, Compare and order numbers to 100,000. Numbers to 1,000,000, Counting in 10s, 100s, 1,000s, 10,000s and 100,000s, Compare and order numbers to 1,000,000. Round numbers to 1,000,000, Negative numbers, Roman numerals. Addition & Subtraction - Add whole numbers with more than 4 digits (column method), Subtract whole numbers with more than 4 digits (column method), Round to estimate and approximate, Inverse operations (addition & subtraction). Statistics - Read and interpret line graphs, Draw line graphs, use line graphs to solve problems, Read and interpret tables, Two-way tables. Multiplication & Division - Multiples, Factors, Common factors, Prime numbers, Square numbers, Cube numbers, Multiple and Divide by 10, 100 & 1,000. Perimeter & Area - Measure perimeter, Calculate perimeter, Area of rectangles, Area of compound shapes, Area of irregular shapes.		Multiplication & Division - Multiply 4-digits by 1-digit, Multiply 2, 3 & 4-digit by 2 digits. Divide 4-digits by 1-digit, Divide with remainders. Fractions - Equivalent fractions, Improper fractions to mixed numbers, Mixed numbers to improper fractions, Number sequences, Compare and order fractions less than 1, Compare and order fractions great than 1, add and subtract fractions, add fractions within 1, Add 3 or more fractions, Add mixed numbers, Subtraction -breaking the whole, Subtract 2 mixed numbers, Multiply unit and non unit fractions by an integers, Fraction of an amount, using fractions as operators. Decimals & Percentages - Decimals up to 2 d.p, Decimals as fractions, understand thousandths, Thousandths as decimals, Rounding decimals, Order and compare decimals, Understanding Percenatges, Percenatges as fractions and decimals, Equivalent FDP.		Decimals - Adding within 1, Subtracting with in 1, Complements to 1, Adding decimals - crossing the whole. Adding and Subtracting with the same and differnt ent number of deciamls, Deciaml sequences, Multiplying and dividing decimals by 10, 100 and 1,000. Properties of Shape - Measuring angles in degrees, Measuring with a protractor, drawing lines and angles accurately, Calculating angles on a straight line, Calculating angles around a point, Calculating lengths and angles in shapes, Regular and irregular polygons. Position & Direction - Position in the first quadrant, Translation, Translation with coordinates, Reflection, Reflection with coordinates. COnverting Units - Kilograms & Kilometres, Millimetres and millilitres, Metric units, Imperial units, Converting units of time, Timetables. Volume - What is Volume?, Compare volume, Estimate volume, Estimate capacity.	
<b>Science</b>	Choosing Materials. Mixtures.		Life Cycles. Plant Reproduction.		Forces. The Solar System.	
<b>Humanities</b>	Why should we remember Maya? What is life like in the Amazon? (to include Fairtrade delivered in Spring Term)		Would the Vikings do anything for money? Who was Moses and why is he important? Easter		How will your world look in the future? What are the Five Pillars of Islam?	
<b>MFL (French)</b>	Greetings; name and age; numbers 1-20; Christmas in France		Months; numbers 20-31; birthdays; Easter in France		Animals; food; French cities project	
<b>Art</b>	Developing use of sketchbooks. Creative use of stencils for cover design. Ceramic flowers (link with DT) – observational drawing in a range of media, approaches and scales. Clay slabs and modelling/painting. Link with John Muir. Drawing and painting project - theme relating to screenprinted banners - workshop with Tony Minnion and peer teaching in screenprinting techniques to follow on. Observation and tonal colour.		Ceramic project - Vikings and the Lewis chess set. Learning to draw 3D forms, mixed media. Designing own superheroes to develop into clay coil sculpture. Celtic pattern and interweaving - compare with Islamic pattern - pattern forms and imagery. Use of IT where possible.		Exploring the school environment - context: Dianne Fogwell prints - observational drawing outside of trees and flowers. Using photographic reference for trees and birds. Design print and make a 2 colour relief print - creative use of colour and chine colle. Perspective drawing - the built environment and designing eco buildings.	
<b>DT</b>	Use of a variety of materials and components to produce a range of decorative and functional products. They will gain confidence in following a task list, reading simple engineering drawings, measuring accurately and cutting materials accurately. More emphasis will be placed on the finish of a product.		The children will incorporate mechanical and electronic components into a project and control these in different ways.		Develop an awareness and understanding of industrial processes including fabrication and moulding methods. Children will begin to investigate how well products have been designed and made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods of construction used, how well they work and how innovative and sustainable they are.	
<b>Music</b>	Sing and Sign. Learning how to sign four songs. Developing Thinking Voice.  Developing vocal skills through wide range of repertoire including Christmas content.  Musicianship and developing music literacy. Sight-Singing notes 3 5 and 6 of any scale. Developing rhythmic awareness and understanding.  Listening to and appreciating diverse musical styles.		Exploring performance poetry and sound poetry as two distinct forms of contemporary performance and utilising techniques from each in the production of an original performance poem of their own.  Developing vocal skills.  Musicianship and developing music literacy.  Listening to and appreciating diverse musical styles.		Exploring the musical techniques of Gamelan music and use them to tell a story through a musical performance.  Developing vocal skills.  Musicianship and developing music literacy.  Listening to and appreciating diverse musical styles.	
<b>Drama</b>	Activities to develop teamwork and confidence working towards a performance.		Vocal delivery, mime and stagecraft.		Improvisation, activities designed to develop confidence and movement.	
<b>Computing</b>	Computer systems and networks - sharing information. Programming - selection in quizzes		Creating media - vector drawing Data and information - flatfile databases		Creating media - video editing Programming - selection in quizzes	
	Swimming, racket sports		Swimming, gymnastics		Swimming, athletics	

<b>PE</b>	Swimming: relearning some basic skills and building on those with progressive practices in each of the four strokes. Timetrails held at start of the year, in order to choose our swimmers to represent the school in training and galas.	Swimming: continuing our high standard of basic good practices such as push and glides with streamling every time the children start. This term sees our house galas and the Year 5 & 6 attend Milfield for the IAPS swimming round.	Swimming: ith increased endurance and skills the children will the following a simple program as well as practice drills and whole stroke work. Water safety skills and knowledge will be revised as many increase their use of outdoor water activities. Also go across to the senior school, to work towards their personal survival awards.
<b>Games</b>	Mixed tag rugby, mixed football, mixed hockey, mixed netball	Mixed tag rugby, mixed football, mixed hockey, mixed netball	Mlxed cricket and mixed rounders
<b>PSHE</b>	<p>Health and Wellbeing:</p> <p>How to maintain physical, mental and emotional health and wellbeing and how to manage risks to these</p> <p>What is meant by a healthy lifestyle</p> <p>How to make informed choices about health and wellbeing and to recognise sources to help with this</p> <p>Ways of keeping physically and emotionally safe</p> <p>How to respond in an emergency.</p>	<p>Relationships:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts</p> <p>How to recognise and manage emotions in a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>How to respect equality and diversity in relationships.</p>	<p>Living in the wider world:</p> <p>Respect for self and others and the importance of responsible behaviours and actions</p> <p>Different groups and communities</p> <p>Rights and responsibilities as members of families, other groups and ultimately citizens</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>The importance of respecting and protecting the environment</p> <p>Where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>A basic understanding of enterprise.</p>