Year Five

Curriculum Map

Ladbrooke JMI School

ENGLISH CURRIUCLUM – YEAR 5

Autumn Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Autumn 1	Proper Nouns	Adverbs of possibility	Adverbials/fronted adverbials	**Degrees of possibility – modal verbs**	Expanded noun phrases	Parenthesis brackets
Autumn 2	Parenthesis - commas	Parenthesis - Dashes	**review**	Relative clauses	Using inverted commas	**Nouns and adjectives into verbs ate, ise, ify**

Autumn Term Writing Units

Writing a story setting (3wk) Instruction writing (2wk)	Informal Letters and diaries Recount (3wks)	Non-chronological reports (3 weeks)	Journalistic Writing (3 weeks)	Rhythm and Poetry Karl Nova (3 weeks)
BOOK STUDY - HOLES				Book: Rhythm & Poetry
Story Setting • Description • Basic Punctuation • Paragraphs • **Fronted Adverbials** Instructions • Bullet Points • **Adverbs** • **Modal Verbs**	Informal Letters and Diaries • Informal Language • **Expanded noun phrases** • Emotion/Feelings • Use of senses • Paragraphs • 1st person/3rd Person • **Proper Nouns**	Non-Chronological Reports • Paragraphs • Subheadings • Facts/details • *Expanded Noun Phrases* • **Parenthesis – Commas** • **Parenthesis – Brackets** • **Parenthesis – Dashes** • *Proper Nouns*	Journalistic Writing • *Proper Nouns* • Past/Present Tense • Time and Cause • Fact/opinion • **Inverted commas for quotes** • **Relative Clauses**	Rhythm and Poetry • **Converting Nouns and adjectives into verbs** • Rhyming patterns • Feelings/Emotions • Responding to poems • Vocabulary
Write a poem on a theme personal to them	Desert setting How to dig a hole	Letter from Stanley home Stanley's diary entry	Non-chronological report of a spotted lizard	Report of Stanley going missing

Autumn Term Spelling Focus

Autumn 1	Words with endings that sound like /shuhs/ spelt with '-cious'	Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones and near homophones	Homophones and near homophones
Autumn 2	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility andfrequency	Statutory spelling challenge words

Spring Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Spring 1	Tenses: Past and Present Progressive and Present Perfect	**prepositions**	**Possessive plural apostrophes**	Coordinating Conjunctions	Subordinating Conjunctions	Commas for Meaning and Clarity
Spring 2	**Adverbs of possibility**	**Determiners**	Linking Paragraphs with Adverbials	Direct & Indirect (Reported) Speech	**Verb prefixes dis, de, mis, over, re**	Review

Spring Term Writing Units

Describe setting (2 weeks)	Narrative Dialogue (4 weeks)	Discussion writing (4 weeks)
BOOK STUDY – THE EXPLORER		
Story Setting • Paragraphs • **prepositions** • Adverbials • Fronted adverbials • Parenthesis commas • Parenthesis dashes • Relative clauses	Continuing the story from the point where the red pouch is found in the trees • **Tenses: Past and present progressive and present perfect** • Possessive plural apostrophes • **Coordinating conjunctions** • **Subordinating conjunctions** • **Inverted commas** • Correctly punctuated speech	Should the children tell the world about what they have found? • Commas for clarity and meaning • Linking paragraphs with adverbials • Adverbs of possibility • Reported speech
Story setting of the rainforest	Writing the next chapter of the book	Protecting the Rainforest

Spring Term Spelling Focus

Spring 1	Creating nounsusing -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones
Spring 2	Words with an /or/sound spelt ‘or’	Words with /or/sound spelt ‘au’	Convert nouns or adjectives intoverbs using the suffix -ate	Convert nouns or adjectives intoverbs using the suffix -ise	Convert nouns or adjectives intoverbs using the suffix -ify	Convert nouns or adjectives intoverbs using the suffix -en

Summer Term Focused Grammar Sessions					
Topics in bold are consolidation of previous years These sessions are taught each week and the skills integrated into writing units.					
Summer 1	Word Families	Writing cohesive paragraphs	**More prefixes**	More suffixes	Pronouns and Possessive Pronouns
Summer 2	**Dictionary work**	Verb Inflections & Standard English	Editing & Evaluating	**review**	**Assess and review**

Summer Term Writing Units			
Character description (3 Weeks)	Narrative writing (4 weeks)	Persuasive writing (4 weeks)	Formal letter (3 weeks)
BOOK STUDY – COSMIC			Goodnight Mr Tom Graphic Novel
Using expanded noun phrases to convey complicated information concisely Rhetorical questions Persuasive language Using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun	Using repetition and short sentences for effect. Linking ideas across paragraphs using adverbials of time (later) place (nearby) and number (second	Rhetorical questions Persuasive language Using the perfect form of verbs to mark relationships of time and cause	Relative clauses Modal verbs Cohesive devices Using the perfect form of verbs to mark relationships of time and cause Levels of formality
Description of Liam	Narrative account of Liam's test drive	Letter from Liam persuading the children to vote for him	Letter to Peter reassuring him that he is safe even though strange things are happening

Summer Term Spelling Focus						
Summer 1	Words containingthe letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ soundspelt 'ere'	Statutory spelling challenge words
Summer 2	Unstressed vowelsin polysyllabic words	Adding verb prefixes de and re-	Adding verbprefix over-	Convert nouns or verbs into adjectives usingthe suffix -ful	Convert nouns or verbs into adjectives usingthe suffix -ive	Convert nouns or verbs into adjectives usingthe suffix -al

Y5 National Curriculum Reading Skills

To maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (R3)
- Reading books that are structured in different ways and reading for a range of purposes (S2)
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices (R3)
- Identifying and discussing themes and conventions in and across a wide range of writing (S3)
- Learning a wider range of poetry by heart (S2)
- Making comparisons within and across books (E3)
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (S2)
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (V1)
- Asking questions to improve their understanding (I1/2)
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I1/2)
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning (S1)
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion (V5/I3)
- Retrieve, record and present information from non-fiction (E8)
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' (S3/4)

Vocabulary	**Inference**	**Prediction**
• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and • explore its meaning in the broader context of a section or paragraph.	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. confirm and modify predictions as they read on.
Explaining	**Retrieval**	**Summarise**
• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates.	• confidently skim and scan and use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. ask my own questions and follow a line of enquiry.	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text identify themes across a wide range of writing

YEAR FIVE MATHS OVERVIEW

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
Pupils should be taught to: • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to • 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to • 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Pupils should be taught to: • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Pupils should be taught to: • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Pupils should be taught to: • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $^2/_5 + {}^4/_5 = {}^6/_5 = 1\,{}^1/_5$] • add and subtract fractions with the same denominator and multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions [for example, 0.71 = $^{71}/_{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those with a denominator of a multiple of 10 or 25	Pupils should be taught to: • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and • square metres (m^2) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm^3 blocks to build cuboids(including cubes)] and capacity[for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling	Pupils should be taught to: • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees (^{o}) • draw given angles, and measure them in degrees (^{o}) • identify: • angles at a point and one whole turn (total 360 ^{o}) • angles at a point on a straight line and ½ a turn (total 180 ^{o}) • other multiples of 90 ^{o} • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Pupils should be taught to: • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Pupils should be taught to: • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables

MATHS CURRICULUM – WHITE ROSE

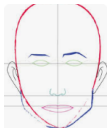
Term by Term Objectives

Year 5

Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction			Number – Multiplication and Division				Statistics	
Spring	Number - Fractions					Number - Decimals			Number - Percentages			
Summer	Geometry- Angles		Geometry- Shapes		Geometry- Position and Direction	Measurement- Converting Units		Number- Prime Numbers	Perimeter and Area	Measures Volume		

ART & DESIGN CURRICULUM OVERVIEW

5	Autumn 1		Autumn 2		Spring 1	
		**Portraits (Drawing)**		**Colour**		**Textiles**
End Product	Children to compete a self portrait		Painted tote bags Autumn leaf watercolour and oil pastel paintings		Tie dye t-shirt with embroidered initials	
Skills	Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop simple perspective		Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.		Produce two colour tie dye. Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.	
Vocabulary & Resources	Proportion, composition, line, tone, shade, blend, cross hatching, highlight, contrast, inspiration		Texture, pattern, composition, control Mixed media, experimentation, warm colours, cool colours, tone, shade, hue, layering, contrast		Materials, pattern, shape, colour, contrast, symmetry, overlay, annotate, background, foreground, embellish	
Linked Artist	Picasso's continuous line portraits		Yayoi Kusama		Faith Ringgold	

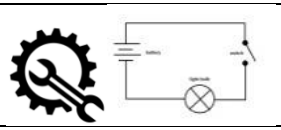
5	Spring 2		Summer 1		Summer 2	
		Sculpture/Form		**Printing**		**Artist Study**
End Product	Viking mask and coiled pots		Layered block print of a reptile eye		Peter Thorp	
Skills	Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: paint, polish		Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media.		Select relevant information from multiple sources. Analyse how choices affect mood or meaning. Explain symbolism or meaning in the artwork. Develop personal responses inspired by the artist. Present findings confidently.	
Vocabulary & Resources	Clay, slip, score, attach, texture, pattern, decorative detail, relief, carving, modelling, base, rim, finish		Block printing, carve, ink, roller, press, relief, pattern, line, contrast, composition, monochrome, polychrome, overlay		Mixed media, oil pastel, pen and ink, collage, composition, perspective, foreground, background, abstract, colour, layering	
Linked Artist	The Mastermyr chest (collection of Viking tools)		William Morris		Bridget Riley	

YEAR 5 COMPUTING CURRICULUM OVERVIEW

5	Autumn		Spring		Summer	
	Coding	**Online Safety & Databases**	**Word Processing**	**3D modelling Concept Maps**	**External Devices**	**Game Creator**
Key Learning	• To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To a take a real-life situation, decompose it and think about the level of abstraction. • To understand how to use friction in code. To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works.	• To understand the impact that sharing digital content can have. • To review sources of when using technology and children's responsibility to one another when online • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of the appropriateness of text, photographs and videos and the impact of sharing these online. • To learn how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results •To ensure reliability through using different methods of communication. • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic.	• To know what a word processing tool is for. • To add and edit images to a word document. • To know how to use word wrap with images and text. • To change the look of text within a document. • To add features to a document to enhance its look and usability. • To use tables within MS Word to present information. • To introduce children to templates. • To consider page layout including heading and columns.	• To be introduced to 2Design and Make and the skills of computer aided design. • To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.	• To understand how a device can be programmed to be used as a game controller. • To explore the functions available for the Purple Chip and appraise their uses. • To create a simple quiz program that can be answered using an external device. • To create a program in which an external device can be used to monitor real world conditions.	• To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate.

Touch Type Focus	**Words Starting with K & R** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words Starting with L & P** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words Starting with M & N** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Paragraphs 1** To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.	**Paragraphs 2** To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.	**Paragraphs 3** To use a secure knowledge of the keyboard, including the position of letters, numbers and pieces of punctuation to type out various paragraphs of text.
Vocabulary	Abstraction, Action, Algorithm, concatenation, debug/debugging, decomposition, efficient, flowchart, event, function, input, object, output, nesting, repeat, properties, physical systems, properties, sequence, selection, simplify	Citation, collaborate, communicate, copyright, creative commons licence, encrypt, identity theft, ownership, PEGI ratings, Malware, Phishing, Password, Personal information, spoof, SMART rules, validity, reliable source Arrange, avatar, chart, collaborative, data, database, field, group, record, database report, group, search, sort, statistics	Bulleted lists, caps lock, captions, copy and paste, copyright, creative commons, cursor, document, font, hyperlink, merge cells, page orientation, formatting, readability, text wrapping, word processing tool	2D, 3D, 3D printing, CAD – computer aided design, design brief, points, net, pattern fill, template Concept, concept map, connection, collaborate, node, presentation mode, story mode	Algorithm, Emulator/Simulator, external device, host, input, QR Code, output, sensor	Evaluation, feedback, image, promotion, quest, instructions, texture, screenshot, scene, theme
Skills	**Pupils should be taught to:** ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					

DT CURRICULUM OVERVIEW – Y5

5	Autumn	Spring	Summer
	 **Fairgrounds**	**Viking Long Boats**	**Vegetable cookies/Muffins**
Brief	**To design, make and evaluate the making of a motorized fairground ride**	**To design, make and evaluate a Viking Long Boat**	**To design, make and evaluate a healthy, savoury dish**
Skills	• Design a product which is fit for purpose • Generate annotated sketches, using technical language to label the different mechanical and electrical components • Select and use a range of tools • Accurately drill, cut, finish and join materials • Understand and use electrical systems. • Use electrical circuits to create a functional product. • Evaluate a product	• Design a product which is fits a particular design brief • Generate annotated sketches to label components and joins • Select and use a range of tools • Accurately drill, cut, finish and join materials • Know how to reinforce 3D framework • Apply knowledge of how to strengthen joins • Evaluate own work and suggest ideas for improvement	• Cleaning work surfaces and equipment before and after use • Understanding the importance of preventing cross contamination • Measuring and weighing accurately • Using a range of utensils safely • Chopping and preparing ingredients • Mixing and combining ingredients • Portioning batter evenly • Following a recipe accurately and adapting if necessary. • Evaluating the finished product for taste, texture, and appearance. • Suggesting improvements for future attempts.
Vocabulary	Cell, cell holder, battery pack, wires, measure, template, bench-hook, junior hacksaw, g-clamp, bench drill, motor, small pulley, elastic band, cable tie, movement, motion, rotary	Design, timber, junior hacksaw, bench-hook, g-clamp, bench drill, wood glue, measure, strengthen, reinforce, base, mast, evaluate, improve	Healthy choices, allergens, cross contamination, savoury, ingredients, measure, dice, grate, portion, mixture, combine, bake, evaluate, improve
Inventor	In the middle of the 19th century, power was starting to become a major downfall of the ride until **Thomas Bradshaw** came along. He invented the first steam-powered carousel in 1861, which was introduced at the Aylsham Fair.	**Isambard Kingdom Brunel** was a famous engineer. He is famous for building bridges, **ships** and railways. He was born in 1806 during the British Industrial Revolution. He died in 1859 ages only 53 due to too much hard work and worry	**1856 Louis Pasteur** found how to make food safer to eat by pasteurizing it. This killed bacteria in certain foods.

GEOGRAPHY CURRICULUM OVERVIEW

5	Autumn	Spring	Summer
	Changes in the Local Environment	**Journeys**	**The Amazon**
Key Questions	What are the key features of the UK? How did the 2012 Olympics change East London? How did the Second World War change the West Midlands? How is our local area changing? How might our local area change in the future? How has our area changed from the past and how might it change in the future?	Where do my school uniform and lunch come from? Where does my fruit salad come from? How do my clothes get to my wardrobe? How has the import of products affected local industries? Local produce or imported produce? What is the journey of our stuff?	Where is the Amazon? What would it be like to walk through the Amazon rainforest? What is Manaus like? Do people live in the Amazon rainforest? How can people protect the Amazon? Why should we protect the Amazon?
Vocabulary	borough sustainability regeneration development	canal enquiry import export trade raw material man made environmental region economic activity native country of origin import producer retailer consumer trade sustainability primary source	secondary source settlement indigenous cultivation agriculture fallow nomad/nomadic deforestation rainforest
Skills	Locate and describe several physical environments in the UK Recognise broad land use patterns in the UK Use key vocabulary to demonstrate knowledge and understanding Describe changes Identify advantages and disadvantages of change Make connections between climate and vegetation Identity how climate influences produce Understand where our natural resources come from Show why natural features should be protected		

HISTORY CURRICULUM OVERVIEW

5	Autumn	Spring	Summer
	Anglo Saxons	**The Vikings**	**Journeys**
Key Questions	Who were the Anglo-Saxons and why did they choose to settle in England? What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial? How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons? How useful is written evidence in finding out about the Anglo-Saxons? Was the Anglo-Saxon period really a 'Dark Age'? **Week 6: Big Finish – How can we find out about the past from a study of archaeology? Dig it!**	What happened when the Vikings raided Britain in 793 AD? Why did so many Vikings leave home? Why did so many Vikings settle in Britain? Did King Alfred deserve the title of 'Great'? How has our view of the Vikings been influenced, and would everyone at the time have had this view? **Week 6: Creating a Viking saga**	What makes people go on a journey? Was Walter Raleigh just in it for the money? Why did the Irish 3rd class passengers on the Titanic make the journey to America? How did Vera Schaufeld become a refugee? Why did people sail on the Empire Windrush? **Big Finish – What makes refugees go on a difficult journey today?**
Vocabulary	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.	Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.
Skills	Understand features associated with themes, societies, people and events Sequence with increasing independence many of the significant events, societies and people, dates, period labels and times Provide valid reasons whey some changes and developments were important within particular topics Can place some causes and effects in order of importance Describe the significant issues in many topics covered Can identify different interpretations Make valid conclusions based on devising and answering questions Can accept or reject sources based on valid criteria		

Y5 FRENCH CURRICULUM OVERVIEW

5	Autumn		Spring		Summer	
Context	**Describing me and others (B)** **back to school in France** **teachers** **dates, birthdays**	**Saying what I and others have (B)** **in school** **comparing schools and homes** **physical description**	**Saying what I and others do** Christmas activities New Year in France and Haïti 1st January in Haïti La Fête des Rois	**Saying where you're going and what there is there** describing school in Canada	**Saying what I and others do** activities at home a surprise party weather sports and instruments	**Expressing likes and actions** what we do what we like / dislike doing food for a picnic
Grammar	**Talking about being (we, you (all), they)** Essential verb: to be, being – **ÊTRE** we are – **nous sommes** you (all) are – **vous êtes** they are (m) – **ils sont** they are (f) – **elles sont** Adjective agreement for m/f plural (as complement to verb) raised intonation + WH-word questions	**Talking about having** Essential verb: to have, having – **AVOIR** we have – **nous avons** you (all) have – **vous avez** they have (m) – **ils ont** they have (f) – **elles ont** Pre- and postnominal adjectives	**Talking about doing** (we, you (all), they) regular ER verbs (plural) des + plural nouns (-s) plural nouns (-**eux/aux**, -al→**aux**) **Est-ce que** questions negation: **n'/ne…pas** negation: **il n'y a pas de**	**Talking about going** Essential verb: to go, going – **ALLER** I go – **je vais** you go – **tu vas** he goes – **il va** she goes – **elle va** Simple and continuous present **Où est-ce que** questions Preposition **à** (at, in, to)	**Talking about doing (I, you, s/he)** Essential verb: to do, make – **FAIRE** I do, make – **je fais** you do, make – **tu fais** he does – **Il fait** she does – **elle fait** **Il fait** (weather) **faire de** (sports), **jouer à** (sports) **jouer de** (instruments) **Est-ce que** questions + WH-words	**Talking about doing (we, you (all), they)** Essential verb: to have, having – **FAIRE** we do, make – **nous faisons** you (all) do, make – **vous faites** they do, make (m) – **ils font** they do, make – **elles font** 2-verb structures: **vouloir (veux, veut, voudrais, voudrait)** Partitive **du, de la, de l', des**
Phonics	Silent final consonants [SFC] – t, s, d, x Liaison (t), (s) SSC [a] vs [an/en/am/em] SSC [i] vs [(a)in/im] SSC [u] vs [ou] SSC [on/om] SSC closed [eu[vs open [eu]	SFe SSC [(e)au/o] Liaison SSC [ch]	SSC [é] [er] SSC [ez] & **et** (and) SSC [è] [ê] SFe SSC [oi]	SSC [oi] & SSC [(a)in] SSC [ai] & SSC [(a)in] SSC [ai] & SSC [a]	Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft 'c') SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu]	SSC [j] (and soft 'g') SSC [h] Revisit several SSC

<table>
<tr><td>Vocabulary</td><td>Simple greetings
Verb être
Range of adjectives
Numbers 16-31
Time adverbs</td><td>Verb avoir
Range of singular and plural m/f nouns
places in town (V)
items at home (B)
place prepositions (V)
adjectives for face and hair</td><td>Range of –ER verbs
Range of high-frequency nouns related to festivals and celebrations
Adverbs of frequency</td><td>Verb aller
Numbers 1-31 (revisit)
cardinal points
nouns and proper nouns for places</td><td>Verb faire (singular)
activity nouns
seasons
sports
adjectives
Numbers 16-31
Time adverbs</td><td>Verb faire (plural)
Verb vouloir (singular)
food and drink</td></tr>
<tr><td rowspan="2">Skills</td><td colspan="6">PHONICS
I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.
I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.
VOCABULARY
I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.
I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</td></tr>
<tr><td colspan="5">GRAMMAR
I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne…pas)To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne…pas))</td><td>
</td></tr>
</table>

MUSIC CURRICULUM OVERVIEW

	The national curriculum for music aims to ensure that all pupils: **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**	
Listening and Appraisal Skills	Pupils should be taught to: • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	

5	Knowledge	**Skills**

Singing	To know and confidently sing five songs and their parts from memory,
	• and to sing them with a strong internal pulse.
	• To choose a song and be able to talk about:
	  • Its main features
	  • Singing in unison, the solo, lead vocal, backing vocals or rapping
	• To know what the song is about and the meaning of the lyrics
	• To know and explain the importance of warming up your voice
		To sing in unison and to sing backing vocals.
		To enjoy exploring singing solo.
		To listen to the group when singing.
		To demonstrate a good singing posture.
		To follow a leader when singing.
		To experience rapping and solo singing.
		To listen to each other and be aware of how you fit into the group.
		To sing with awareness of being 'in tune'.

Playing	To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends	• Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Composition	To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music	• To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It • would have been even better if...?"

PHYSICAL EDUCATION CURRICULUM OVERVIEW

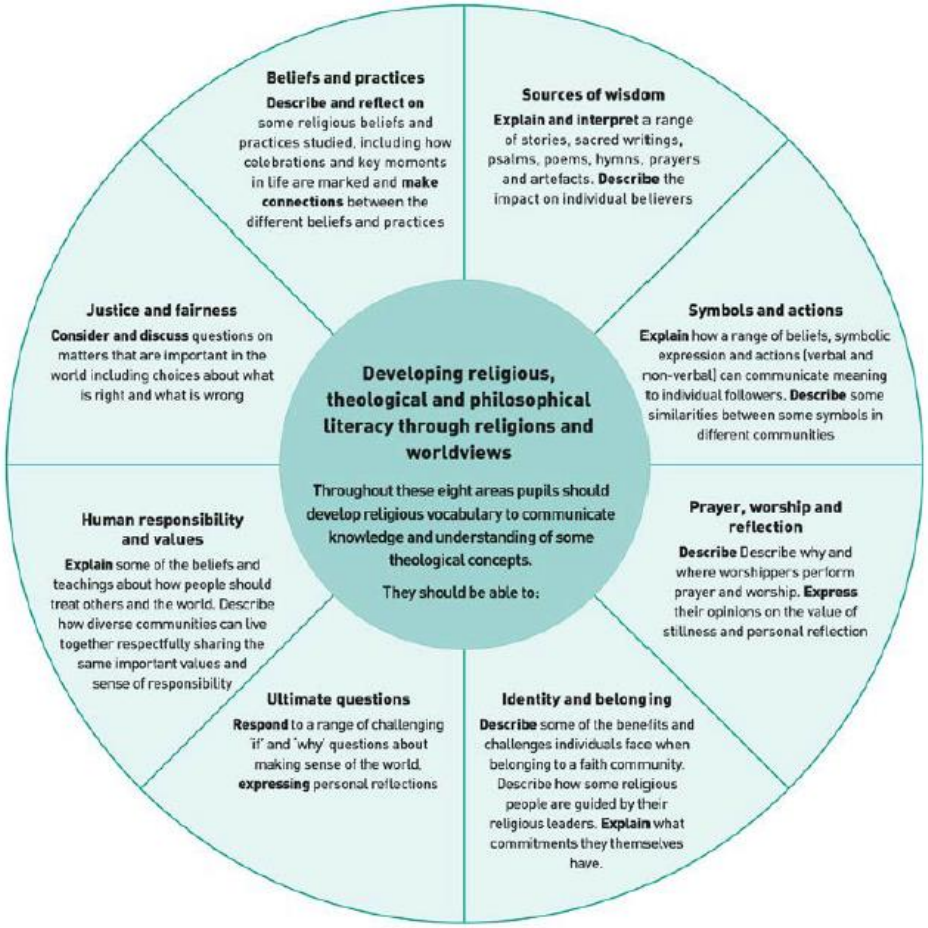
5	Autumn 1		Autumn 2	
	Gymnastics	**Hockey**	**Netball**	**Dance**
Key Skills	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** run, dribble, pass, receive, tackle, intercept, shoot **Social:** communication, collaboration, respect, support others **Emotional:** honesty, perseverance **Thinking:** identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	**Physical:** throw, catch, run, jump, change direction, change speed, shoot **Social:** communication, support collaboration, respect **Emotional:** honesty, independence, perseverance, self-regulation, resilience **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** actions, dynamics, space, relationships **Social:** collaboration, consideration and awareness of others, inclusion, respect, leadership **Emotional:** empathy, confidence, perseverance **Thinking:** creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Learning Objectives	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation.	To use attacking skills to beat a defender. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.	To explore different passes and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards goal. To defend an opponent and know when to try and intercept. To develop the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	THEME: Dance by Chance To create a dance using a random structure and perform the actions with quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. THEME: Rock 'n' Roll To copy movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work with a group to choreograph a dance in the style of Rock 'n' Roll.
Vocab	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, barrier, close down, create, maintain, possession, pressure, situation, sporting behaviour, support, tactics, transition, umpire	Accelerate, angle, create, drive, intercept, maintain, opposition, pressure, receiver, rebound, situation, sportsmanship, stance, support, technique, tournament	Actions, canon, choreograph, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison
Assessment	I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring I can use strength and flexibility to improve the quality of my performance I can set criteria to make simple judgements about performance and suggest ways they could be improved I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking, tackling and interception when playing defence I know what position I am playing in and how to contribute when attacking and defending I understand the need for tactics and can identify when to use them in different situations	I communicate with my team and move into space to keep possession and score I can identify when I was successful an what I ned to do to improve I can pass, receive and shoot the ball with some control under pressure I can stay with an opponent, and I am confident to attempt to intercept I know the position I am playing in and how to contribute when attacking and defending	I can accurately copy and repeat set choreography I can choreograph phrases individually and with others considering actions and dynamics I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus I can use counts when choreographing to say in time with others and the music

5	Spring 1		Spring 2	
	Fitness	**Volleyball**	**Gymnastics**	**Basketball**
Key Skills	**Physical: agility**, balance, coordination, speed, stamina, strength **Social:** collaboration, support, communication **Emotional:** perseverance, determination **Thinking: feedback**, comprehension, observation, evaluation	**Physical:** agility, catch, throw, jump set, dig, serve, rally **Social:** communication, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** using tactics, select and apply skills, identify strengths and areas for development, reflection	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** throw, catch, run, jump, dribble shoot **Social:** communication, cooperation, collaboration, respect **Emotional:** honesty, confidence perseverance, fair play **Thinking:** select and apply skills, make decisions, observation, tactics, observation, feedback
Learning Objectives	To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. To understand how stamina helps me in other activities and apply this.	To use the serve with consideration of attacking principles. To develop the fast catch volley with consideration of attacking principles. To develop the set shot and use it to pass to a teammate. To recap the set shot and develop the dig, identifying when to use each. To use a variety of shots to keep a continuous rally going. To apply rules, skills and principles to play against an opponent.	To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus.	To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation.
Vocab	Agility, consistent, drive, dynamic, motivate, persevere, power, react. Rhythm, stable, stamina, static, strength	Cooperatively, communication, cushion, dig, opposition, serve, set, situation, sportsmanship, tactics, volley	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship, tactics, technique, tournament
Assessment	I can analyse my performance in relation to the fitness component being used I can work with others to manage activities I demonstrate good balance and control when performing other fundamental skills I show accuracy and power when throwing for distance I understand the different components of fitness and how they help me in other activities	I am developing a wide range of skills, and I am beginning to sue these under pressure I understand there are different skills for different situations, and I am beginning to use these I can identify when I was successful and what I need to do to improve I can use feedback provided to improve my work I can use the rules of the game, and I can apply them honestly most of the time	I can lead a partner through short warm up routines I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring with a partner and group and say how it affects the performance I can use strength and flexibility to improve the quality of my performance I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking and intercepting when playing in defence I understand the need for tactics and can identify when to use them in different situations I can communication with my team and move into space to keep possession and score.

5	Summer 1		Summer 2	
	Rounders	**Flag Football**	**Tennis**	**Cricket**
Key Skills	**Physical:** throw, catch, bowl, bat, field **Social:** communication, respect, collaboration **Emotional:** perseverance, honesty, confidence and self-regulation **Thinking:** assess, make decisions, comprehension, reflection, select and apply skills, tactics	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** communication, respect, support others **Emotional:** perseverance, confidence, determination **Thinking:** What different routes can be used in flag football?	**Physical:** forehand and backhand groundstroke, volley, underarm serve, rally **Social:** communication, cooperation, encourage and support others collaboration **Emotional:** perseverance, honesty, **Thinking:** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics	**Physical:** deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting **Social:** communication, respect collaboration **Emotional:** perseverance, honesty, determination **Thinking:** observation, provide feedback, select and apply skills, assessing
Learning Objectives	To develop throwing and catching and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament. Using tactics identified	**By the end of the lesson, year 5 should remember offensive and defensive positions, be able to play all positions and** throw to offensive positions in space. snap the ball with more consistency and control over the quarterback's hands. perform basic routes (hook, slant and fade) with defenders describe and demonstrate at least 5 different football plays that involve C, QB, RB and WR have a good understanding of what position is their strongest and play that within a competitive game	To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit
Vocab	Backing up, close catch, compete, decision, deep catch, limit, long barrier, no ball, retrieve, short barrier, situation, stance, tactic, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, tactic, technique, volley	Backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, tactic
Assessment	I am beginning to strike a ball with a rounders bat I am developing a wider range of fielding skills, and I am beginning to use these under pressure I can work cooperatively with others to manage our game I understand the rules of the game and can apply them honestly most of the time I understand the need for tactics and can identify when to use them in different situations	Can they play a full flag football game using offence and defence positions? Can they pick the correct route to throw when playing quarterback? Are we able to use sportsmanship when winning and losing	I am developing a wide range of skills, and I am beginning to use these under pressure I can use feedback provided to improve my work I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time	I am developing a wider range of fielding skills and I am beginning to use these under some pressure I can strike a bowled ball with increasing accuracy I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time

Y5 RELIGIOUS EDUCATION CURRICULUM OVERVIEW

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews1, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate2 so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.



Beliefs and practices

Describe, make connections and reflect upon different features of the religions and worldview studied, **discovering more about the significance** of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations

Sources of wisdom

Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority **reflecting on the impact** of beliefs and teachings as ways of seeing the world in different communities

Symbols and actions

Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning

Prayer, worship and reflection

Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness

Identity and belonging to a family

Explore and describe the challenges of individual commitment to a community of faith or belief. **Examine** the role of religious leadership **and consider why** belonging to a community may be valuable in their own lives

Ultimate questions

Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth

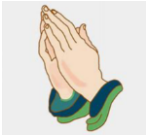
Human responsibility and values

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. **Respond thoughtfully** to ideas about values, respect and human responsibility

Justice and fairness

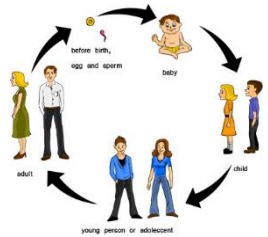
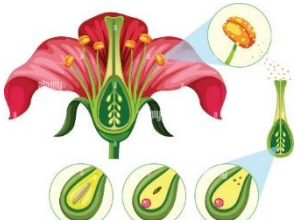
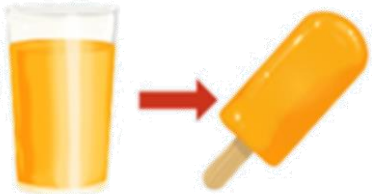
Discuss and apply their own and others' ideas about ethical questions **reflecting** on ideas about what is right and wrong and what is just and fair

Y5 RELIGIOUS EDUCATION CURRICULUM OVERVIEW

5	Autumn	Spring	Summer
	Identity & Belonging Human Responsibility and Values	**Prayer, Worship & Reflection** Human Responsibility and Values	**Symbols & Actions** Human Responsibility and Values
Key Focus	Talk about how groups express who they are and how individuals belong to communities including faith groups Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
Key Questions	**I understand some of the challenges of individual commitment, belonging and faith.** **I can raise questions about leadership in my own and others' lives.**	**I can talk about how people of faith communicate their faith through prayer, worship and reflection.** **I know why some people pray or meditate.**	**I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities.** **I can describe similarities and differences between and within communities.**
Vocabulary	personal heroes, traditions, impact, religious leaders, celebrate, key events, Jesus Messiah, Eightfold path, Buddhists, Christians Moses, Jews, Shabbat, mezuzah, faith, representatives	Prayer, reflection, meditation, stillness, The Lord's Prayer, compassion, mindfulness, Hindu, Shema, multi-faith prayer space Dalia Lama, worldviews, being peaceful Buddhist mantras	Mudras, Buddha, artefacts, Passover Easter, kippah, Dharma, Sangha, The Three Jewels, wheel, Lotus flower, murti Hinduism
	Other Events Harvest and Remembrance 	Other Events 	Other Events

SCIENCE CURRICULUM OVERVIEW

	causal relationships, decimals, analyse, interpret, conclude, capacity, mass, approximate, justify, secondary source, evidence, duration, mean, calculate, method line graph, microscope, anomaly, anomalous result, control, control beaker, sieve, filtering, repeatability, accuracy, correlation, precision, angle, periscope, line graph, scatter graph, independent variable, dependent variable, controlled variables, duration, theory	**Exposure words** causal relationships, decimals, analyse, interpret, conclude, capacity, mass, approximate, justify, secondary source, evidence, duration, mean, calculate, method

5	**Autumn 1**	**Autumn 2**	**Spring 1**
	Forces	**Space**	**Materials**
Key Learning	What is friction? What is air resistance? What is water resistance? Can I explore gravity? How can we use small forces for greater effects?	What is the solar system? What planets make up the solar system? What is the motion of the Earth and planets? What do we know about planet Earth? How do we get night and day? What is the moon?	Can we test materials for magnetic, transparency and hardness? Can we test materials for electrical conductivity? What is a good insulator? What are the uses of every day materials?
Skills	Present findings Plan Take measurements Answer questions and make conclusions	Answer questions and make conclusions Present findings Gather, record and classify data	Gather, record and classify data Plan Take measurements Evaluate Answer questions and make conclusions
Vocabulary	frictional force, motion, air resistance, parachute, surface area, water resistance, streamlined, non-contact force, gravity, weight, lever, gear, pulley, machine	Solar System, orbit, Sun, planets, Pluto, celestial body, gravity, heliocentric model, geocentric model, rotate, axis, North Pole, South Pole, Earth, night, day, moon, gravitational force, satellite	electrical conductor, electrical insulator, thermal insulator, properties, lifespan, dissolve, soluble, insoluble, solution, mixture, reversible changes, reverse, chemical reaction, irreversible change, burning, heating, vinegar, bicarbonate of soda

5	Spring 2		Summer 1	Summer 2
	Animals including humans	**Life cycles**	**Reproduction**	**Reversible and Irreversible changes**
Key Learning	What is the human life cycle? What are the parts of the human life cycle: Babies and children Adolescence and puberty Adults and elderly What are gestation periods of mammals?		What is sexual reproduction? What are the reproductive parts of a plant? What is pollination? What is asexual reproduction? What is cloning?	What is dissolving? Can I separate materials by filtering and sieving? What are solutions? What are reversible changes? What are irreversible changes?
Skills	Plan Gather, record and classify data Answer questions and make conclusions Present findings		Present findings Gather, record and classify data Answer questions and make conclusions Plan Take measurements	Evaluate Gather, record and classify data Take measurements Present findings Evaluate
Vocabulary	foetus, elderly adult, milestone, womb, period, reproduce, hormone, puberty, life expectancy, gestation period, gestation		monotreme, mammary gland, metamorphosis, larva, chrysalis, hatchling, nestling, fledgling, fertilisation, embryo, sperm cells, egg cells, sexual reproduction, anther, stigma, style, filament, ovary, ovule, clone, runner, tuber, asexual reproduction, cutting, parent plant	electrical conductor, electrical insulator, thermal insulator, properties, lifespan, dissolve, soluble, insoluble, solution, mixture, reversible changes, reverse, chemical reaction, irreversible change, burning, heating, vinegar, bicarbonate of soda