# Year 5 Curriculum

| Programme of study | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **English** | - Fiction genres Diary entry Balanced argument Informal letter Non-fiction genre -Information text | Fiction genres Recount Character description Non-fiction genre -Biography -Newspaper report | Narrative – setting description Character description diary | Non - fiction – information Narrative | Narrative Setting description Character description | Narrative |
| | Spelling punctuation and grammar | | | | | |
| | Handwriting – Letter Join | | | | | |
| | Vipers – Kensuke's Kingdom by Michael Morpurgo | | VIPERS – Skellig by David Almond | | VIPERS _ Goodnight Mr Tom by Michelle Magorian | |
| **Mathematics** | Place value <ul><li>Decimals</li><li>Money</li><li>Negative numbers</li><li>Short multiplication and division</li></ul> | | Geometry Area and scaling Calculating with decimal fractions Factors, multiples and prime | | Fractions Converting units Angles and transformation | |
| | Problem solving, reasoning and fluency | | | | | |
| | Mental arithmetic | | | | | |
| **Science** | Properties and Changes of Materials | Forces in Action | Space | Space Animals including humans | Living things and their habitats | Scientists and Inventors |
| **Creative Curriculum** | **Natural Disasters - What Rocks our Earth?** -Explore the Earth's extreme climates finding out about the hottest, wettest, coldest and driest places on Earth. Find out about the water cycle | **Natural Disasters - What Rocks our Earth?** - Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. | **Space - Is there anybody out there?** -Define the solar system and what it contains, examining the different objects within a solar system. -Explore how the rotation of the Earth and phases of the moon. | **Space – Is there anybody out there?** -Find out about the Space Race between the USSR and USA and space exploration between 1940 and 1970. | **World War II** Visit to Cannock Chase Museum - Find out about the causes of the war. - Use an atlas to locate the countries involved. - Use dates to order and place events of WW2 on a timeline. | **World War II** - Compare life now to wartime Britain. - Understand the Blitz and why and how it happened. - Examine the impact of the Blitz through evacuation and rationing using |

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| | -Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.<br>-Explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures.<br>-Explore Hokusai's artwork The Great Wave by investigating how woodblock prints are made. | -Discover how volcanoes are formed and what happens when one erupts.<br>-Design, make and evaluate a waterproof container which can be used to protect precious items during a natural disaster.<br>-Consider the effects we as humans have on climate change and what personal actions can be taken to reduce our carbon footprints | -Find out the names of the planets in our solar system and discovering facts about them.<br>-Create a fictional planet using mixed media | -Examine methods of space exploration used today.<br>-Explore examples of past and present sundials before designing, making and evaluating a sundial.<br>-Compare creation stories with the Big Bang theory and why there are different explanations of how the universe began. | - Identify the key leaders during the war and the roles they played.<br>- Create a newspaper report about the declaration of war.<br>- Study and recreate wartime artwork in the style of Henry Moore. | a range of different sources.<br>- Write a letter home from the perspective of an evacuee<br>- Understand the impact of propaganda and its use during the war by both Britain and Germany.<br>- Undertake a study of Anne Frank. |
| | Geography: Human geography | Geography: | Geography Physical | Geography: Biomes | History: | Geography: Europe (allies and Axis) | History: | History: | Geography: Human |
| **R.E** | Who was Jesus? | Why do we care about the planet? | Why do Muslims worship? | Why do Jews celebrate the Passover? | Why do Christians celebrate Holy Communion? | Is getting your own back ok? |
| **PSHE** | • Learning Resilience<br>• Anti-bullying<br>• Adversity<br>• Staying safe online | • Black history month<br>• British Values - law and parliament<br>• Staying safe online<br>• | • Team work<br>• Responsibility and inspiration<br>• Staying safe online | • Staying safe online | • Staying safe online | • Staying safe online |

| Art | Develop skills when using clay to sculpt animals from extreme climate | | Exploring the world of origami and using this understanding to make an origami star. | | Look at a variety of wartime propaganda posters and the styles that were used. |  |
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| | Use lines tones and shades to represent tornadoes. Learn about great artists in history – Hokusai Mix colours to express moods to divide foreground from background to produce painting in the style of Hokusai | | Creating a fictional planet using mixed media. | | Generate and use adjectives based on images of WW2 before creating an emotive piece of artwork about WW2. Exploring the use of pencil and sketching skills to draw a WW2 aircraft. | |
| **Spanish** | Greetings, classroom instructions, animals, gender, pets, names, colours, opinions, adjectives, age, numbers | | | | | |
| **Music** | Djembe Drumming  Use percussions to create and portray natural disaster composition, think about pitch rhythm, pulse. Use percussion to create a storm composition. | Mango Walk | | | Composing a piece of music to represent the journey of a spaceship using tuned and un-tuned instruments.  Listening and responding to Holst's The Planets. | Explore why songs and music were important during the war and learn some famous wartime songs.  Blitz and develop ways to record this on paper. |
| **D&T** | Use research and develop design criteria to generate prototype when designing waterproof back-pack. Use electrical systems when making their information box. Evaluate their design and consider how to improve next time. | | Exploring examples of past and present sundials before designing, making and evaluating a sundial.  Creating motorised circuits in order to create a moving Mars Curiosity Rover Work within the limits of rationed ingredients to create a wartime dish. | | Create a Morse code key and using it to sound out Morse code.  Create a replica gas mask and explore what they were for and when they were used. | |
| **Computing** | Research natural disasters Online safety | Spreadsheets - using purple mash program Online safety | Database - using purple mash Online safety | Database - using purple mash Online safety | Coding - using purple mash Online safety | |

| P.E. | Baseline Team building ` | Gymnastic Dance | Invasion | QAA | Striking and fielding | Athletic Tennis |
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