



## Year 5 Curriculum Plan 2018-2019

	Autumn		Spring		Summer	
<b>Enrichment Curriculum</b>	<b>Ancient Egyptians</b> (History) - An in depth study of the Ancient Egyptian civilization - Gain an overview of where and when the first civilizations appear		<b>Lost! Modern and historical explorers</b> (History with Geography skills) - Identify the position and significance of latitude, longitude, equator, Northern Hemisphere and Southern Hemisphere by tracking the routes taken a variety of explorers - Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied - Investigate explorers who discovered non-European societies and compare and contrast those societies with British history		<b>Mountains, Rivers and Coasts</b> (Geography) - Describe and understand key aspects of climate zones, biomes and vegetation belts, rivers, mountains, coasts, volcanoes and earthquakes, and the water cycle - Describe and understand key aspects the distribution of natural resources including such as water.	
<b>English</b>	-Biographies & Autobiographies -Recounts	-Classic Fiction -Classic Poetry -Instructions and Explanations	-Genre Fiction -Reports and Journalistic Writing	-Argument and Debate -Narrative poetry	-Genre Fiction – Science Fiction -Persuasive Writing	-Non- Chronological Reports -Power of Imagery
	<b>Ongoing: Reading</b> – comprehension and inference skills; <b>Writing</b> - transcription, joined handwriting, composition, vocabulary, grammar and punctuation; <b>Spoken Language</b>					
<b>Mathematics</b>	-Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method; -Divide numbers up to 4 digits by a one- or two-digit numbers using long division; -Learn times tables up to 12 x 12 and use known facts to solve multiplication and	-Proportion; -Order and recognise proper and improper fractions, including equivalent fractions; -Convert decimals to fractions; -Recognise % and convert to a fraction. -Use fractions,	-Convert between metric units of measurement; -Use approximate conversions between metric and imperial units; -Calculate area and perimeter; -Use units of measurement and estimate volume and capacity. -Read analogue and digital clocks and express the	-Square and cube numbers; -Written methods for addition and subtraction; -Problem solving; -Mental strategies for numerical problem solving; -Negative numbers; -Rounding;	-Identify 3D shapes from 2D representations; -Draw and measure angles using degrees; -Describe angles using appropriate vocabulary; -Solve problems using known properties of shapes; -Regular and irregular polygons. -Co-ordinates. -Reflection and	-Long multiplication; -Short division; -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. -Line graphs; -Timetables and tables.



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	division problems; -Prime numbers.	decimals and percentages.	time in any common form.	-Roman numerals.	translation.	
<b>Ongoing: Number and Place Value, Problem Solving Skills</b>						
<b>Science</b>	<b>Properties and Changes of Materials</b> - Compare and sort materials by properties; -Name, understand and evaluate different properties; -Recognise some materials will dissolve and to suggest methods for doing so; -Plan and carry out experiments to dissolve and separate materials.	<b>Properties and Changes of Materials</b> -Demonstrate that dissolving, mixing and changes of state are reversible changes; -Explain that some changes result in the formation of new materials; - Suggest suitable uses for materials according to their properties.	<b>Forces and Magnets</b> -Explain falling in terms of gravity; -Identify effects of air/water resistance, levers, pulleys and gears; -Recognise the effect of mechanisms on small forces.	<b>Earth and Space</b> -Describe the movement of the Earth and other planets relative to the Sun; -Describe movement of the Moon relative to Earth; -Use rotation to explain day/night and apparent movement of sun across the sky.	<b>Living Things and their Habitats</b> -Describe differences in life cycles within different species; -Understand the process of reproduction in some plants and animals; -Describe the classification of living things into groups; -Suggest reasons for classification based on characteristics.	<b>Animals including Humans</b> -Describe the changes as humans develop; -Identify and name main parts of human circulatory system; -Recognise the impact of diet, exercise, drugs and lifestyle; -Describe the ways in which nutrients and water are transported.
	<b>Ongoing: Investigation Skills</b> – planning investigations, taking measurements, recording data, using test results to predict and make further investigations.					
<b>Computing</b>	<b>'We are game developers'</b> -Development of a game using Scratch software; -Prototyping, development and debugging of software; -Character and background design using the computer.	<b>'We are cryptographers'</b> -How electronic communication is made secure; -Historical development of ciphers; -How to create a secure password.	<b>'We are graphic designers'</b> -Use of software to create repeating artistic patterns; -Use of geometrical forms in art; -Historical examples such as Escher, Islamic art and Riley. -Fractal landscapes.	<b>'We are web developers'</b> -Creation of a website using online tools; -Understand computer networks and systems; -Explain internet safety and how to protect oneself online.	<b>'We are bloggers'</b> -Use of a variety of software to create a media-rich blog; -Involvement on a global learning community; -Evaluating and presenting data.	<b>'We are architects'</b> -Research art gallery architecture; -Use of Trimble SketchUp to create a virtual gallery; -Use search tools effectively to find information and resources.
	<b>Ongoing: E-Safety</b> – password protection; consequences of sharing information online; protecting ourselves online and reporting concerns to an adult; consequences of spending too much time on a game or online; respectful communication; protecting our computers from harm					



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<b>Art and Design</b>	<b>Ancient Egyptian Art</b> <ul style="list-style-type: none"> <li>- Design and create an Egyptian tile incorporating key Egyptian images;</li> <li>- To design, create and replicate Egyptian jewellery;</li> <li>- Study and interpret wall paintings and creating their own to tell a story.</li> </ul>		<b>Magical Maps</b> <ul style="list-style-type: none"> <li>- Children design an imaginary landscape;</li> <li>- Children create aged maps for their land;</li> <li>- Children create maps based on animals</li> </ul>		<b>Artist Study: Monet</b> <ul style="list-style-type: none"> <li>- Study of a famous artist and his work.</li> <li>- Charcoal sketching</li> <li>- Use a famous piece of art as inspiration.</li> <li>- Impressionism.</li> </ul>	
<b>Design and Technology</b>	<b>Ancient Egyptian DT</b> <ul style="list-style-type: none"> <li>- Creating a tile template using printing foam;</li> <li>- Ink printing;</li> <li>- Clasps and fasteners;</li> <li>- Stone painting.</li> </ul>		<b>DT</b> To understand how key events and individuals in design and technology have helped shape the world in terms of exploration and navigation.		<b>Land Features</b> Using wire frames, papier mache, clay, plasticine, modrock, children create natural feature e.g. coastline, volcano, river bed etc.	
<b>Music</b>	<i>Livin' On A Prayer</i> by Bon Jovi	<i>Classroom Jazz 1</i>	<i>Make You Feel My Love</i> by Adele	<i>Fresh Prince of Bel Air</i> by Will Smith	<i>Dancing in the Street</i> by Martha and the Vandellas	<i>Reflect, Rewind and Replay</i>
<b>Physical Education</b>	<b>Rugby</b> <ul style="list-style-type: none"> <li>- Developing passing backwards</li> <li>- Supporting the ball carrier</li> <li>- Understanding and applying the basic rules of the game</li> </ul> <b>Football</b> <ul style="list-style-type: none"> <li>- Developing positional play</li> <li>- Striking and setting up a goal</li> <li>- Understanding and applying the rules of the game</li> </ul>	<b>Cycle Cross</b> <ul style="list-style-type: none"> <li>- Developing endurance for off road racing</li> <li>- Mounting and dismounting on the move, cornering, running corner, ascending and descending.</li> </ul> <b>Hockey</b> <ul style="list-style-type: none"> <li>- Controlling the ball on the ground</li> <li>- Passing on the open and reverse stick side.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>- Principles of balance through counter balance / counter tension and bearing a partners weight.</li> </ul> Combining movement motifs to create a coherent sequence.	<b>Cricket</b> <ul style="list-style-type: none"> <li>- To understand and apply the rules of the game.</li> </ul> Develop bowling techniques.	<b>Swimming</b> <ul style="list-style-type: none"> <li>- Refining four basic strokes including butterfly.</li> <li>- Bilateral breathing.</li> <li>- Extending distance – 25m+.</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>- Discus, javelin and shot</li> <li>- High jump – scissors and low flop.</li> <li>- Relay changeover.</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>- Riding on a wheel.</li> <li>- Strings – moving strings.</li> <li>- Group riding skills.</li> <li>- Starting.</li> <li>- Sprinting out of the saddle.</li> <li>- Events – Kieron / Unknown distance / scratch/ TT.</li> </ul>



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			performances. Learn to roll.			
<b>PSHE</b>	<b>Relationships</b> - Feelings and emotions - Healthy relationships	<b>Health and Wellbeing</b> - Healthy lifestyles	<b>Health and Wellbeing</b> - Growing and changing - Keeping safe	<b>Relationships</b> - Feelings and emotions - Valuing difference	<b>Living in the wider world</b> - Rights and responsibilities - Taking care of the environment	<b>Living in the wider world</b> - Money matters
<b>Religious Education</b>	<b>What does it mean of God is holy and loving?</b> <i>(Christianity)</i>	<b>What kind of king is Jesus?</b> <i>(Christianity)</i>	<b>What would Jesus do?</b> <i>(Christianity)</i>	<b>What did Jesus do to save human beings?</b> <i>(Christianity)</i>	<b>What can stories and images of deities tell us about Hindu beliefs?</b> <i>(Hinduism)</i>	<b>Worship and community. Why is it important?</b> <i>(Multi-faith)</i>
<b>Spanish</b>	<b>Number</b> - Five times table. - Reading telling the time. - When mealtimes are in Spain compared with England.	<b>Revision and extension of food and drink</b> - Vocabulary. - Give opinions of different food/drink. - Complete food diary in Spanish.	<b>Likes and dislikes</b> - Asking and offering opinion on a range of topics. - Dictionary use.	<b>Sports</b> - Learn a range of sports and corresponding vocabulary. - Extend use of 'hay', 'tiene', 'es'.	<b>Music</b> - Learn a range of different instruments. - Give opinions on different musical styles - Dictionary use.	<b>Use 'porque' to give reasons for their opinions</b> - Adjectival agreement. - Create a rap/song about food/sports/music.