

Curriculum Overview 2019-2020 - Year Group 5

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Infamous Invaders and Settlers (8 weeks)	Morpurgo's Masterpiece – War Horse (7 weeks)	The world around us (6 weeks)	Out of this World – Space topic (6 weeks)	Fight for your Rights (5 weeks)	Whole school themed topic (7 weeks) TBC
Text focus	The Roman Quests: Escape from Rome Ruthless Romans – Horrible histories	War Horse – Michael Morpurgo	Why the whales came – Michael Morpurgo Plus a range of non-fiction texts	War of the Worlds – H.G Wells	Stand up, stand out – Kay Woodward Kick – Mitch Johnson https://www.amnesty.org.uk/fiction-primary-secondary-school-teach-human-rights-literature	
English	<p>Diary – in role</p> <p>Non-chron report – Romans or Invaders and settlers</p> <p>Horrible history style cartoon strips</p> <p>Narrative – using class text as a genre. Write a narrative section/chapter following on from a point in the book. (ADD)</p> <p><u>Reading (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration</p>	<p>Contrasting setting descriptions – The farm and the battlefield</p> <p>Letter from a soldier at war</p> <p>Persuasive/discursive text – linked to the story plot/characters</p> <p><u>Reading (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in</p>	<p>Woodland and river creatures – Non-chron report</p> <p>Explanation text – Water cycle</p> <p>Short story – using Flotsam to create text/ideas</p> <p><u>Reading (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in</p>	<p>Diary – experiencing an alien invasion</p> <p>Newspaper report – Mars Invades</p> <p>Poetry – Space themed</p> <p><u>Reading - (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive</p>	<p>Playscript writing – based on human rights issue</p> <p>Persuasive speech and information leaflet</p> <p><u>Reading (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities –</p>	<p>Review of weaker areas –match to whole school topic</p> <p><u>Reading (fiction, non-fiction and poetry topic texts)</u> Reading skills – reading strategies lessons (Vocabulary work), connecting, visualising, predicting, summarising, inferring etc) Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension</p>

	opportunities – descriptive writing Review of the book	role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book	writing Review of the book	descriptive writing Review of the book	development Lots of language exploration opportunities – descriptive writing Review of the book
SPAG / Spelling	Complete spelling analysis for children using written work – create a spelling profile for each child See Babcock spellings Autumn Term Review the grammatical difference between plural and possessive 's' Standard English review – was/were – local dialect etc Pronouns to avoid repetition Fronted adverbials + adverbials Paragraphs Speech Apostrophes for possession and contraction Commas Different types of pronouns Word classes	Action weak areas from spelling analysis previous half term See Babcock spellings Autumn Term Any weak areas from Autumn 1 plus: Converting nouns or adjectives into verbs using suffixes Verb prefixes Relative clauses Modal verbs Devices to build cohesion within a paragraph Linking ideas using adverbials Expanded noun phrases and figurative language	See Babcock spellings Spring Term + spelling analysis Any weak areas from Autumn 2 plus: Brackets, dashes and commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Prepositions – prepositional phrases	See Babcock spellings Spring Term + spelling analysis Revision of weaker areas	See Babcock spellings Summer Term + spelling analysis Revision of weaker areas	See Babcock spellings Summer Term + spelling analysis Revision of weaker areas
Maths	Place value Addition and subtraction Statistics Mental methods and number sense Close gaps from Year 4	Measures – length and perimeter Multiplication and division Mental methods and number sense Consolidation	Fractions Mental methods and number sense	Decimals and % Mental methods and number sense	Geometry - properties of shapes and position and direction Measurement – converting units Mental methods and number sense	Measures consolidation – plus Volume Mental methods and number sense

Science	Properties and changes of materials	Properties and changes of materials	Living things and their habitats	Earth and Space	Animals including humans	Forces ICT link – data logging
History All work feeds into being able to answer the key historical inquiry questions created at the start of the unit	<p>Roman visitor into school</p> <p>Roman day</p> <p>Use artefacts as primary sources of information – what do they tell us? What could they be? Lots of discussion and enquiry work.</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels – BC/AD Century, decade etc</p> <p>Be able to make comparisons between different times in the past – discuss other periods of history studied – plus life in early and late times within period studied</p> <p>Compare information and accounts from a variety of fiction and non-fiction sources - To make comparisons of accounts from different sources – fact and fiction – reliability</p> <p>Use evidence to build up a picture of the past – life during this time</p> <p>To communicate their knowledge and understanding</p>	<p>Use artefacts as primary sources of information – what do they tell us? What could they be? Lots of discussion and enquiry work.</p> <p>Look at the differences between men and women at the start of WW1</p> <p>Make comparisons with today</p> <p>Add to chronological understanding by comparing with previous topic’s historical period</p> <p>Examine the causes and results/impact of WW1 and key events within it</p> <p>Begin to identify the difference between primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event – present.</p> <p>To communicate their knowledge and understanding</p>				Review of weaker areas –match to whole school topic
Geography		Study maps and pictures of pre-war Kippax.	Use maps to locate features of the UK e.g. rivers,		Confidently use maps, globes and Google Earth.	Review of weaker areas –match to

<p>All work feeds into being able to answer the key geographical inquiry questions created at the start of the unit</p>		<p>Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. Explain and present the differences between Pre-war Kippax and present day Kippax Reflect on the impact trade has on an area and generate ideas for cause and effect</p> <p>Be able to use 8 compass points confidently</p> <p>To use and recognise OS map symbols</p> <p>Compare maps with aerial photographs</p>	<p>mountains, large cities. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Fieldwork trip – River visit Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river, locate and explain the features. Take photographs to support findings e.g showing different transport used in the area today which would not have been used during past times. Study pictures of the river</p>		<p>Use atlases/maps to describe and locate places using 4 figure grid references.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. countours to identify flattest and hilliest areas of the continent. Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.</p> <p>Be able to draw a variety of thematic maps based on their own data</p> <p>To draw maps using keys</p>	<p>whole school topic</p>
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			<p>further back in history and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth.</p>			
Music	<p>Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.</p>	<p>Singing focus – Christmas production</p> <p>Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song ‘in their heads.’</p>	<p>Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.</p>	<p>PE link - Create dances which reflect musical features – The Planets by Holst</p> <p>Identify different moods and textures</p> <p>Listen to different/longer pieces of music and identify features</p> <p>Music in class – to be able to internalise short melodies and play these on pitched percussion by ear</p> <p>Identify different speeds of pulse, improvise rhythm patterns, perform a part keeping to a steady beat</p> <p>Show control over a range of different percussion instruments</p> <p>Plan and perform own compositions</p>	<p>Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm.</p>	<p>Review of weaker areas –match to whole school topic</p>
Art	<p>Textiles/Collage – Mosaics</p> <p>Extend work within a specified technique</p> <p>Use a range of media to create collage</p> <p>Study examples of Roman mosaics and famous mosaics and their significance.</p>	<p>3D form – wire horse sculptures</p> <p>Study work by Henry Moore and Barbara Hepworth</p> <p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Plan a sculpture through</p>		<p>Printing – Space artwork</p> <p>Look at work of Andy Warhol – repeating pattern work. Use as inspiration for own pieces.</p> <p>Also look at his piece ‘Moonwalk’ 1987</p> <p>Explain a few techniques including the use of poly-blocks, relief, mono and resist</p>	<p>Drawing/painting</p> <p>Campaign posters for Human rights issue of their choice</p> <p>Draw from observation, experience and imagination</p> <p>Look at age appropriate work by Banksy and use as inspiration</p>	<p>Review of weaker areas –match to whole school topic</p>

		<p>drawing/sketching horse forms</p> <p>Look at line, tone, pattern, texture, colour and shape when sketching</p>		<p>printing</p> <p>Choose a printing method appropriate to task</p> <p>Build up layers or colours and textures</p> <p>Organise work in terms of pattern, repetition, symmetry or random</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p>	<p>Look at line, tone, pattern, texture, colour and shape when sketching</p>	
<p>DT</p> <p>For each project, work through full DT process: research, design, refine, create, refine, evaluate</p>	<p>Woodwork – Roman catapults</p>		<p>3D River basin models - The different parts of a river basin from the source to the mouth e.g. watershed, tributary, confluence, waterfall. Think about the features of the upper, middle and lower parts of your river basin.</p> <p>Children to design and plan – what materials could they use? Work in pairs</p>	<p>Science Link – Create and Orrery</p> <p>Movable models to show planet orbits and rotations</p>	<p>Food tech project – healthy lunches/meals using fair trade products</p>	<p>Review of weaker areas –match to whole school topic</p>
<p>RE</p> <p>Make links with topic, a range of religions and everyday life</p>	<p>Some P4C activities/themed discussions</p>	<p>5.3 Should we forgive others?</p> <p>Some P4C activities/themed discussions also</p>	<p>Some P4C activities/themed discussions</p>	<p>5.4 What matters most to believers?</p> <p>Some P4C activities/themed discussions also</p>	<p>5.2 What do we know about Islam?</p> <p>Some P4C activities/themed discussions also</p>	<p>5.1 Why are some places and journeys special?</p> <p>Some P4C activities/themed discussions also</p>
<p>PE</p>	<p>Athletics and games</p>	<p>Gymnastics and games</p>	<p>Dance and games</p>	<p>Dance and games</p>	<p>Gymnastics and games</p>	<p>Athletics and games</p>
<p>ICT</p> <p>Research and E-safety will feature throughout the year</p>	<p>Radio Station - This unit allows children to use software and digital devices for recording sound. Based around the theme of a Radio Station, it is designed to encourage a creative approach that includes interviewing, making adverts and using jingles. Other software is</p>	<p>Online Safety - In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how</p>	<p>3D Modelling: SketchUp - In this unit the children extend their drawing skills to create 3D models based on using the software SketchUp Make. This is a free application available for download on Windows</p>	<p>Scratch – Developing Games - This unit builds on the previous unit in Year 4 (Questions and Quizzes) using Scratch to build and edit algorithms for simple games. The unit is designed to help children develop their skills in</p>	<p>Internet Research & Webpage Design - This unit combines the further development of children's skills for searching the Internet with the introduction of creating and editing a webpage</p>	<p>Controlling Devices: Flowol (Requires paid software) - This unit introduces children to flowcharts and how they are used to program and control</p>

	<p>incorporated where children write scripts and design additional advertising for their Radio Station. Opportunities are included for children to present, listen, review and evaluate their own content as well as professional and commercial examples, plus those created by their peers.</p> <p>NC Objectives: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.</p> <p>NC Objectives: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>or OSX (Mac). Children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools.</p> <p>NC Objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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</p>	<p>writing their own algorithms as well as editing and debugging existing codes.</p> <p>NC Objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>using Google Sites. Children will learn how use to some of the other advanced search features in Google, such as fill in the blanks; and how to create a webpage with a layout of their choosing which includes images and links to other webpages. Children are encouraged to consider related e-safety issues such as use of logins and passwords, and the use of their own images and photos and those of others. This unit takes advantage of Google Apps for Education (GAPE). Please read the GAPE Guidance Sheet for information on this software.</p> <p>NC Objectives: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>	<p>devices. Lessons are designed to be used with Flowol software (version 4.0), which includes simulations of real life automatic computer systems. Children are taught to build sequences of instructions, control multiple outputs and structure algorithms with decisions and inputs. Although many external hardware interfaces can be attached and linked to a computer using Flowol, this unit is designed as an introduction to the software and the concepts of flowchart programming. Further learning can be extended by using external devices.</p> <p>NC Objectives: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and</p>
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						repetition in programs; work with variables and various forms of input and output
Spanish	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work	See Wakefield scheme of work
PSHE	Physical health and wellbeing – In the media	Keeping safe and managing risk – When things go wrong	Identity, society and equality – Stereotypes, discrimination and prejudice (including tackling homophobia)	Mental health and wellbeing - dealing with feelings	Drug alcohol and tobacco education – What do we put into our bodies?	Sex and relationship education – Healthy relationships/How babies are made