


Year 5 Curriculum Overview



Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.

	Who Do I Want To Be?		
Term and theme	Autumn	Spring	Summer
	<p>Making Connections, Making Changes: Invent, Innovate and Campaign</p> <p>Careers week: Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM What kind of leader do I want to be?</p>	<p>Making Connections, Making Changes: Look into the Future</p> <p>STEAM: Elements of Change What kind of scientist could I be? How can we create change? What changes can we make now to ensure a better future?</p>	<p>Making Connections, Making Changes: Taking Action, Making a Difference</p> <p>Moving People, Changing Places. Focus on advocacy because change starts with us. We will explore change and connections on a variety of scales, for example through fair trade and migration.</p>
 UNCRC	<p>The right to be heard The right to be healthy The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be heard The right to a childhood The right to be treated fairly The right to be educated</p>	<p>The right to be healthy The right to a childhood The right to be treated fairly</p>

Year 5 Curriculum Overview



Global Learning theme (knowledge and understanding) values and skills

Making Connections, Making Changes: Invent, Innovate and Campaign

Knowledge and Understanding:
Sustainable Development, Human Rights, Social Justice and Equity, Identity and Diversity.

Values:
Belief that people can bring about change, Sense of Identity and Self-Esteem, Commitment to social justice, Respect for People and Human Rights, Value diversity.

Skills:
Critical thinking
Communication
Challenging perceptions and stereotypes

Making Connections, Making Changes: Look into the Future

Knowledge and Understanding:
Sustainable Development, Globalisation and Inter-dependence, Power and Governance, Social Justice and Equity.

Values:
Belief that people can bring about change, Commitment to participation and inclusion.

Skills:
Empathy
Self-awareness and Reflection
Communication
Co-operation and teamwork

Making Connections, Making Changes: Taking Action, Making a Difference

Knowledge and Understanding:
Sustainable Development, Globalisation and Inter-dependence, Human Rights, Social Justice and Equity.

Values:
Belief that people can bring about change, Commitment to participation and inclusion, Empathy, Commitment to social justice, Value and respect for diversity.

Skills:
Enquiry and debate
Reflection and evaluation
Co-operation and teamwork



Initial stimulus and Outcome

Invent, Innovate and Campaign

CAREERS WEEK: Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM
What kind of leader do I want to be?

Stimulus: Assemblies, World's Largest Lesson.....

Partnerships: World's Largest Lesson, Careers week contributors.

Outcome: Contribution to whole school SDG project launch video/website posts from Careers Week @TheWorldsLesson

Look into the Future

STEAM: Elements of Change

Stimulus: Assemblies, Dapne Oram, Sol Lewitt, how can we create change? **What Kind of Scientists Could I Be?**
Link to Careers Week: What kind of leader do I want to be?

Possible Partnerships: CLC, Cornelia Parker, Unicef

Outcome: Making Connections, Making Changes – Look into the Future. Exhibition curated by the children.
Learning is expressed through science, art and technology.

Taking Action, Making Difference

Stimulus: Assemblies, Gapminder and Hans Rosling, Dollar Street, World Athletics Championship

Partnerships:

Outcome: Whole school celebration of new vision and values statement

Year 5 Curriculum Overview



History/
Geography

HISTORY

*Britain's settlement by the Anglo Saxons and Scots
400-789*



*Viking & Anglo-Saxon struggle for England to time of
Edward the Confessor 789 -1066*

GEOGRAPHY

*Mapping and location skills taught as discrete lessons
and in the above context.*

HISTORY

Non-European Society The Mayans c. AD 900



GEOGRAPHY

*Mapping and location skills taught as discrete lessons
and in the above context.*

HISTORY

N/A

GEOGRAPHY



PLACE KNOWLEDGE UNIT:

THE AMERICAS, BRAZIL

*Understand geographical similarities and differences
through the study of human and
physical geography of a region in the Americas.*

GEOGRAPHY

PLACE KNOWLEDGE UNIT:

BURWELL HOUSE RESIDENTIAL, CAMBRIDGESHIRE

*Understand geographical similarities and differences
through the study of human and physical geography
of a region in the United Kingdom.*





English

Britain's settlement by the Anglo-Saxons and Scots
Stimulus

A monster is lurking around Year 5. Bloodied footprints have appeared and a trail of destruction is following. Can year 5 help the good King Hrothgar to capture this hideous beast?

Suggested Texts
Beowulf- Michael Morpurgo
Beowulf (Legends from the Ancient North) -Michael Alexander
Beowulf: Dragon Slayer- Rosemary Sutcliffe

Social Purpose
To Entertain

Outcome
Children will complete the resolution and ending to Beowulf

Careers Week
Stimulus
Careers week visitors.

Suggested Texts
When I Grow Up- Benjamin Zephaniah
The Big Book of Riddles for Kids- Peter Jenkins

Social Purpose
To entertain
To Inform

Outcomes
Children will write rhyming couplets to inform readers about careers.

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Readers
Aesop's Fables retold by Alice Shirley

The Vikings
Newspapers
Stimulus

The Anglo Saxon home and mead hall boom corners have been raided!!

Social Purpose
To Inform

Outcome
Children will write a newspaper article about the Viking attack on Lindisfarne

Suggested Texts
Children will access a range of newspaper articles, informatio texts in print and online

Social purpose
To Explain

Outcomes
Children will write a historic explanation text based around the question; How did the Viking succeed the Anglo-Saxons?

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Readers
Treasure Island by Robert Louis Stevenson

The Mayans
Stimulus
Mexicolore- using music, dance, drama, costumes, artefacts, crafts, slides and other media to bring Mexican history and culture alive!

Suggested Texts
Mayan Legends-

Social purpose
To entertain
To explain

Outcomes
Children will write their own creation Myths based on the Gods and astronomy.

Children will turn a Maya traditional story into a play script

Children will write instructions to make Mexican inspired food.

Suggested Class Readers
The Graveyard Book by Neil Gaiman

STEAM: Earth and Space
Stimulus
Children to have Skype conference with scientists from NASA and watch live ISS stream.

Suggested Texts
Georges Secret Key to the Universe- Steven and Lucy Hawking
A range of information sources such as web, audio and film on space.

Social purpose
To explain

Outcomes
Children write an explanation text on a range of themes linked to the space topic. To create a class explanation text.

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Readers
Fly by Night by Frances Hardinge

Stimulus
Brazil

Suggested Texts
Journey to the River Sea Eva Ibbotson

Social purpose
To entertain

Outcomes
They will then write their own story about their own imaginary journey to Brazil. They will aim to incorporate their geographical findings in the story, through varied and accurate descriptions of urban and rural Brazil.

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Readers
Ribblestrop by Andy Mulligan

Place study of a region in UK

Stimulus

Suggested Texts

Social purpose

Outcomes

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

Suggested Class Readers
The Dark Wild- Piers Torday



Year 5 Curriculum Overview



 Mathematics	<p><i>Number and Place value</i> <i>The four operations (+,-,x,÷)</i> <i>Fractions</i></p>	<p><i>Number and Place value</i> <i>The four operations (+,-,x,÷)</i> <i>Fractions</i> <i>Measurement</i> <i>Geometry</i></p>	<p><i>Number and Place value</i> <i>The four operations (+,-,x,÷)</i> <i>Fractions</i> <i>Measurement</i> <i>Geometry</i> <i>Statistics</i> <i>Algebra</i></p>
 Science	<p><i>Autumn 1: Forces</i></p> <p><i>Autumn 2: Animals inc Humans</i></p>	<p><i>Spring 1: Earth and Space</i></p> <p><i>Spring 2: STEAM</i></p>	<p><i>Summer 1: Properties and changes of materials</i></p> <p><i>Summer 2: Living Things and Their Habitats.</i></p>
 Computing	<p><i>iPROGRAM – design and develop computer games</i></p> <p><i>iSAFE – Staying safe online</i></p>	<p><i>iWEB – Lets Change the World: computing plan</i></p> <p><i>CLC –TBC</i></p>	<p><i>iPROGRAM - TBC</i></p> <p><i>iALGORITHM –Searching and sorting and networks</i></p>
 Physical Education	<p><i>Autumn 1: Rugby/Multi-skills</i></p> <p><i>Autumn 2: Swimming/Football</i></p>	<p><i>Spring 1: Swimming/Dance</i></p> <p><i>Spring 2: Gymnastics/Cricket</i></p>	<p><i>Summer 1: Swimming/Capoeira</i></p> <p><i>Summer 2: Tennis/Athletics</i></p>
 RE Living Difference	<p>CHRISTIANITY</p> <p><i>Concept – Faith</i> <i>Unit of Work – Annunciation</i></p> <p>CHRISTIANITY</p> <p><i>Concept – Prophecy</i> <i>Unit of Work - Magi</i></p>	<p>CHRISTIANITY</p> <p><i>Concept – Resurrection</i> <i>Unit of Work - Easter; what happened next?</i></p> <p>ISLAM</p> <p><i>Concept</i> <i>Unit of Work –Mohammed and the Qu’ran</i></p>	<p>CROSS FAITH</p> <p><i>Concept-God Talk</i> <i>Unit of Work – How is god perceived?</i></p> <p>ISLAM</p> <p><i>Concept – Community</i> <i>Unit of Work – The Umma</i></p>



Year 5 Curriculum Overview



 <p>Art & Design Design Technology</p>	<p><i>Drawing - Illuminated lettering, portraits</i></p> <p><i>Design and Printing - Viking shields</i></p> <p><i>3D sculpture – Book corner</i></p> <p><i>'Haptics' Exhibition Workshop: Explore abstract imagery through photography, drawing and language. Create abstract images and explore how language can be used to create abstract collages. Artist inspiration: Sol Lewitt.</i></p>	<p><i>Sculpture – Maya Temples</i></p> <p><i>Collage – Space</i></p> <p>STEAM: <i>Collaborative AV sculpture experience with Tom Cambata.</i></p> <p><i>DATA bending workshop: Develop an audio sample of sounds from space, and use binary to program beats. Use similar formulas to explore image manipulation, change and distort binary code, space images, diagrams, maps and artworks.</i></p> <p><i>Build large scale sculpture to explore Solar and Planetary movement, rotation, Time and Space mapping (including interactive elements using Makey Makey to create sound effects)</i></p> <p><i>Artist inspiration: Alexander Calder</i></p>	<p><i>3D Sculpture - Model Making Favelas from Brazil</i></p> <p><i>Artist Study – Romero Britto</i></p> <p><i>Global Dimension Exhibition: TBC</i></p>
 <p>Food Technology</p>	<p><u><i>Gardening/Growing Opportunities</i></u> <i>Sowing broad beans with Jo (Oct)</i></p> <p><u><i>Food Technology Opportunities</i></u> <i>Spicy Sweet Potato Soup (KGP recipe)</i></p> <ul style="list-style-type: none"> <i>Using herbs grown in school gardens</i> 	<p><u><i>Gardening/Growing Opportunities</i></u> <i>Sowing carrots with Jo (Feb)</i></p> <p><u><i>Food Technology Opportunities</i></u> <i>Lemongrass Vegetable Stir Fry (KGP recipe)</i></p> <ul style="list-style-type: none"> <i>Using lemongrass grown in school gardens</i> 	<p><u><i>Gardening/Growing Opportunities</i></u> <i>Sowing cucumbers with Jo (May)</i></p> <p><u><i>Food Technology Opportunities</i></u> <i>Smashed Peas and Broad Beans on Ciabatta (KGP recipe)</i></p> <p><i>Using broad beans grown by Y5 in term 1</i></p>
 <p>Music</p>	<p>Anglo Saxons: <i>Students use their class topic of the Anglo Saxons to compose a song based on this period of time. They write their own rhyming couplet lyrics based on events, compose and record the music and vocals. They will create a music video to accompany.</i></p> <p>Gamelan: <i>Students will learn the origins of the classic Indonesian tradition. They will study the differences between the Javanese and Balinese traditions as well as how the 'Pelog' scale (5 note musical base), is constructed. They will compose their own melodies and then create a whole class performance to be recorded.</i></p>	<p>Space The Final Frontier: <i>Linking into their space topic work, students will compose and record a song based on the facts they have learnt about our solar system. It will involve techniques such as performance, chord structure and lyric writing.</i></p> <p>Samba Bateria: <i>Students will learn the origins of Brazilian samba. They will learn the names of the instruments, various rhythms and how the Bateria play together. They will learn and perform an original piece that will be recorded.</i></p>	<p>Film Music: <i>Pupils will study the silent movies of Chaplin and Keaton. They will study how emotive film music and sound effects are within film. They will choose a piece to compose and record their own sounds to.</i></p> <p>Classical Music: <i>Pupils will study the classical genres of music. This will cover composers, pieces and the orchestra. We will tie it into the BBC 10 pieces resource and study specifically Mozart's 5th Symphony.</i></p>

Year 5 Curriculum Overview



 <p>MFL</p>	<p><i>Je suis le musicien –I am a musician</i></p> <p><i>En route pour l’école –On the way to school</i></p>	<p><i>Bon appetite – Enjoy your meal</i></p> <p><i>Scene de Plage –Beach scene</i></p>	<p><i>Les quatre saisons –seasons</i></p> <p><i>Les Planetes -Space</i></p>
 <p>PSHE, Citizenship and Key Events</p>	<p><u><i>Ways to make the school and class a respectful, happy place to learn:</i></u> <i>RRS Class Charters – UNCRC</i></p> <p><u><i>Citizenship</i></u> <i>RRS Council elections</i> <i>Children’s Commissioner’s Takeover Day</i> <i>Children’s WorkPlan</i> <i>Worlds Largest Lesson</i> <i>International Day of the Girl Child - 11th October</i></p> <p><u><i>Self Awareness: identify features of positive role models</i></u> <i>Careers Week - The local community, different jobs and skills needed</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><u><i>Keeping safe when things go wrong</i></u> <i>UNICEF Day For Change</i> <i>Feeling safe in different situations</i></p> <p><u><i>Citizenship</i></u> <i>Holocaust Memorial Day</i> <i>International Women’s Day</i></p> <p><i>Fair trade Fortnight – February 27th – March 12th</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><u><i>Keeping Myself Healthy and Safe</i></u> <i>Drugs Education</i> <i>Relationships and Sex Education</i></p> <p><u><i>Citizenship</i></u> <i>Send my Friend Campaign SDG4 Quality Education</i> <i>Children’s School Self Evaluation</i> <i>World Fair Trade Day 13th May</i> <i>Refugee Week – June 19th – 25th</i></p> <p><i>International Mother Earth Day –April 22nd</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>