



YEAR 5 CURRICULUM OVERVIEW 2017/2018	AUTUMN TERM 2017	SPRING TERM 2018	SUMMER TERM 2018
<b>RELIGIOUS EDUCATION</b>	<p><b>Ourselves</b> – created in the image and likeness of God.</p> <p><b>Life Choices</b> – marriage; commitment and service.</p> <p><b>Hope</b> – Advent / waiting in joyful hope for Jesus, the promised one.</p> <p><b>Judaism</b> – the celebration of Pesach.</p>	<p><b>Mission</b> – continuing Jesus’ mission in diocese / ecumenism.</p> <p><b>Memorial Sacrifice/Memories</b> - the Eucharist the living memorial of Jesus’ sacrifice.</p> <p><b>Sacrifice</b> – Lent / a time of aligning with sacrifice already made by Jesus.</p>	<p><b>Transformation</b> – celebration of the Spirit’s transforming power.</p> <p><b>Freedom and Responsibility</b> – Commandments enable Christians to be free &amp; responsible.</p> <p><b>Stewardship</b> – The Church is called to the stewardship of Creation.</p> <p><b>Islam</b> – the importance of the Quran to Muslim people</p>
<b>TERMLY THEME/S</b>	<b>Earth and Beyond</b>	<b>Crime and Punishment</b>	<b>Ancient Egypt Living Things and their Habitats</b>
<b>ENGLISH</b>	<p><b>Non-Fiction</b> - Persuasive Writing</p> <p><b>Narrative</b> - Traditional Tales and Stories</p> <p><b>Non-Fiction</b> - Recount- letter/ diary- linked to Space and Beyond topic</p>	<p><b>Narrative</b>- Fantasy/ Sci-fi- linked to Key text (3 weeks)</p> <p><b>Non-Fiction</b>: Non-chronological reports- linked to ICT topic (5 weeks)</p> <p><b>Non-fiction</b>: Recounts (articles) linked to topic</p>	<p><b>Narrative</b> – Modern Fiction-linked to key text (4 weeks)</p> <p><b>Non-fiction</b> – Instructional writing- linked to Egyptian topic (3 weeks)</p> <p><b>Poetry</b> – choral and performance poetry.</p>
<b>MATHEMATICS</b>	<p><b>Place Value Terms / Fractions / Problem solving</b></p> <p><b>Mental Calculation</b> – using the 4 operations.</p> <p><b>Mental calculation strategies</b>, partitioning, halving and doubling.</p> <p><b>Working towards the written methods.</b></p> <p>Make arrays for 3 digit multiplication by single digit and link to grid method.</p> <p><b>Written methods with reasoning</b></p> <p>For division and multiplication as the inverse.</p> <p><b>Word problems</b> that have remainders.</p> <p><b>Scaling up and scaling down.</b> Link to doubling and fractions.</p> <p><b>3D shape:</b> to make sphere, cube, cuboid, pyramid, exploring what doing to get each new shape and properties and then visualising net of pyramid, then cube.</p> <p><b>2D shape:</b> compare and classify shapes according to properties, including symmetry and angles (acute, obtuse and right).</p>	<p><b>Convert between different units of metric measure</b> (for example, kilometre and metre; centimetre and metre;</p> <p><b>Understand and use approximate equivalences</b> between metric units and common imperial units</p> <p><b>Measure and calculate the perimeter</b> of composite rectilinear shapes</p> <p><b>Calculate and compare the area</b> of rectangles (including squares),</p> <p><b>Estimate volume</b> [for example, using 1 cm<sup>3</sup> blocks</p> <p><b>Solve problems involving converting between units of time</b></p> <p><b>Draw given angles, and measure them in degrees</b></p> <p><b>Distinguish between regular and irregular polygons</b> based on reasoning about equal sides and angles</p>	<p><b>Consolidate place value as in Term 1 and Term 3</b> including working with 1000ths</p> <p><b>Link to measurement-</b> practical activities with mass capacity &amp; vice versa</p> <p><b>Ordering and comparing</b>, Greater than, less than, equals</p> <p><b>Roman numeral investigations</b>, numbers to 1000</p> <p>Consolidate negative numbers, addition and subtraction of fractions</p> <p><b>Multiply proper fractions</b> and mixed numbers by whole numbers, consolidate fractions, percentages and decimals of quantities</p> <p><b>Equivalences</b> between fractions, decimals and percentages</p> <p>Mental calculation strategies within problem solving, measures and statistics</p> <p>Written methods within problem solving, measures and statistics</p> <p>Multi-step problems involving all four operations</p>



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<b>SCIENCE</b>	<p><b>The Earth and Beyond</b> - the children learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they learn how the three bodies move relative to each other and how these movements relate to night and day.</p> <p><b>Forces</b>- the children learn and explain how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p><b>Properties of Materials</b> - children learn there are three states of matter: solid, liquid and gas. The children will learn about how to compare and group together everyday materials on the basis of properties, including hardness and solubility.</p> <p><b>Changes of States in Materials</b> - children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena.</p>	<p><b>Living Things and their habitats</b> – children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. Children to also study to describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>Animals including humans</b>- Children why living things need to reproduce and look in detail at human life cycle, comparing with other animals. Study physical and emotional changes at puberty.</p>
<b>Computing</b>	<p><b>Developing Images using Repeating Patterns</b> – children learn to develop visual ideas and to realise these ideas using ICT. Children will need to use a computer graphics package to explore and experiment with ideas.</p> <p>Manipulating Images related to Anglo Saxon and Matisse's Snail</p> <p><b>Modelling Effects on Screen</b> - children learn to enter instructions to control a screen turtle and will compare the operation of the screen turtle with a floor turtle.</p> <p><b>Email</b> - children learn to use electronic mail to send and receive messages.</p>	<p><b>Podcasting</b>- children learn how devices can be used to create media podcasts using music, sound effects and vocal recordings to inform and entertain an audience. This topic will be linked with the Science topic of 'The Earth and Beyond'.</p> <p><b>Introduction to Spreadsheets</b> –children learn to enter numbers, labels and simple formulae into a spreadsheet and to use the data to calculate totals.</p>	<p><b>Coding</b> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p><b>Designing buildings</b>- Select, use and combine a variety of software on a range of digital devices to design and create a range of program, systems and content that accomplish given goals.</p>
<b>ART and DESIGN</b>	<p><b>Portraying Relationships</b> - children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships.</p>	<p><b>Scenes of London</b> – developing techniques for creating landscape pictures based on the London skyline and significant buildings using a range of medium eg, paints, charcoal and collage.</p>	<p><b>Containers</b> - children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel (canopic jars from Modroc). The children consider examples by contemporary designers and ceramicists and look at work from different cultures.</p>
<b>DESIGN and TECHNOLOGY</b>	<p><b>Making Bread</b>- As part of our Design &amp; Technology curriculum, Year 5 will be making and design their own bread. They will first explore the different types of bread from around the world and will then go through the design process, evaluating as they go to create recipes for their own bread. They will explore on a basic level the scientific process behind bread making.</p>	<p><b>Musical Instruments</b> –the children learn about the construction of a range of musical instruments. They learn to use this knowledge and understanding to design and make a working musical instrument using a combination of materials.</p>	<p><b>Containers</b> - children explore the craft tradition of making vessels and containers. They develop their own designs and build a three-dimensional form to represent a vessel (canopic jars from Modroc). The children consider examples by contemporary designers and ceramicists and look at work from different cultures.</p>



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<b>HISTORY</b>	<p><b>A Local History Study</b> – a study of how national history is reflected in the locality. Eg – the study of palaces since Tudor times – Hampton Court Palace, Buckingham Palace.</p>	<p><b>Crime and Punishment</b>– the children learn about the changes in this aspect of social history from the Anglo-Saxons to the present day. This programme of study includes how the crime is detected, the role of police in crime solving and how laws are enforced for the benefit of society.</p> <p><b>The history of the Tower of London</b> and its’ significance in society throughout the ages and how the role of the Tower of London has changed through the centuries.</p>	<p><b>Ancient Egypt</b> – the children find out about the way of life of people living in ancient Egypt from archaeological discoveries.</p> <p>Non-European study contrast with British History  <b>Mayan civilisation AD 900</b>                      every day customs, settlements, temples, religion, advancements , chocolate</p>
<b>GEOGRAPHY</b>	<p><b>Using fieldwork:</b> To observe record, measure and present human and physical features in local. Use sketch maps, plans, graphs, digital technologies .</p>	<p><b>Using fieldwork:</b> To observe record, measure and present human and physical features in London. The Thames and its’ significance in society throughout the ages and how the role of the river has changed through the centuries</p>	<p><b>Geography of Egypt and the Nile Delta</b> – study of the Nile and locations and places it flows through. The geographical importance of the Nile in the past and on modern day Egypt.</p>
<b>MUSIC</b>	<p><b>African drumming</b></p>	<p><b>African Drumming</b></p>	<p><b>African drumming</b></p>
<b>PHYSICAL EDUCATION</b>	<p><b>Gymnastics</b> – children create sequences that include changes of level and speed, and focus on using different body shapes clearly.</p> <p><b>Outdoor Games</b> – developing skills to incorporate into skill based games.                      Catching/throwing/balance/coordination.</p> <p><b>Dance</b> – focus on creating characters and narrative through movement and gesture</p>	<p><b>Gymnastics</b> – children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.</p> <p><b>Outdoor Games / . Net/Wall Games</b> - children develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for games such as short tennis.</p> <p><b>Dance</b> –Children respond to a range of stimuli on the theme of African Drumming, improvising freely to create a sequence of movements.</p>	<p><b>Athletics</b> – children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities</p> <p><b>Dance</b> – focus on creating characters and narrative through movement and gesture – Egyptian Dance</p>



YEAR 5 CURRICULUM OVERVIEW 2017/2018	KEEPING CHILDREN SAFE / HEALTHY SCHOOLS		
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<b>TERMLY THEME/S</b>	<b>Earth and Beyond Forces</b>	<b>Crime and punishment</b>	<b>Ancient Egyptians Living things and their habitats</b>
<b>social and emotional aspects of learning (SEAL) programme</b>	New Beginnings Getting on and falling out Saying NO to bullying	Going for Goals Good to be me	Relationships Changes
<b>PERSONAL, SOCIAL and HEALTH EDUCATION</b>	What is democracy? Exploration of basic institutions that support it locally and nationally What effects mental health? How to make informed decisions	Stranger danger/ personal safety – Who should I tell? What information should I give out? Child line – what is it? How can it help?	Understand the role of voluntary, community and pressure groups Road Safety TFL resources Keeping Safe on the Roads
<b>E-Safety</b>	What is E-safety? Why is it important when going online? Importance of using safe searches and being able to identify what is a real website and what is a hoax website. Importance of copyright and illegal downloading of information.	London Grid for learning - Our Online World <a href="http://content.lqfl.org.uk/secure/esafety-ks23/">http://content.lqfl.org.uk/secure/esafety-ks23/</a> Online identity and the importance of using passwords to protect yourself online.	Importance of identifying 'spam' information and data protection.
<b>Drugs Education</b>	what medicines are / health and safety skills and awareness for handling drugs		
	What's the Score on Drugs Lesson 1. feeling wonderful, to value their body in a positive way. Yr 5 pg. 2 Lesson 2. is it my responsibility Yr 5 pg. 5	What's the Score on Drugs Lesson 3. what drugs do we know (visit from local police officer) Yr 5 pg. 11 Lesson 4. medicines at school / visit from the school nurse re: asthma, epi pens etc) Yr 5 pg. 15	What's the Score on Drugs Lesson 5. healthy lifestyle and the benefits of being a non-smoker Yr 5 pg. 17
<b>Sex and Relationships Education (SRE)</b>	Body changes in me - why are they happening?	Personal Hygiene Growth : body changes	Babies – how they grow