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Year 5 Curriculum Overview 2023-2024

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Core Subjects** | | | | | | |
| English | Autumn 1 – A book of lost adventures  End of unit: Survival guide and survival narrative  Shared reading: Kensuke’s Kingdom | Autumn 2 – Good night Mister Tom  End of unit: Letter and chronological report  Shared reading: Good night Mr Tom | Spring 1 - Henry’s Freedom Box  End of unit: Diary entry and biography  Shared reading: Harriet Tubman | Spring 2 - Hidden Figures  End of unit: Newspaper report  Shared reading: TBC | Summer 1 - The 1000 year old Boy  End of unit: Flashback narrative  Shared reading: The 1000 year old boy | Summer 2 - Journey to the River Sea  End of unit: TBC  Shared reading: Journey to the river sea |
| Maths | Place value (numbers up to 1,000,000 and rounding)  Decimals  Fractions  Negative numbers | | Addition and subtraction  Money  Perimeter  Multiplication and Division  (Long Multiplication)  Factors, Multiples and Primes.  Area, scaling and volume  Converting Units | | Fractions  Calculating with decimal fractions  Fractions, decimals and percentages  Angles/ Shape  Statistics | |
| Science | Living things and their habitats (life cycles, reproduction) | Animals including humans (changes in humans as they grow) | Earth and space (other planets) | Forces (gravity, friction, air-resistance, levers, pulleys and gears) | Properties and changes  (more properties including thermal and electrical conductivity , missing and separating, reversible and irreversible) | |

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Humanities** | | | | | | |
| Geography | Autumn 1: North America – Identifying the countries within North America, locating this on a map and comparing New York to our local area (Liverpool) | | Spring 2: World trade routes – Explore why the Global Trade is important, why products are classed as high value exports and develop an understanding of the global supply chain and Fair Trade. | | Summer 2: Amazon (South America) – Locating South America on a map, research information about the location and Identifying key human and physical features. | |
| History | Autumn 2: WWII – We will be looking at the impact of the Liverpool blitz in World War 2. | | Spring 1: Slavery – We will be looking at Liverpool trade leading to involvement. | | Summer 1: The Anglo-Saxons/Vikings  We will be looking at St Hadrian of Canterbury and looking at the question did the Vikings travel up the Mersey? | |
| **Wider Curriculum** | | | | | | |
| PE | Everton in the community   * promote physical activity through enthusiasm, enjoyment and success * promote physical development and improve natural abilities | | Swimming   * develop an understanding of the body’s needs and the effects of physical activity thus promoting a healthy lifestyle * develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure * develop aesthetic and creative awareness of movement | | Summer 1 – Athletics  Summer 2 – Netball   * develop understanding and acceptance of the need for rules * embed values such as fairness and respect | |
| Religious Education | Autumn 1 – Believing  Why do some people think God exists?  Focusing on the religions: Christians, non-religious (Humanists) | Autumn 2-Spring 1: Expressing  If God is everywhere, why got to a place of worship?  Focusing on the religions: Christians, Hindus and Jewish people | | Spring 2- Living  What does it mean to be a Muslim in Britain today?  Focusing on the religions: Muslims | Summer 1 - Believing  What would Jesus do? Can we live by the values of Jesus in the 21st Century?  Focusing on the religions: Christians | Summer 2- Believing  What would Jesus do? Can we live by the values of Jesus in the 21st Century?  Focusing on the religions: Christians |
| PHSE | Autumn 1 - Being me in my world  Being a Citizen of my Country  Rewards and Consequences | Autumn 2 - Celebrating differences  Racism and Name Calling  Different Cultures | Spring 1 - Dreams and goals  Future Dreams and career aspirations | Spring 2 - Healthy me  Smoking and Alcohol  Emergency aid  Body Image | Summer 1 - Relationships  Self- recognition and self –worth  Safer online communities  Rights and responsibilities online  Internet safety and the dangers of grooming | Summer 2 - Changing me  Social media and internet influences on body image  Coping with change  Preparing for transition |
| Computing | Autumn 2: Coding Using Micro:Bits  Pupils to program Micro:Bit to make a variety of practical and usable devices. | | Spring 2: Using Variables  Pupils identify different types of variables. what conditionals are and understand how variables are used in computer programming. | | Summer 2: 3D Modelling  Children will learn to design models using online CAD software. | |
| Art | Autumn 1 - Mixed media  Focusing on land and cityscapes through drawing and sketching | | Spring 1- Still life  Focusing on using surface and colour | | Summer 1 – Sculpture  Focusing on working in three dimensions | |
| DT | Autumn 2 - Textiles (combining different fabric shapes)  Upcycling – bags | | Spring 2 - Structures  (Frame Structures)  Bridges -Woodwork | | Summer 2 - Food Tech Wk  Country Link  Brazil - Empadao | |
| Music | **Singing** - Songs with verse and chorus - focus on phrasing  **Listening** –**Recorded** **Music**- Samuel Coleridge-Taylor - Ballade for Orchestra - Chineke!  **Rhythm** - Tikka tikka - sight read short rhythmic phrases.  **Pitch** – Introduce triads.  **Improvisation** - Improvisation over drone within un-tuned perc then with the pentatonic scale, changing dynamics - FF PP MF MP.  **We will continue to sing the songs learnt in the previous half term and develop them.**  **Notation** – Identify triads.  **Structure** – Ternary form  **Composition**  In pairs compose a ternary piece using the pentatonic scale. | | **Singing -** rounds - 3 parts  **Listening - Recorded Music -** Romantic  **Live Music** - Flute (sugar plum fairy – Tchaikovsky  **Rhythm -** Understand difference between 2/4, 3/4, 4/4.  **Pitch -** Read staff notation (octave) including chords.  **Structure -** Chord progression / accompaniment - Suffolk Hub - Sky full of stars / Bob Marley 3 little Birds.  **Improvisation**  Improvise over a simple groove -FF PP MF MP.  **Notation** – Read chords on staff notation.  **Composition**  Compose mood music with chords. | | **Singing**  - Singing partner songs  **Listening - Recorded Music -** South African Choral - Ladysmith Black Mambazo.  **Live Music -** Djembe (African Choral).  **Rhythm –** Tikka tikka and all rests  **Pitch -** Develop playing by ear - id range of step, jump, and a fifth. Play arrangement - mixed ensemble in 3 parts - read pitch notation**. Naka Naka Hoi – Japanese Music.**  **Notation** – Read and play from staff notation, one of three parts being performed simultaneously.  **Improvisation –** Improvise within contrasting tone sets to generate phrased material for composition. | |
| Spanish | **Self, family and friends**  Further body parts.  Illness- sentences to say where pain is  More family members  Giant Turnip story [performance: sentences increasing in length throughout]  1 – 69 (all operations)  **School Life**  Clothes (uniform) + adjectival agreement of colours  Get dressed Robert story (listening comprehension]  Time - ¼ past and ¼ to  1 – 69 counting in 2s/5s/10s.  Clothing linked to Christmas | | **The world around us**  Modes of Transport  How you travel to places and why [complex sentences]  Use of the negative  x10 to 100  **Animals and Home Environment**  Rooms in house [6] [Cache cache cochons story] + bedroom furniture  Prepositions [longer sentences describing furniture position in rooms in the house]  Fr: 70-79/ Sp: 1–100  Fr + Sp: multiples of 10 to 100 (R/W) | | **Leisure**  Family members  More hobbies [incl. musical instruments] - complex sentences combining family members, opinion, hobbies and more justifications in the third person  1 – 100 Sp/80 – 100 Fr  **Summer**  Countries, flags (+ colours) and nationalities [ adjectival agreement]  Magic carpet story [independent reading of familiar opinion/ weather phrases]  1 – 100 in/out of sequence | |