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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 BoxEnd of unit: Diary entry and biographyShared reading: Harriet Tubman | Spring 2 - Hidden FiguresEnd of unit: Newspaper reportShared reading: TBC  | Summer 1 - The 1000 year old BoyEnd of unit: Flashback narrativeShared reading: The 1000 year old boy  | Summer 2 - Journey to the River SeaEnd of unit: TBC Shared reading: Journey to the river sea  |
| Maths  | Place value (numbers up to 1,000,000 and rounding)Decimals FractionsNegative numbers | Addition and subtractionMoney Perimeter Multiplication and Division(Long Multiplication)Factors, Multiples and Primes.Area, scaling and volumeConverting Units | Fractions Calculating with decimal fractionsFractions, decimals and percentagesAngles/ ShapeStatistics  |
| 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
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| Religious Education  | Autumn 1 – BelievingWhy do some people think God exists?Focusing on the religions: Christians, non-religious (Humanists)  | Autumn 2-Spring 1: ExpressingIf God is everywhere, why got to a place of worship?Focusing on the religions: Christians, Hindus and Jewish people | Spring 2- LivingWhat does it mean to be a Muslim in Britain today?Focusing on the religions: Muslims | Summer 1 - BelievingWhat 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 CountryRewards and Consequences | Autumn 2 - Celebrating differencesRacism and Name CallingDifferent Cultures | Spring 1 - Dreams and goalsFuture Dreams and career aspirations | Spring 2 - Healthy meSmoking and AlcoholEmergency aidBody Image | Summer 1 - RelationshipsSelf- recognition and self –worthSafer online communitiesRights and responsibilities onlineInternet safety and the dangers of grooming | Summer 2 - Changing me Social media and internet influences on body imageCoping with changePreparing for transition |
| Computing | Autumn 2: Coding Using Micro:BitsPupils 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 ModellingChildren 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 WkCountry LinkBrazil - 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 isMore family membersGiant Turnip story [performance: sentences increasing in length throughout]1 – 69 (all operations)**School Life**Clothes (uniform) + adjectival agreement of coloursGet dressed Robert story (listening comprehension]Time - ¼ past and ¼ to1 – 69 counting in 2s/5s/10s.Clothing linked to Christmas | **The world around us**Modes of TransportHow you travel to places and why [complex sentences]Use of the negativex10 to 100**Animals and Home Environment**Rooms in house [6] [Cache cache cochons story] + bedroom furniturePrepositions [longer sentences describing furniture position in rooms in the house]Fr: 70-79/ Sp: 1–100Fr + Sp: multiples of 10 to 100 (R/W) | **Leisure**Family membersMore hobbies [incl. musical instruments] - complex sentences combining family members, opinion, hobbies and more justifications in the third person1 – 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 |