



Year 5 – Curriculum Overview

This shows breadth and coverage of subject areas based on our school's schemes of work.

Subjects	<u>AUTUMN TERM 1</u>	<u>AUTUMN TERM 2</u>	<u>SPRING TERM 1</u>	<u>SPRING TERM 2</u>	<u>SUMMER TERM 1</u>	<u>SUMMER TERM 2</u>
English Highway Man Wolves in the Wall Midsummer Night's Dream Piggy Book	Wolves in the wall A Midsummer Night's Dream SPAG – Ongoing – every lesson		Highway Man Persuasion – Holiday brochures SPAG – Ongoing – every lesson		Piggy Book Instructions SPAG – Ongoing – every lesson	
	<ul style="list-style-type: none"> • RWI Spelling • Nelson Handwriting • Guided Reading session plans for each group 					
Mathematics	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Statistics		Number: Fractions Number: Decimals Number: Percentages		Geometry: Angles Geometry: Shapes Geometry: Position and Direction Measurement- Converting Units Number: Prime Numbers Perimeter and Area Measures volume	
	Countdown maths ongoing					
Science	Changing Materials	Separating Materials	Forces	Space	Keeping Healthy	Keeping Healthy
Computing	Coding	Spreadsheets	Online Safety/ Databases	Game Creator	3D Modelling	Concept Maps
R.E.	<u>Judges & Kings / Journeys</u> What is the bible and what does it contain? How does this story show that God is caring? What else does it tell us about God? Why do you think God chose to help Gideon? Who was Samson and where did he come from? What does the story of the birth of Jesus tell you		<u>Recycling / Easter</u> What is recycling and why would it make a difference to our lives? We know why items are recycled. But how does it actually happen in the real world? Where has recycling come from? Can I raise awareness of the importance of		<u>Jewish Faith</u> What is Jewish faith? How old is it? Who is their God? What is similar to Christianity? What is a synagogue? What do they look like? Why are they important to Jews? What's inside a Synagogue? Are there any similarities to our Church? What is a Torah?	

	about the character of God? What journey did Mary and Joseph embark on? Where did they go? Why? Why did the 3 kings travel to see Jesus?		recycling? How good is the school at recycling? Why did/do people follow Jesus? How would you feel if you entered Jerusalem? Can I reflect on why Judas did what he did it? What was the role of Peter? What was God's plan for Jesus?		What is a Mezuzah? Where would you see one? What is Passover? What does it mean to Jews? What is the story of Exodus?	
PE	Gymnastics Multi Skills	Dance Invasion Games	Gymnastics Net and Wall Games	Dance Invasion Games	Striking and Fielding	Striking and Fielding Athletics
Creative Curriculum focus	Elizabethans		Mining and Local Area		Mayans	
Geography	Spain		Mining		Central America	
History	Queen Elizabeth Colonisation of the New World	Queen Elizabeth Conflict with Spain The life and work of Shakespeare	History of Mining	History of Mining	History of Chocolate	Changes to central America
Art	*Hidden symbolism in portraits of Elizabeth 1. *Review, analyse, identify use of symbolism in portraits. * Observation sketch – pencil. * Tone/shading – coloured pencil.		* Tonal pencil drawing. * Charcoal skills. *Experimenting with medium to achieve dark/light. * <i>Rembrandt</i> Study. *Skill Chiaroscuro – Light and dark.		* Sketching Mayan murals <ul style="list-style-type: none"> ▪ Painting Mayan murals ▪ Learn about great Mayan sculptures –create own sculpture (clay/modroc/papier mache etc.) ▪ Mayan jewelry 	
D&T		Moving Toys	Musical Instruments			
C&N	Poultry, fish, fresh fruit & vegetables, eggs, pancakes, peacock, hares & breads Make - Pancakes		<u>Local area produce/dishes</u> Water, bread & jam (a typical meal taken down the pits) Make - Sandwiches		Typical diets consisted of: corn/maize, squash, beans, pear, sweet potato, peppers, tomatoes, fruits, tortillas, meat (dogs, turkeys & ducks)	

				<u>Cocoa beans – chocolate</u> Make - Chocolate		
Music & Drama	Whole class brass tuition delivered by Mr Francis from Barnsley Music Hub					
PSHCE	<u>Rules of Law and Responsibilities</u>	<u>Tolerance and Respect</u>	<u>Aiming High</u>	<u>Understanding Ourselves</u>	<u>Making Positive Choices</u>	<u>Money Matters</u>
	<p>Take part in making and changing rules. I know why and how laws are made and enforced. Know school rules about health and safety, basic emergency procedures and where to get help.</p> <p>Appreciate the range of national, regional, religious, ethnic identities in the United Kingdom.</p> <p>Know different rules are needed in different situations.</p> <p>Know what being part of a community means and know different institutions that support communities locally and nationally.</p> <p>Differentiate between ‘risk’ ‘danger’ and ‘hazard’.</p> <p>Understand the importance of protecting personal information including passwords, addresses and images.</p> <p>Have strategies for keeping ourselves safe including, road safety, online safety and in our environment.</p> <p>Recognise and manage dares.</p> <p>Realise the consequences of bullying and anti-social behaviour.</p>		<p>Celebrate my achievements; identify strengths and areas for development. Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, uncomfortable or wrong. Have high aspirations for myself and challenging goals.</p> <p>Understand that differences and similarities between people can come from a variety of factors including: family cultural, ethnic, racial and religious diversity.</p> <p>Explain the range and intensity of my good and not so good feelings. Recognise what makes a positive, healthy relationship, and where to ask for help if a relationship is unhealthy. Work collaboratively towards shared goals.</p> <p>Understand how to maintain personal hygiene.</p> <p>Know how my body will change as I approach puberty.</p> <p>Understand about human reproduction.</p>		<p>Know what positively affects my physical, emotional and mental health, including the media.</p> <p>Research, discuss and debate topical issues and events concerning health and wellbeing.</p> <p>Recognise when I have conflicting emotions. I know sometimes how to overcome this.</p> <p>Know what is meant by a habit and why habits can be hard to change.</p> <p>Make informed choices and begin to understand a ‘balanced lifestyle’.</p> <p>Understand about change including transitions, loss, separation, divorce and bereavement.</p> <p>Understand the skills that make someone enterprising.</p> <p>Understand that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.</p> <p>Understand the role money plays in our lives and manage my money and be a critical consumer.</p> <p>Have an initial understanding of the terms ‘interest’, ‘loan’, ‘debt’, ‘tax’.</p>	

Educational Visits	Haddon Hall	National Mining Museum	Chocolate factory Y5 Residential
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