

Year 5 Curriculum

	Terms 1 and 2	Term 3	Terms 4	Terms 5 and 6
	Tomb Raiders	That Space Place	Ruins and Rituals	Water, Water Everywhere
English	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Adventure.	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Adventure.	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Adventure.	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Adventure.
Maths	Place Value to 1000, Addition and subtraction	Multiplication, Division and Fractions	Decimals and percentages Statistic	Multiplication and Division Perimeter and Area Geometry Shape and Statistics Converting units
Science	<p>Working scientifically Children will have opportunities to: Plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate</p> <p>Children will have opportunities to: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears,</p>	<p>Children will have opportunities to: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the</p>	<p>Children will have opportunities to know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p>Children will have opportunities to Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>

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<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Talk about and present findings, including conclusions, causal relationships and explanations of results.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Report and present findings in oral and written forms such as displays and other presentations.</p>	<p>allow a smaller force to have a greater effect.</p>	<p>apparent movement of the sun.</p>	<p>materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Describe the changes as humans develop to old age.</p>	
<p>Computing</p>				
<p>Know how to report concerns and inappropriate behaviour in a range of</p>	<p>The child has opportunities to: Use logical reasoning to detect errors in algorithms design and create</p>	<p>The child has opportunities to: Write a program that accepts keyboard and mouse input and produces</p>	<p>The child has opportunities to: Design, write and debug a program using a block language based on their own ideas.</p>	<p>The child has opportunities to: Design, write and debug a program using a block language based on their own ideas.</p>

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<p>contexts. Demonstrate that they can act responsibly when using the internet.</p>	<p>programs on a computer in response to a given goal.</p>	<p>output on screen and through speakers. explain a rule-based algorithm in their own words. understand how web pages are created and transmitted.</p>	<p>Explain a rule-based algorithm in their own words. Use logical reasoning to detect errors in algorithms. Use and combine a range of programs on multiple devices. Demonstrate that they can act responsibly when using the internet. Discuss the consequences of particular behaviours when using digital technology.</p>	<p>Demonstrate that they can act responsibly when using the internet. Write a program that accepts keyboard and mouse input and produces output on screen and through speakers. use logical reasoning to detect errors in algorithms. Discuss the consequences of particular behaviours when using digital technology.</p>
History				
<p>Chronological understanding, Knowledge and understanding, Historical Interpretations, Historical Enquiry, Organisation and Communication</p>	<p>Children will have opportunities to: Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>		<p>Children will have opportunities to: Use timelines to place and sequence international events. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors and Victorians, era period Use a range of sources to ask questions and find out about the Maya</p>	<p>Children will have opportunities to: Uses timelines to place and sequence local and national events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, and period.</p>

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	<p>Identify changes within and across historical periods. Show knowledge and understanding by describing some of the main features, events, people and changes from the period studied.</p> <p>Continue to make links with the wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Make judgements about how some of the past events/people affect life today.</p> <p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Asks a range of historically valid questions.</p> <p>Beginning to select and combine information from different sources.</p>		<p>Understand how our knowledge of the past is constructed from a range of sources – Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Identifies changes within and across historical periods.</p> <p>Show knowledge and understanding by describing some of the main features, events, people and changes from the period studied.</p> <p>Begin to make links with the wider world.</p>
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Geography				
<p>Understanding of geographical similarities and differences through the study of human and physical geography, Locational Knowledge, Fieldwork Map Skills</p>	<p>Children will have opportunities to: Explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, and major cities. Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>To learn to identify the position and significance of latitude, longitude, Equator, the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Children will have opportunities to: Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. South American countries.) .Use index and contents page within atlases. .Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p>	<p>Children will have opportunities to: Physical geography, including: rivers, mountains, and the water cycle Select and use a range of measuring instruments in investigations. Use photos for their investigations. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Evaluate usefulness of their recordings. Use recordings for their investigations Use sketches as evidence in an investigation. Evaluate their sketch against criteria and improve it. Begin to draw a variety of thematic maps based on their own data Draw a map to scale (Cuckmere) Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views.</p>

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	<p>Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) Draw a plan view map with some accuracy. Use index and contents page within atlases. Use medium scale land ranger OS maps.</p>			<p>Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected. Design own census, pilot, with help, and evaluate it. .Use recordings for their investigations.</p>
Art				<p>Children will have opportunities to: Select a viewpoint Use watercolours to represent a landscape Explore the impact of well-known artists work on the society at the time. Create printing block using relief or impressed methods with one or more overlays (to create foreground/background or add colour) Work into prints with a range of media e.g. pens, coloured pencils, paint etc.</p>

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Design				
	<p>Children will have opportunities to: Design products that are innovative and appeal to individuals or groups. Cut internal shapes. Use more complex mechanical systems in their products e.g. pulleys and linkages.</p>	:	<p>Children will have opportunities to weave.</p>	<p>Children will have opportunities to: Select the appropriate tools to follow a given recipe to make a savoury dish. Estimate amount of ingredients to an appropriate level of accuracy. Understands that some foods are seasonal and can give some examples.</p>
RE				
	<p>Children will have opportunities to: Explore these aspects of Islam: Muhammad (pbuh) Beautiful name of Allah Qur'an Mosque and compare to church Work of an Imam 5 pillars of Islam</p>			<p>Children will have opportunities to: Explore these aspects of The Salvation Army William and Catherine Booth Organisation of SA Symbolism of crest Work of SA today Leaflet on SA Visit from SA officer</p>
PSHE				
	<p>Being Me in My World and Celebrating differences. Children have opportunities to: Explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>Dreams and Goals and Healthy Me. Children have opportunities to: Describe ways to work with others to make the worlds better place.</p>	<p>Relationships and Changing Me. Recognise when people are trying to gain power or control Demonstrate ways to stand up for themselves and their friends.</p>	<p>Relationships and Changing Me Describe how a baby develops from conception, through the nine months and how it is born.</p>

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	Show empathy with people in either situation. Express feelings about conflict in people's lives.	Identify why they are motivated to do this. Evaluate when alcohol is being used responsibly, anti-socially or being misused. Express feelings about using alcohol when they are older.		Recognise feelings when reflecting on development and birth of a baby.
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