



St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Focus text	 <p>Hidden Figures Persuasive Writing linked to women's and civil rights</p>	 <p>The Paperbag Princess Information Leaflet</p>	 <p>Arthur and the Golden Rope Saxon myths and stories</p>	 <p>Saga of Erik The Viking Historical writing Viking kennings</p>	 <p>Queen of the Falls Recount and Diary entries</p>	 <p>King Kong by Anthony Browne Fantasy Narrative/ Revision of different genres</p>
Guided reading	 <p>Science: Space</p>	 <p>Modern Fiction & Poetry</p>	 <p>Myths and Legends</p>	 <p>History: Vikings</p>	 <p>Stories and poems from other cultures</p>	 <p>Geography: The Americas</p>
Enquiry question	<p>What is space like and who has tried to explore there?</p> 	<p>How can we make a more sustainable world for everyone?</p> 	<p>What was Britain like after the Romans left?</p> 	<p>Why was there a struggle between the Anglo Saxons and Vikings?</p> 	<p>What is are the Great Lakes of North America like?</p> 	<p>How is New York different from Winsford?</p> 
STEAM Outcome	<p>MATHS Can I create and carry out experiments then present my data in a variety of ways?</p>	<p>TECHNOLOGY Can I design and build a structure using my knowledge and</p>	<p>ENGINEERING Can I design and construct a product using my knowledge of</p>	<p>ART Can I create a piece of art based on the geography of a place?</p>	<p>SCIENCE Can I develop an understanding of the world around me?</p>	<p>PERFORMANCE ART Can I explore culture and celebrations from around the world?</p>

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		understanding of historical periods?	the engineering process?			
Maths	Place value to 1, 000, 000 Rounding Roman Numerals Adding and subtracting beyond 4 digits Word problems with more than one step	Multiples, factors, prime, square and cube numbers Multiplying and dividing by 10, 100 and 1000 Equivalent fractions Adding fractions Improper fractions and mixed numbers	Long Multiplication Short Division Long Division Problem solving Multiplying fractions Finding fractions of amounts	Find equivalents between decimals and fractions Round decimals Link decimals, fractions and percentages Perimeter and Area Line graphs and tables	Measuring angles Calculating with angles Regular and Irregular shapes 3D Shapes Co-ordinates Lines of Symmetry Add and subtract decimals	Multiply & divide decimals by 10, 100 and 1000 Convert units of measure Negative numbers Measuring and calculating volume
RE	What is the nature and character of God?	How do people show their faith in action across the world?	What are the benefits of worship for a believer?	How did the news of Jesus resurrection spread around the world?	Does evolution disprove creation?	How does having faith affect people's lives?
Key Christian themes	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people. Increase pupil's awareness that many people live without any belief in or recognition of the existence of God. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.	Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. Investigate how one charity has responded to The Beatitudes Evaluate the impact of one Christian activist	Evaluate diverse Christian expressions of worship. Identify the links between the Passover meal, Last Supper and Eucharist. Develop pupils' understanding of the Eucharist and the symbolism connected with it	Delve deeper into the meaning and impact of the Ascension and Pentecost. Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. Realise the significance of the life of St Paul and the concept of mission.	Explore whether the Big Bang Theory disproves the Genesis accounts of creation. Discuss if Christian spiritual experience can co-exist alongside scientific principles.	Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.
Comparing to Islam and other worldviews	Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.	Explain how Muslims' organisations help people in need.			Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view.	Explain how Muslims' organisations help people in need. Describe how Muslims believe that to have 'inner peace with God'

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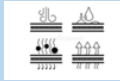


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	Identify, describe, and explain key Muslim beliefs related to Allah (God).				Explain why Humanists feel that science is a process which allows claims to be tested.	humans must follow & submit to Allah's guidance & will.
Science	Earth and Space How does our position in the solar system impact life on Earth? 	Forces What effects do different forces have? 	Forces What impact do gears, levers and pulleys have on forces? 	Materials When we change a material is it forever? 	Animals How do animals change as they pass through a life cycle? 	Living things and their habitats Are there differences in life cycles? 
Scientists	Nicolaus Copernicus Tim Peake	Isaac Newton	Elon Musk	Albert Einstein Hugh Bradner	Alexander Fleming Rosalind Franklin	Gregor Mendel Jane Goodall
Substantive Knowledge	Know that the Earth orbits the sun whilst spinning on its axis. Know that the moon orbits Earth. Know that the position of Earth in the solar system is ideal for supporting life on Earth, Know the names and order of the planets in the solar System and some facts about them. Know the sun is at the centre of the solar system (which is a model called heliocentrism). Know that shadows change throughout the day as the earth rotates on its axis.	Know that friction has an impact on the force needed to move an object. Know that forces can be measured. Know that gravity is a force that acts at a distance and attracts all objects towards each other; larger objects have a stronger gravitational pull. Know air resistance as a type of friction force that acts in the opposite direction to that of an object moving through the air.	Know water resistance is a push force that uses friction to slow things down as they move through water. Know upthrust pushes upwards against objects falling downwards in liquid; if the upthrust is equal to the weight of the object, the object will float. Know that levers, pulleys and gears are simple machines that allow us to achieve tasks that require a lot of force.	Know that dissolving and changes of state are reversible changes. Know that some materials will dissolve in liquid to form a solution. Know that the process of evaporation can be used to help recover a substance from a solution know that mixing is a reversible change. Know how to separate mixtures using filtering, sieving, evaporating and using magnets. Know that some changes which materials undergo are not reversible and often result in the	Know that the human life cycle has many stages: embryo, foetus, toddler, child, adolescent, adult, older adult Know some of the ways that humans will change as they pass through the different stages of their life cycle. Know the physical and emotional changes that occur during puberty.	Know the life cycles of a mammal, amphibian, insect and bird. Know that naturalists study living things in a range of worlds. Know the life cycle of a flowering plant. Know that some plants can grow new plants from bulbs, runners and tubers. Know that in asexual reproduction, the plants are a clone of their parents.

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St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Know that the length of shadows varies based on the position of the sun.			formation of a new material		
Disciplinary Knowledge	<p>Create a model to understand the movement of Earth in relation to the sun and moon.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments e.g. heliocentric universe.</p> <p>Use secondary sources to find out information about planets in the solar system.</p> <p>Create a to-scale model of the Solar System to understand distances and sizes</p> <p>Use a model to understand the movement of the Earth, how this creates day and night, and seasons</p> <p>Plan a pattern-seeking investigation to identify how shadows change throughout the day.</p>	<p>Plan a scientific enquiry to answer a question about different Forces</p> <p>Decide the variables to be controlled.</p> <p>Take accurate measurements using a force-meter.</p> <p>Use scientific diagrams to show the direction of forces.</p> <p>Report and present findings, drawing conclusions</p> <p>Identify the scientific evidence that has been used to support or refute ideas about gravity (Galileo Galilei and Isaac Newton)</p>	<p>Use knowledge of water resistance to make predictions.</p> <p>Plan a scientific enquiry to test the effects of shape and surface area on water resistance.</p> <p>Measure speed and identify relationships between water resistance and shape</p> <p>Use diagrams and labels to show the direction of a range of forces.</p> <p>Explain causal relationships in the components of levers, gears and pulleys</p>	<p>Understand how to take measurements using a thermometer with increasing accuracy.</p> <p>Decide how to measure which cup is the best thermal insulator - how will it be measured? What will be used? What method will be followed?</p> <p>Use the information from line graphs to draw conclusions</p> <p>Plan an enquiry (fair test) answer a question, including recognising and controlling variables.</p> <p>Understand why scientists take repeat reading.</p>	<p>Decide which questions to ask that will give the information that is needed.</p> <p>Plan a scientific enquiry, deciding own method and way of recording.</p> <p>Take measurement with accuracy using appropriate equipment. Take repeat readings when appropriate.</p> <p>Record data and produce a line graph to display the results.</p> <p>Identify causal relationships and present findings from investigations about how we grow.</p> <p>Record similarities and differences</p>	<p>Compare and contrast life cycles of different animals to identify similarities and differences.</p> <p>Ask questions about the local area and plan different types of scientific enquiries to answer them, including recognising and controlling variables where necessary.</p> <p>Label diagrams using a range of scientific language related to reproduction in plants</p> <p>Form a hypothesis and then try to grow new plants from different parts of the parent plant, using knowledge of how plants grow and reproduce</p> <p>Build a classification diagram.</p>
History			Anglo-Saxons and Scots Articulate the Anglo-Saxon invasion and	Vikings Develop knowledge of the invasion and settlement of the		

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St Chad's CE School Year 5 Curriculum Overview

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			settlement of Britain, including how they lived, key events, places & people and the legacy they left.	Vikings in England during the time of Edward the Confessor including their impact on Britain, their beliefs, way of life and the legacy left		
			Place the Anglo-Saxons in time and location using research and prior knowledge. Know who the Anglo-Saxons were, how they lived and what their legacy is. Understand what primary and secondary sources are and how they give evidence of Anglo Saxon life. Ask their own questions about the Anglo-Saxons and use different sources to find information	Know where the Vikings came from and where they settled. Understand what life was like and how the Vikings and Anglo-Saxons struggled for power. Use primary and secondary sources to draw conclusions about Vikings. Understand the common perceptions about Vikings and why this may not have been true		
History Skills	Use a range of primary sources to ask and answer questions from the time; Ask questions and follow a line of enquiry to lead to a conclusion; Make conclusions about questions using evidence to justify their thinking; Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy); Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - explain their own ideas about history and use evidence to back this up.					
Geography	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world					
	Identify use of land/energy/resources across the UK and in the local area linking these to climate change and recycling initiatives	Locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past		Locate places and map features for the North Americas and describe changes in biomes, climate and human/physical features across the continent.		

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St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Describe and understand key aspects of climate zones and biomes Human geography/region of the UK - land use, economic activity, distribution of natural resources, energy (link to recycling) Investigate the physical and human features of the local area through map making, research, data collection and evaluation as part of a recycling science link.		Investigate the geography of Northern Europe and Scandinavia in Anglo-Saxon and Viking ages. Look at extent of Viking travel across the world. Compare the features of Anglo-Saxon/Viking homelands with Britain.		Identify in North America the main physical and human Characteristics Use and annotate maps identifying features. Study climate, weather and range of human/physical features in North America Make comparisons to known places	
Art	Mixed media/Digital art Recreate images of the universe using mix media.	Sculpture Use recycled materials and plastic waste to create an environmental piece of art	Collage Make careful observations of Anglo-Saxon artefacts to create a collage final piece	Painting/Sculpture Using the work of Kandinsky create art work with mathematical properties	Textile Produce a weaving inspired by the work of Native American artists	Drawing/Printing Create city landscape drawings and printed based on New York City images.
						
DT		Mechanisms 3D Moon Buggies	Structures Anglo-Saxon Houses		Electrical Systems Light up New York Scene	
		Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Produce detailed lists of tools, equipment and	Develop ideas through the analysis of existing frame structures and use research into Anglo-Saxon houses to model and communicate ideas. Explain choice of materials according to functional properties and aesthetic qualities. Investigate and evaluate a range of frame		Develop a design specification for a functional product that responds automatically to changes in the environment. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.	

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		materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Compare the final product to the original design specification. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.	structures including the materials, components and techniques that have been used. Develop and use knowledge of box and frame structures and, where appropriate, more complex 3D structures. Develop and use knowledge of how to construct strong, stiff frame structures		Select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional light up cityscape. Test the system to demonstrate its effectiveness. Understand and use electrical systems in products.	
PE	Health related exercise	Gymnastics	Dodgeball	OAA: Communication	Athletics: Running	Striking fielding: Cricket
	Plan warm up and cool down activities Understand the impact of exercise on the body Encourage a partner as they work through the circuit Continue to try and improve own performance	Show evidence of fluidity in performances Use cannon and unison in performances	Develop confidence when catching a ball Develop understanding of why we might block a ball thrown towards us during a game. Throw with accuracy and power. Learn defensive tactics	Learn how to work as a team and use different tactics Develop different ways of communicating as a team Solve problems by collaborating	Run jump and throw correctly Identify who should compete in an event and explain why Take part in and enjoy competitive athletics Work within a team recognising everyone has a role.	Develop an understanding of fielding tactics Understand what happens when the batter misses a ball Select effective positions for fielding Play games in mini-tournaments
	Invasion games: Hockey	Net and wall game: Netball	OAA: Problem Solving/orienteering	Net and Wall: tennis	Dance: The Circus	Net and Wall: Badminton
	Outwit an opponent and keep possession of the ball applying effective decision-making	Apply an understanding of passing, receiving and moving to score points against another team	Know the characteristics of a good team Focus on collaboration and communication	Understand how to win a game Develop the volley shot Think about how and where to serve	Explore prejudice and social divide through dance Create movements/expressions	Understand how to win games of badminton Learn the forehand and backhand shot Create space to win a point.

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	Understand the different roles and positions within a game Collaborate and work together in a team Encourage others even when they make a mistake	Understand the difference between attack and defence Collaborate as a team	Introduce the concept of a map or a plan and to help us navigate. use a map to follow a route. reach as many points as possible in an allocated time.		for different circus performers Peer assess work making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.	Learn how to use a serve to win points
MFL	Me and My friends Extended feelings Expressing feelings using extended phrases and new adjectives Introducing my friend Learning to speak in the third person singular, about another person (e.g. he is called...) School subjects Learning nouns for school subjects Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject	Time in the city In the city Explore a city in Spain including reading and understanding facts Look at nouns for places in a town or city, including shops Explore language for buying tickets to a tourist attraction, including the polite request Describe a city in the role of a tour guide Souvenir shopping Learn and remember nouns for souvenirs Recognise and understand prices Ask for a price Festive jumpers Design and describe a Christmas jumper	At the Market Fruits and vegetables Revisit fruits and vegetables Take part in a class survey Numbers to 100 Count in 10s up to 100 At the market Ask "How much is it?" and answer with a price in Euros. Ask and answer "Do you have...?" with a fruit or vegetable noun. Take part in market role play Recipe Read and follow instructions for a fruit salad recipe	Clothes Learn nouns for items of clothing Look at the verb to wear Describe clothes nouns using adjectives of colours Read and understand outfit descriptions Design and describe an outfit Clothes and carnival Learn vocabulary related to carnival outfits Understand a description of a carnival outfit Create a description of a carnival outfit	Out of this world Space travellers Fill out an ID card. Understand and create simple dialogues based on personal information. Describing planets Revisit familiar adjectives in new contexts. Understand and use new adjectives to describe planets A planet is born Follow and understand a story Revisit colours, places in the city and weather phrases. Write a descriptive sentences and create your own imaginary planets.	Going to the seaside In my beach bag Find out more about beaches in Spain Learn nouns for items to take to the beach Come to the beach! Use persuasive sentences to create and perform a spoken advert about the seaside Use persuasive sentences to create a leaflet about the seaside Sandcastle sentences Create extended sentences about the seaside using conjunctions
Music	Composers		Listening and Appraising: Anglo-Saxon Instruments		Instruments: Keyboards	
	Know how music played a pivotal role within the civil rights movement.		Listen and Appraise music that uses instruments similar to those used in the Anglo Saxon times Identify parts in a song		Identify the differences between major and minor compositions	

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St Chad's CE School Year 5 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	<p>Learn about Nina Simone and make links from her music to the civil rights movements</p> <p>Listen to and play Blackbird by the Beatles on the keyboard</p> <p>Compare two pieces of music</p> <p>Listen to Labri Siffre - something inside so strong as a protest song</p>		<p>Keep a steady beat / learn how a pulse runs through a piece of music</p> <p>Musical Rounds</p> <p>Recognising rising pitch sequences</p>	<p>Play C Major, G Major and E Minor scales using correct hand positions</p> <p>Recognise how different notes might be used to create mood</p> <p>Compose Major and Minor pieces and evaluate</p> <p>Play well known music in C Major and C Minor</p>	
ICT	Coding	Online Safety	Spreadsheets	Databases	3D Modelling
	<p>Use sketching to design a program and reflect upon a design before creating code.</p> <p>Explain what a variable is in programming.</p> <p>Set/change the variable values appropriately.</p> <p>Create a game which has a timer and score pad.</p> <p>Use variables to control the objects in the game.</p> <p>Create loops using the timer and If/else statements.</p>	<p>Know what Childnet SMART CREW is and have thought critically about the information that we share online</p> <p>Use the SMART rules as a source of guidance when online.</p> <p>Have clear ideas about good passwords.</p> <p>Select keywords and search techniques to find relevant information and increase reliability</p>	<p>Create a formula in a spreadsheet to convert m to cm and miles to km.</p> <p>Use the 'how many' tool.</p> <p>Use a spreadsheet to work out the area and perimeter of rectangles.</p> <p>Create simple formulae that use different variables</p> <p>Use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.</p>	<p>Understand the different ways to search a database.</p> <p>Search a database in order to answer questions correctly.</p> <p>Design an avatar for a class database.</p> <p>Enter information into a class database.</p> <p>Know what a database field is and correctly add field information.</p>	<p>Adapt a vehicle model by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Explore how to edit the polygon 3D models to design a 3D model for a purpose.</p> <p>Refine a design to prepare it for printing.</p> <p>Print a design as a 2D net and then create a 3D model</p>
PSHE	Health and Wellbeing		Dreams, Goals and Character	Relationships Celebrating Difference	
	<p>Establishing routines, independence and expectations for behaviour and learning attitudes.</p> <p>Understanding the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Knowing how to take responsibility for their own health</p> <p>Learning about how we feel and look in each Zone and what tools we can apply in each zone.</p> <p>Exploring how to look after our mental health and deal with stress.</p>		<p>Knowing about a range of jobs that are carried out by people I know</p> <p>Thinking about the types of job they might like to do when they are older</p> <p>Knowing that young people from different cultures/background may have different dreams and goals</p> <p>Exploring how wisdom and reflection help build on past learning through Abraham Lincoln</p> <p>Understanding that perseverance and commitment can help you achieve goals through Mendelev</p> <p>Recognising how perseverance drives you to not</p>	<p>Understanding how democracy and having a voice benefits the school community</p> <p>Knowing external forms of support in regard to bullying e.g. Childline</p> <p>Learning that bullying can be direct and indirect</p> <p>Understanding what racism is and why it is unacceptable</p> <p>Knowing that there are rights and responsibilities in an online community or social network</p> <p>Understanding that there are rights and responsibilities when playing a game online</p>	

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		give up through Madam CJ Walker Understanding how courage and empathy helped Harriet Tubman face challenges	Knowing how to stay safe when using technology to communicate with friends
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