



Eversfield Preparatory School

Year 5

Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour



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Year 5 Annual Overview 2023-24

Year 5	English	Mathematics	Science	History	Geography	Digital Literacy
Michaelmas 1	Stories by a significant author	Place value Place value (decimals) Written addition and subtraction, including problems Geometry (angles) Geometry and measures (perimeter) Addition and subtraction (statistics)	Forces	The Tudors	Water	We are photographers: themed photography with advanced editing techniques
Michaelmas 2	Instruction and explanation texts Traditional tales	Mental \times and \div (factors, multiples) Division including problems Fractions (compare, order, equivalence) Multiplication and measures (area) Statistics and measures (time)	Earth and space		Rivers and lakes – physical geography and O.S. mapping skills	We are game developers: coding with Scratch
Lent 1	Older literature: <i>The Hobbit</i> and <i>Sherlock Holmes</i>	<u>Exam Prep</u> Place value Roman numerals counting incl. negative numbers Addition and subtraction including problems	Materials	The Victorians	Coastlines	We are architects: creating a virtual space
Lent 2	Exam preparation – descriptive writing and characterisation	Measures (length, mass and capacity) Measures (converting time) & statistics Geometry (2D & 3D shape) Geometry (shape, reflection and translation) Geometry (angles)	Animals, including humans	Local study: Solihull	Coasts	We are programmers: writing computer code in Java language
Summer 1	Exam preparation – reading comprehension practice	<u>Exam Prep</u> Mental and written multiplication including problem solving Mental and written division including problem solving	Life cycles	World War I	European study - France	We are Engineers: building and controlling a robot
Summer 2	Exam preparation – comprehension and writing	Fractions Calculating with fractions Fractions (rounding and percentages and problem solving) Measures (time) Statistics and calculation		World War I – Britain and the Empire	European study – The Mediterranean Mapping skills – cities and countries	We are programmers: writing computer code in Swift language

Year 5	Religion & Philosophy	PSHE	Games	PE	Art and Design	Music	MFL	Latin
Michaelmas 1	Laws and rules that guide our lives	Settling in/ setting goals	Rugby or hockey	Swimming	Art: formal elements – fish	Exploring recorder: recorder Blues	Spanish: parts of the body	Minimus I Greek myths
Michaelmas 2	Leaders	Living in a diverse world			Art: design skills DT: 3D outcome	Exploring pitch: hand chime ringing		
Lent 1	Stories of faith	Safeside Centre (Risk taking)	Football or netball	Swimming	Art: dragons – mixed media and printmaking	Exploring structure 1: Binary form A	French: numbers and greetings	Minimus I Greek myths
Lent 2	Easter			Athletics skills	DT: design and clay tile	Exploring structure 2: Binary form B	French: sports	
Summer 1	Children of God	Being mentally healthy	Athletics and Cricket	Gymnastics	Art: perspective	Exploring rules: <i>Pachelbel's Canon</i>	French: school subjects	Minimus I Greek myths
Summer 2		Choices	Cricket	Health related Fitness	DT: 3D architecture	Exploring cycles: Gamelan music		

Year 5 Michaelmas Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	<p>Example Texts:</p> <ul style="list-style-type: none"> • Michael Morpurgo focus e.g. <i>War Horse</i>, <i>Kensuke's Kingdom</i> • Children to choose other Morpurgo texts for independent reading • A selection of instruction texts drawn from Hamilton Trust online resources • Changing Stories anthology
	Writing - composition	<p>Narratives <i>Stories by a significant author</i></p> <ul style="list-style-type: none"> • read aloud both shared and independently-chosen texts, maintaining fluency and accuracy with complex sentence punctuation • investigate what is meant by notions of 'significant author', 'literature' and 'canon' and discuss who decides upon a text or author's importance • demonstrate an awareness of the social and historical background to a text • comment on how that social and historical background provides a framework for plot development and characterisation • discuss authorial techniques for managing time in narratives (e.g. flashbacks and flashforwards, framing devices, summary and elision) • comment critically upon authorial descriptive techniques for building tension • explore common and recurrent themes across a range of texts by the same author and/or texts with shared settings/themes • understand and infer a characters' motives and points of view by demonstrating empathy with their position/situation • appreciate how texts can be changed and adapted for different purposes • comment critically upon techniques, elements, structures and patterns of language in traditional tales • investigate stereotypes and issues of gender bias • answer questions on how structural, linguistic and presentational decisions affect a non-fiction instruction text • precis longer passages • draw information from different parts of a text to infer meaning

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	Traditional tales	<ul style="list-style-type: none"> introduce shifts in time and place to shape a story and guide the reader through a text devise character studies in which characters' motives, actions and relationships are analysed draft an original narrative employing the techniques for tension-building used by an author, using description to create mood use and correctly punctuate direct and reported speech to aid characterisation compose a written monologue exploring a character's thoughts and feelings for performance, using appropriate script-writing conventions draft own traditional tale using the techniques discussed
	Non-fiction Instructions and explanations	<ul style="list-style-type: none"> devise own sets of instructions using appropriate structures, language and grammatical forms use connectives within a paragraph to link sentences choose words to create a formal effect
	Poetry	
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> explore vocabulary used by author use figurative and rhetorical devices (onomatopoeia, simile and metaphor, repetition, hyperbole) to create dramatic effects punctuate and layout instructions using colons, semi-colons and bullet points for lists parentheses for additional information refine all uses of the apostrophe ensure tense consistency throughout an extended written piece
	Writing - handwriting and presentation	<ul style="list-style-type: none"> accurate formation of letters according to the School's preferred handwriting style
	Speaking and listening	<ul style="list-style-type: none"> performance of own written monologue (as Michael from Kensuke's Kingdom) participate in discussions about books, building on ideas of others and challenging courteously
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit identify, represent and estimate numbers using the number line

		<ul style="list-style-type: none"> • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • find 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number • identify, represent and estimate numbers using the number line • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • identify the value of each digit to three decimal places • read, write, order and compare numbers with up to three decimal places • find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number • count forwards and backwards in decimal steps • describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal • round decimals with two decimal places to the nearest whole number and to one decimal place • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving number up to three decimal places
	<p>Number - addition and subtraction</p>	<ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction) • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

		<ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places • select a mental strategy appropriate for the numbers involved in the calculation
	Number - multiplication and division	<ul style="list-style-type: none"> • multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers • establish whether a number up to 100 is prime • recognise and use square numbers and the notation for squared (2) • use partitioning to double or halve any number, including decimals to two decimal places • multiply and divide numbers mentally drawing upon known facts • select a mental strategy appropriate for the numbers involved in the calculation • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving division
	Number - fractions including decimals and percentages	<ul style="list-style-type: none"> • count on and back in mixed number steps such as $1\frac{1}{2}$ • read and write decimal numbers as fractions • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • compare and order fractions whose denominators are all multiples of the same number (including on a number line) • solve problems involving fractions
	Measurements	<ul style="list-style-type: none"> • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

		<ul style="list-style-type: none"> • continue to read, write and convert time between analogue and digital 12 and 24-hour clocks • complete, read and interpret information in timetables • solve problems involving converting between units of time
	Geometry - properties of shapes	<ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles and measure them in degrees ($^{\circ}$) • distinguish between regular polygons based on reasoning about equal sides and angles • use the properties of rectangles to deduce related facts and find missing lengths and angles • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
	Statistics	<ul style="list-style-type: none"> • continue to read, write and convert time between analogue and digital 12 and 24-hour clocks • complete, read and interpret information in tables, including timetables • solve problems involving converting between units of time
SCIENCE	Forces	<ul style="list-style-type: none"> • measure accurately using a Newton meter • define weight as the force of gravity on an object • draw force diagrams to explain the opposing forces on objects • demonstrate how air resistance and upthrust affect objects • plan a valid test, repeating to obtain reliable results • draw line graphs and interpret them • describe uses of levers, gears and pulleys in everyday life
	Earth and space	<ul style="list-style-type: none"> • know the shapes and relative sizes of the Earth, Sun and Moon • model the movements of the Earth, Moon and other planets • explain the cause of night and day • name the phases of the Moon and explain why they occur • explain why we have seasons • recall the names of other bodies in our solar system • research the solar system • investigate the effect of meteor size on craters by taking accurate measurements

		<ul style="list-style-type: none"> produce a timeline of space discovery and travel and make own predictions about the future
HISTORY	The Tudors Chronological awareness	<ul style="list-style-type: none"> place the Tudors on a British timeline describe significant features from the Tudor period create a timeline of Henry VIII's wives
	Depth and range of historical knowledge	<ul style="list-style-type: none"> explain how Henry VII came to the British throne discover who the different Tudor monarchs were ranging from Henry VIII to Elizabeth I compare how life changed for people in the Tudor period
	Understanding historical enquiry	<ul style="list-style-type: none"> identify primary and secondary sources select relevant key information to build up a picture of the Tudor time (e.g. who the Tudors were and why they were important, comparing rich and poor Tudors, Henry VIII and his six wives, Tudor food and daily life)
	Understanding historical interpretations	<ul style="list-style-type: none"> offer reasons for different versions of events (e.g. portraits of Henry VIII) ask questions about the past to draw contrasts and connections
GEOGRAPHY	Water	<ul style="list-style-type: none"> identify different forms of water know what happens to water within the water cycle know what happens to the water we drink
	Rivers and lakes: physical geography and O.S. mapping skills	<ul style="list-style-type: none"> use digital maps to investigate the features of an area know more about the features of a variety of places around the world from local to global make sketch maps of areas studied using symbols and keys communicate my findings using the appropriate vocabulary use 4 figure grid references in relation to work on rivers plan and carry out fieldwork investigation using appropriate techniques
DIGITAL LITERACY	We are photographers - themed photography Skills	<ul style="list-style-type: none"> take photographs based on a theme create and curate an album with a coherent file structure edit photographs using open source software
	Knowledge awareness	<ul style="list-style-type: none"> understand the school's e-Safety rules and the consequences in place for breaking them understand the term copyright, and its implications with online images
	We are game developers - coding with Scratch Skills	<ul style="list-style-type: none"> write a simple program to control a sprite program the sprite to interact with another object fault find and debug code

	Knowledge awareness	<ul style="list-style-type: none"> • understand basic coding terms • understand how to stay safe when gaming
RELIGION AND PHILOSOPHY	Laws and rules that guide our lives	<ul style="list-style-type: none"> • identify different rule books such as sacred texts, law books, guide books, school / class rules • develop their understanding of the Christian bible and other religious texts • gain knowledge of the Ten Commandments and 5 pillars of Islam, precepts of Buddhism and main beliefs of Sikhs and of Hindus • discuss why and how societies have rules and what happens when they don't • review the enquiry process • ask philosophical questions when exploring stimuli • use the 4C thinking skills and use language developed from them
	Leaders	<ul style="list-style-type: none"> • to identify people's inherent qualities of mind and character • link certain dispositions associated with leadership qualities • learn about different religious leaders and identify qualities that made them in Christianity, Islam and Sikhism great leaders • review the enquiry process • ask philosophical questions when exploring stimuli • use the 4C thinking skills and use language developed from them
PSHE	Settling in	<ul style="list-style-type: none"> • set class rules • describe what the school code means to you • set personal goals • recognise bullying behaviour and know how to deal with it • demonstrate collaboration and leadership • demonstrate good listening skills
	Living in a diverse world	<ul style="list-style-type: none"> • identify similarities and differences between us all • discuss the different family structures within the class • identify factors which make a community • discuss the importance of difference and being treated with respect • know what discrimination means and how to challenge it • know that marriage and civil partnership is a legal declaration meant for life and made by two adults who love each other • know that forced marriage is a crime
GAMES	Rugby	<ul style="list-style-type: none"> • learn to ruck (2 from each side)

	Skill development	<ul style="list-style-type: none"> learn to scrum (uncontested) passing with accuracy to a target under pressure offloading the ball in the tackle
	Knowledge and understanding	<ul style="list-style-type: none"> understand the rules for 8v8 contact rugby specifically understand the off side rule at the ruck
	Applying tactics	<ul style="list-style-type: none"> defensive line (flat) attacking line (staggered) using the side lines to aid defence making decisions when going into contact on what to do with the ball
	Hockey Skill development	<ul style="list-style-type: none"> further develop dribbling skills further develop tackling skills improve the accuracy of shooting improve the ability to stop the ball
	Knowledge and understanding	<ul style="list-style-type: none"> know how to defend against an opponent know the rules to play a small sided game (7v7) short corners
	Applying tactics	<ul style="list-style-type: none"> move the ball forward look for space team shape (height, width, depth) short corners
PE	Swimming	<ul style="list-style-type: none"> refine breaststroke arms and legs breaststroke timing – arms, legs and breathing water safety surface dives – feet first and head first
		<ul style="list-style-type: none"> refine backstroke arms and legs body position in the water push and glide
ART AND DESIGN	Formal elements – line tone texture colour and paint	<ul style="list-style-type: none"> develop skills in recording and accuracy improve skills in line drawing improve skills in applying tone understand a colour wheel and how to mix secondary colours to improve accuracy in colour mixing
	Design skills and 3D – fish	<ul style="list-style-type: none"> to be able to work in 3-dimensions

		<ul style="list-style-type: none"> to know how to construct a 3D fish to know how to manage a range of art materials and use them safely to follow instructions for making a 3D fish to be able to construct different components to use paint effectively to create the colours of the fish to reflect and suggest improvements
MUSIC	Exploring recorder - recorder blues Composing	An exploration of the descant recorder, culminating in the use of a notated score to perform a piece of music on descant recorder in two parts
	Performing	<ul style="list-style-type: none"> demonstrate correct holding position and blowing technique perform <i>Recorder Blues</i> in two parts as a whole class
	Appraising	<ul style="list-style-type: none"> identify notes G, A, B, C and D on recorder treble clef notation
	Exploring pitch - hand chimes Composing	An exploration of hand chime ringing, culminating in a group performance during the school Carol Service
	Performing	<ul style="list-style-type: none"> demonstrate correct holding position and the ability to throw and muffle when ringing perform an arrangement of a well-known carol
	Appraising	
MFL	Spanish – parts of the body	<ul style="list-style-type: none"> learn 8 parts of the body identify whether nouns are masculine or feminine identify whether nouns are singular or plural understand how to change words from singular to plural
		<ul style="list-style-type: none"> read and answer questions about a short text use connectives to link sentences together to produce a creative piece of writing about a monster present my work in Spanish in front of the class
LATIN	Minimus - Greek myths Understanding historical context	<ul style="list-style-type: none"> explore the benefits of Latin for users of English and other European languages
	Minimus - Greek myths Understanding historical significance Developing an understanding of the language	<ul style="list-style-type: none"> read and discuss the first four chapters from the Minimus course (<i>Meet the family, Food Glorious Food, Work, Work, Work, The Best Days of Your Life</i>) study a range of traditional Roman myths explore life in Roman times

Year 5 Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>The Hobbit</i> (graphic novel version) and novel extracts – JRR Tolkien • <i>Sherlock Holmes</i> (stories and extracts) – Arthur Conan Doyle • Various text extracts used in exam preparation • <i>Macbeth</i> (or other abridged Shakespeare play) for performance
		<ul style="list-style-type: none"> • explore how language is used to define characters • dialect and Standard English (conversion) • compare original texts with adaptations and versions in different media (structural, linguistic differences and similarities) • draw inferences about characters’ motivations using textual evidence • demonstrate awareness of plot and character in answer to comprehension questions • identify and look up unknown and archaic vocabulary • become familiar with Shakespeare’s language conventions • read with correct intonation and expression to convey characters’ emotions • investigate the role played by a narrator (first, third person, omniscience, direct address to the reader etc.) considering narrative style and historical context and articulating a personal response • show through summary writing a grasp of complex narrative plot structure • reading and responding to text extracts under timed conditions
	Writing - composition	Narratives <i>Older literature - The Hobbit and Sherlock Holmes</i> Exam preparation
	Non-fiction	<ul style="list-style-type: none"> • read and respond to texts under timed conditions

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	Poetry	
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • understand and use relative clauses in own writing • elaborate sentences using conjunctions to build subordinate clauses with commas to clarify meaning • revise the correct punctuation of direct speech • convert direct to indirect speech and vice versa, considering the grammatical changes needed • proofread passages improving punctuation accuracy • revise verb tense formations and subject/verb concord • revise full range of prefixes and suffixes • revise comparative and superlative forms
	Writing – handwriting and presentation	<ul style="list-style-type: none"> • maintain a legible cursive script whilst writing under timed conditions
	Speaking and listening	<ul style="list-style-type: none"> • discuss issues and themes raised by texts in class and small group discussion • offer and respond to criticism and comment of own work and ideas • orally rehearse dialogue and descriptive writing • read aloud fluently, using appropriate tone and expression, respecting context and punctuation • learn and deliver Shakespeare script lines, performing to a live audience
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero • calculate difference in temperature, including those that involve a positive and negative temperature • describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal • continue to order temperatures including those below 0°C • read Roman numerals to 1000 (M) and recognise years written in Roman numerals • identify, represent and estimate numbers using the number line • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • identify the value of each digit to three decimal places • read, write, order and compare numbers with up to three decimal places

		<ul style="list-style-type: none"> • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards in decimal steps • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • round decimals with two decimal places to the nearest whole number and to one decimal place • solve number problems and practical problems that involve all of the above • find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number
	Number - addition and subtraction	<ul style="list-style-type: none"> • add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places • add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction) • use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • calculate difference in temperature, including those that involve a positive and negative temperature • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • select a mental strategy appropriate for the numbers involved in the calculation • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
	Measurements	<ul style="list-style-type: none"> • use, read and write standard units of length and mass to a suitable degree of accuracy • estimate (and calculate) capacity • multiply and divide numbers and those involving decimals by 10, 100 and 1000

		<ul style="list-style-type: none"> • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • continue to read, write and convert time between analogue and digital 12 and 24-hour clocks • complete, read and interpret information in tables, including timetables • solve problems involving converting between units of time • understand and use approximate equivalences between metric and common imperial units such as pints
	Geometry - properties of shapes and position	<ul style="list-style-type: none"> • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use the properties of rectangles to deduce related facts and missing lengths and angles • identify 3D shapes, including cubes and other cuboids, from 2D representations • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • describe positions on the first quadrant of a coordinate grid • plot specified points and complete shapes • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees ($^{\circ}$) • identify angles at a point and one whole turn (total 360°) • identify angles at a point on a straight line and a turn (total 180°) • identify other multiples of 90°
	Statistics	<ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables • solve comparison, sum and difference problems using information presented in all types of graph including a line graph
SCIENCE	Materials	<ul style="list-style-type: none"> • understand the word 'property' and group materials according to physical properties • relate properties of materials to their uses

		<ul style="list-style-type: none"> practically investigate which is the best material for a job gather and record results analyse data using charts and tables draw conclusions consistent with data explain what happens to solids when they dissolve on a particle level use knowledge of separation techniques to solve practical problems list some physical and chemical changes investigate factors affecting the rate of chemical reactions
	Animals, including humans	<ul style="list-style-type: none"> recall the stages in the human life cycle describe the main stages of foetal development research gestation periods in a variety of animals analyse numerical data by drawing charts list the physical and emotional changes that occur during puberty produce labelled models of the male and female reproductive systems explain the process of menstruation, including the reason for it plan practical tests to investigate changes as we age
HISTORY	The Victorians Local study: Solihull Chronological awareness	<ul style="list-style-type: none"> place the Victorians on a British timeline sequence key events
	Depth and range of historical knowledge	<ul style="list-style-type: none"> explain who Queen Victoria and her family were highlight the difference between rich and poor families in the context of working children explain about early types of schools and education for both rich and poor
	Understanding historical enquiry	<ul style="list-style-type: none"> use a range of sources to select key information about life in Victorian times (e.g. factories and the working conditions, hobbies and pastimes) use census returns to investigate who lived in Solihull during the Victorian era use directories, ordinance survey maps and photographs to research about Solihull in the Victorian era and the effects it had upon those who lived here at the time explore how the development of the railways locally changed the growth of Solihull investigate the history of Eversfield and discover what the school used to be like through picture sources and oral accounts

	Understanding historical interpretations	<ul style="list-style-type: none"> compare accounts of events from different sources offer some reasons for different versions of events evaluate the usefulness of sources
GEOGRAPHY	Coastlines	<ul style="list-style-type: none"> locate a range of coastal environments on maps of the UK understand how people can both improve and damage the environment
	Coasts	<ul style="list-style-type: none"> identify how environments have changed over time
DIGITAL LITERACY	We are architects - creating a virtual space Skills	<ul style="list-style-type: none"> create an accurate digital floorplan design a workable computer suite produce 3D rendered images of their floor plan present a final design to peers
	Knowledge awareness	<ul style="list-style-type: none"> research skills manipulation of objects in 3 dimensions
	We are programmers - writing computer code in Java language Skills	<ul style="list-style-type: none"> program a function (a sequence of steps) create variables program 'strings' and 'arrays' debug and optimize code
	Knowledge awareness	<ul style="list-style-type: none"> understand what code is and how it is used in programming understand coding terminology
RELIGION AND PHILOSOPHY	Stories of faith	<ul style="list-style-type: none"> study stories that create faith. This will include Christian stories of the Old Testament, Jesus' miracles, triumph over adversity, acts of human kindness, 6 articles of faith in Islam, and the faith of Hinduism use questioning techniques to identify concepts and important vocabulary refine class questions use the 4C thinking skills and use language developed from them
	Easter	<ul style="list-style-type: none"> reflect on the main events and concepts of the Easter story in Christianity express the themes of the story through the creative arts use questioning techniques to identify concepts and important vocabulary refine class questions use the 4C thinking skills and use language developed from them
PSHE	Safeside centre	<ul style="list-style-type: none"> visit the Safeside Centre identify everyday risks faced by children in Year 5, eg: online, road, home safety, travel, water learn about ways to minimise those risks, while living with them

		<ul style="list-style-type: none"> • know about medicines that we take and how they can contribute to health • know how allergies can be managed • practice some basic first aid techniques • know how and when to make a 999 call
GAMES	Football Skill development	<ul style="list-style-type: none"> • improve the control of the ball from the air • pass the ball with greater accuracy whilst moving, using both feet • improve the accuracy of shooting
	Knowledge and understanding	<ul style="list-style-type: none"> • know what a defensive stance is • know the rules for a 7v7 game
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward • look for space • look for team-mates in a better field position • team shape (height, width, depth) • use pressure/ cover in defence
	Netball Skill development	<ul style="list-style-type: none"> • further develop shooting skills • passing in different ways • catching the ball above the head
	Knowledge and understanding	<ul style="list-style-type: none"> • Hi5 positions and roles • netball 7's positions and roles
	Applying tactics	<ul style="list-style-type: none"> • further develop defending skills • marking • passing across the court in different ways • passing from the centre to the attacking D
PE	Swimming	<ul style="list-style-type: none"> • refine front crawl legs and arms • dolphin leg kick • butterfly arms
	Athletics skills	<ul style="list-style-type: none"> • develop high jump technique (scissors and Fosbury flop jump) • develop long jump technique • develop bull nosed javelin throw • refine sprinting technique • develop sprint starts
ART AND DESIGN	Dragon – mixed media and printmaking	<ul style="list-style-type: none"> • to practice recording skills; tone and texture • how to draw a 'dragon eye' and use tone effectively

		<ul style="list-style-type: none"> to improve painting skills to apply colour to own drawing to use own work to create a mono print onto card and onto fabric
	Design and clay tile	<ul style="list-style-type: none"> design a clay tile of a dragon eye learn and use: slabbing, relief, impress, incise successfully use poster/acrylic paints
MUSIC	Exploring structure 1 - binary form section A <i>Composing</i>	<p>An exploration of how melody, accompaniment and rhythm should be used when organising ideas into a coherent musical structure</p> <ul style="list-style-type: none"> compose a melody, ostinato, drone or rhythm within a small group refine and organise ideas into a coherent structure complete Section A of a two-part composition
	<i>Performing</i>	<ul style="list-style-type: none"> perform Section A
	<i>Appraising</i>	<ul style="list-style-type: none"> identify semibreve, minim, crotchet and quaver notes complete a written record of ideas for Section A using staff notation
	Exploring structure 2 - binary form section B <i>Composing</i>	<p>Composing Section B and a bridge passage to complete a piece of music in Binary Form</p> <ul style="list-style-type: none"> compose a melody, ostinato, drone or rhythm within a small group refine and organise ideas into a coherent musical structure compose a bridge passage which will link together Section A and B complete Section B of a two-part composition
	<i>Performing</i>	<ul style="list-style-type: none"> perform Section A and B together and link with a bridge passage
	<i>Appraising</i>	<ul style="list-style-type: none"> identify semibreve, minim, crotchet and quaver notes compose a written record of ideas for Section B using staff notation
MFL	French – numbers and greetings	<ul style="list-style-type: none"> count to 50 in French take part in extended conversations to talk about themselves in French write several sentences about themselves with increasing independence
	French - sports	<ul style="list-style-type: none"> learn the names of 10 sports use key verbs to express opinions about which sports they like or dislike use connectives and contrasts to link sentences together be able to talk about traditional French sports
LATIN	Minimus - Greek myths <i>Consolidation of prior knowledge</i>	<ul style="list-style-type: none"> revision of vocabulary and background information
	Minimus: Greek myths <i>Understanding historical significance</i>	<ul style="list-style-type: none"> read and discuss Chapters 6 – 8 of the Minimus course (<i>Off to Town, The Military Machine, Clean and Healthy</i>) study a range of traditional Roman myths

	Developing an understanding of the language	<ul style="list-style-type: none">• Roman Life – studying further aspects of life in Roman times such as Roman baths and life in the Roman Army
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Year 5 Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • <i>The Highwayman</i> and other narrative poems • Various text extracts used in exam preparation 	
		<ul style="list-style-type: none"> • understand the ballad form, revise notating rhyme scheme and patterns of rhythm • develop responses to texts – fuller, more structured answers • draw inferences from textual evidence • practice embedding quotations and explaining them 	
	Writing - composition	Narratives <i>Exam preparation</i>	<ul style="list-style-type: none"> • write across a range of styles and genres • adapt writing to suit audience and purpose • refine aspects of descriptive writing including figurative elements • develop aspects of characterisation
		Non-fiction	
		Poetry	<ul style="list-style-type: none"> • adopt the persona of characters from a poem, writing their thoughts and feelings • write critical appraisals of given poems
	Writing - vocabulary, grammar and punctuation		<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can enhance and change meaning • proof-read for spelling and punctuation errors • independently use a thesaurus for vocabulary building • develop a wide repertoire of devices for cohesion within and across paragraphs • understand and use concepts of active and passive voice • use accurately the perfect form of verbs • use modal verbs to indicate possibility, permission etc.
	Writing - handwriting and presentation		<ul style="list-style-type: none"> • maintain a legible cursive script whilst writing under timed conditions
	Speaking and listening		<ul style="list-style-type: none"> • through discussion, evaluate effectiveness of own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Compassion Aspiration Respect Endeavour

		<ul style="list-style-type: none"> perform own compositions, using appropriate intonation, volume and expression
MATHEMATICS	Number - multiplication and division	<ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers multiply numbers mentally drawing upon known facts multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) select a mental strategy appropriate for the numbers involved in the calculation solve problems involving multiplication including using their knowledge of factors and multiples, cubes and squares solve problems involving multiplication, including scaling by simple fractions and problems involving simple rates solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Number – fractions including decimals and percentages	<ul style="list-style-type: none"> recognise mixed numbers and improper fractions and convert from one form to another compare and order fractions whose denominators are all multiples of the same number (including on a number line) identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

		<ul style="list-style-type: none"> • add and subtract fractions with the same denominator and denominators that are multiples of the same number • write mathematical statements > 1 as a mixed number E.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagram • round decimals with two decimal places to the nearest whole number and to one decimal place • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
	Measurements	<ul style="list-style-type: none"> • use, read and write standard units of length and mass to a suitable degree of accuracy • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling • understand the difference between liquid volume, including capacity and solid volume • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • read, write and convert time between analogue and digital 12 and 24-hour clocks • complete, read and interpret information in tables, including timetables • solve problems involving converting between units of time
	Statistics	<ul style="list-style-type: none"> • calculate and interpret the mode, median and range • solve comparison, sum and difference problems using information presented in a line graph

SCIENCE	Life cycles	<ul style="list-style-type: none"> • draw the life cycle of mosses and conifers • use a microscope to study the parts of mosses, conifers and flowers • describe the process of fertilisation in flowering plants • list the ways in which flowering plants disperse their seeds • model seed dispersal practically in order to investigate factors affecting distance travelled • do a pond dip and study the life cycle of a pond animal
HISTORY	World War I Chronological awareness	<ul style="list-style-type: none"> • place WWI on a timeline • explain how Britain has influenced and been influenced by the wider world
	Depth and range of historical knowledge	<ul style="list-style-type: none"> • examine the causes and events of WWI • explain how WWI impacted on people • look at the different nations and troops involved in the war
	Understanding historical enquiry	<ul style="list-style-type: none"> • use a range of primary and secondary sources to gain key information about areas of WWI e.g.: <ul style="list-style-type: none"> - why the war took place and its beginnings - who was allied with who - significant battles such as The Somme - trench warfare - recruitment and why signing up was important - wartime propaganda - weaponry and the impact of tanks - the importance of animals in the war, such as horses - the empire and what it was - the different countries who came to Britain's aid - the varying experiences of different soldiers - significant individuals of the war
	Understanding historical interpretations	<ul style="list-style-type: none"> • investigate the use and purpose of propaganda • offer reasons for different versions of events • discover the different feelings and emotions people may have felt • look into why some soldiers might have been treated differently
GEOGRAPHY	European study - France	<ul style="list-style-type: none"> • use maps to locate major cities and countries in Europe • describe natural and manmade features of a region of Europe • understand how people can both improve and damage the environment

	European study - the Mediterranean	<ul style="list-style-type: none"> • use physical and political maps to describe characteristics of the Mediterranean • understand more about the links between different places and that some places depend on each other • describe and begin to explain geographical patterns and a range of physical and human processes • suggest an appropriate sequence of events and use geographical skills to conduct an enquiry
	Mapping skills - cities and countries	<ul style="list-style-type: none"> • label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them
DIGITAL LITERACY	We are engineers – building and controlling a robot Skills	<ul style="list-style-type: none"> • build a working robot • configure a controller to manipulate movement • program a robot to make simple movements
	Knowledge awareness	<ul style="list-style-type: none"> • understand various robotic and programming terms • reaffirm the e-Safety rules when in school
	We are programmers - writing computer code in Swift language Skills	<ul style="list-style-type: none"> • program a function (a sequence of steps) • know what a loop is and how to use it in coding • program 'else' and 'if' coding
	Knowledge awareness	<ul style="list-style-type: none"> • understand what code is and how it is used in programming • understand coding terminology
RELIGION AND PHILOSOPHY	Children of God	<ul style="list-style-type: none"> • reflect on how we show ourselves as 'children of God' • identify the qualities and actions that are important to show that we are true to our religion and dedication to God • discuss and debate on opposing and similar expectations, pressures of society, family and religion in Christianity • begin to find alternative possibilities to support their point of view • use the 4C thinking skills and use language developed from them
PSHE	Being mentally healthy	<ul style="list-style-type: none"> • identify emotions • link emotions to potential casual factors • discuss whether emotions such as nervous are positive or negative

		<ul style="list-style-type: none"> learn strategies to deal with negative emotion such as anger and stress
	Choices	<ul style="list-style-type: none"> identify examples of responsible/ irresponsible behaviour describe reasons for irresponsible behaviour understand the consequences of irresponsible behaviour know about the variety of jobs and careers to choose from know what influences a person's choice of career think about the job that you might like to do and know the route into that career
GAMES	Athletics <i>Skill development</i>	<ul style="list-style-type: none"> improve technique in long jump develop high jumping skills using either a scissor or Fosbury flop technique improve the skills for throwing a bull nosed javelin
	<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> know how to start a race (sprint start) understand that you need to finish in the top 2 or 3 to qualify for the final
	Cricket <i>Skill development</i>	<ul style="list-style-type: none"> further develop a hook shot using a moving ball step towards the ball and hit in a straight line further develop seam bowling develop spin bowling look at how to take the ball when wicket keeping
	<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> know the correct way to field a ball understand the rules for 20/20 cricket know how to correctly catch a hardball understand field positions
	<i>Applying tactics</i>	<ul style="list-style-type: none"> make decisions on which end to throw to, to run players out in bat, decide how many runs to go for
PE	Gymnastics	<ul style="list-style-type: none"> move in a controlled manner, from one gymnastic pose to another perform a squat jump onto a box and then straddle jump off incorporate various gymnastic movements into a routine
	Health related fitness	<ul style="list-style-type: none"> understand the effects of exercise on your heart rate and why this changes understand why exercise is important to keep you healthy design exercises to help raise your heart rate
ART AND DESIGN	Perspective	<ul style="list-style-type: none"> to know how to use one point perspective in completion of a drawing to know the key words associated with perspective drawing
	3D architecture	<ul style="list-style-type: none"> to know what architecture is

		<ul style="list-style-type: none"> to be able to identify 3 types of column (Doric, Ionic and Corinthian) to use mixed media and card to build your own column
MUSIC	Exploring rules - Pachelbel's Canon Composing	An exploration of what is meant by a musical rule, culminating in a performance of <i>Pachelbel's Canon</i> using keyboards
	Performing	<ul style="list-style-type: none"> whole class performance of <i>Pachelbel's Canon</i> on keyboards perform from a notated score which includes easy, intermediate and advanced skill parts
	Appraising	<ul style="list-style-type: none"> read and identify notes on the treble stave identify note patterns on the keyboard, including F sharp listen to a performance of <i>Pachelbel's Canon</i>
	Exploring cycles - Gamelan music Composing	An exploration of musical cycles, culminating in the performance of a piece of Gamelan music from Indonesia
	Performing	<ul style="list-style-type: none"> performance of a piece of Gamelan music using a notated score
	Appraising	<ul style="list-style-type: none"> gamelan music listening and card sort treble clef notation and pitched note reading how to follow instructions when using a score
MFL	French – school subjects	<ul style="list-style-type: none"> learn 10 school subjects in French design my ideal school timetable in French learn adjectives to justify my opinions on school subjects identify similarities and differences between schools in France and England
		<ul style="list-style-type: none"> express and justify opinions about school subjects put together vocabulary from sports and school subject topics to produce an extended piece of writing about myself present my piece of work to the class in French
LATIN	Minimus - Greek myths Consolidation of prior knowledge	<ul style="list-style-type: none"> revision of vocabulary and background information
	Minimus: Greek myths Understanding historical significance Developing an understanding of the language	<ul style="list-style-type: none"> read and discuss Chapters 9 – 12 of the Minimus course (<i>A Soldier's Life, How Beautiful!, A Sad Day and Gods, Hear Our prayers!</i>) study a range of traditional Roman myths Roman Life – investigate further aspects of life in Roman times