

Crawley Down Village C of E School

Year 5 Curriculum Overview



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y5	Autumn Mission to Mars	Spring Groovy Greeks	Summer Sea Fairing Invaders
Key Texts 	Space non-fiction (a variety)	Range of Greek Myths – Theseus and Perseus Odysseus (Hugh Lupton, Daniel Morden & Christina Ballit) Who Let the Gods Out	Beowulf (adapted by Morpurgo) The miraculous journey of Edward Tulane
English 	Writing Purposes Writing to inform: • Non-chronological reports about planets. • Newspaper reports (recount) about key events in space exploration. Writing to entertain: • Story Opening with a focus on character (Inside Out Boy) • Narrative (diary) Writing to persuade: • Advertisement about Spaceship	Writing Purposes Writing to inform: • Biography Writing to entertain: • Poetry writing (Kennings) • Narrative (myth) Writing to persuade: • Formal letter of complaint	Writing Purposes Writing to inform: • Instructions Writing to entertain: • Narrative (diary) Writing to discuss: • Planning and taking part in a debate • Was Grendel's mother right to take revenge?
Throughout the year: Handwriting: We will be focusing on consistently writing with fluent, joined handwriting. Proof reading: We will be developing our proof-reading skills to accurately apply spelling and punctuation from previous years and what has been taught this year. Editing: We will be assessing the effectiveness of our writing based upon its intended purpose and audience. We will be selecting parts that need editing, applying the writing skills covered in Autumn term and in previous years. Spelling: We will be assessing the application of spelling rules taught in previous years to inform interventions. We will be assessing the first 30 words of the Y5/6 word list. We will learn spelling patterns from the Year 5/6 curriculum. Reading: In VIPERS we will be reading age-appropriate texts with increasing confidence and fluency, showing justifications for our opinions. Phonics: We will be recapping and consolidating phonics stage 1 and 2 to inform interventions and close gaps and re-assessing children who did not pass the Y1 phonics check. VIPERS: We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.			

Maths 	Place Value Addition and Subtraction Multiplication and Division (multiples, factors, primes, square cube, powers of ten) Fractions (equivalents, improper/mixed, adding and subtracting)	Multiplication and Division (Formal written methods) Fractions (multiplying) Decimals and percentages (ordering, comparing, rounding) Area and Perimeter Statistics	Shape Position and Direction Decimals (adding and subtracting) Negative numbers Converting units Volume
Science 	Earth and space: - 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 apparent movement of the sun across the sky Forces: - 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 allow a smaller force to have a greater effect.	Properties of materials: - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - 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 materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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	Living things: - 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. Animals including humans: - Describe the changes as humans develop to old age

RE Understanding Christianity 	Christianity What does it mean if God is holy and loving? - Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist's) and can say why. - They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy - Pupils know that Christians believe God is holy and loving but that he is also angered by sin and injustice. - That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. - Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. Hinduism What spiritual pathways to moksha are written about in Hindu scriptures? - Pupils can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - They can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - They can use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions - They ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives	Christianity How can following God bring freedom and justice? - Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus' death and resurrection that rescued people from the slavery of sin. - Pupils know the outline story of Moses and the exodus (select detail) - and they can show how these relate to the concepts of freedom justice and salvation - Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. - Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church - Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. What did Jesus do to save human beings? - Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. - Pupils know the outline of events of the crucifixion (Passion narrative) - from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. - Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. - They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. - They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.	Christianity What would Jesus do? - Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. - Pupils will know a range of Jesus' teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). - Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. - Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. Buddhism How does the Triple Refuge help Buddhists in their Journey through life? - The triple refuge support Buddhists on their journey to enlightenment - Buddhists believe: - Buddha is the guide. They revere but do not worship Buddha; they take 'refuge' in him as their guide towards enlightenment. - Dharma is the path (the teaching). It shows Buddhists the way to travel to reach enlightenment. It is a safe, well laid path which they can follow for themselves. - Dharma includes rules for right living and teaching on how to avoid bad actions. - Sangha are the travelling companions, the Buddhist community - The Five precepts help you to live ethically and morally good lives.
---	--	--	---

Geography 	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within North America. Geographical skills and fieldwork: Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied. - <i>North America</i> Human and physical geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and mountains - <i>North America</i> Describe and understand key aspect of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - <i>North America</i> Locational knowledge: Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - <i>Revisit latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere from Year 3</i>	Locational knowledge: Locate the world's countries, using maps to focus on Europe. - <i>Europe</i> - <i>Greece</i> Geographical skills and fieldwork: Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied. - <i>Europe</i> - <i>Greece</i>	Geographical skills and fieldwork: Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use field work to observe, measure, record and present the human features in the local area. Use a range of methods including digital technologies. - <i>Crawley</i> Human and physical geography: Describe and understand key aspects of economic activity. - <i>Crawley</i>
---	---	---	--

	- Describe or demonstrate how to manage risk safely (e.g. crossing roads) - Explain how people can be prepared for danger and how to keep safe in different places - Identify where they can get help if they feel a situation is risky or dangerous <u>Keeping safe and emergencies</u> – Risk, hazard and emergency (briefly recap how to get help from emergency services) - Demonstrate how to responsibly and effectively engage with using 999 as a source of help - Explore what is meant by an emergency and consider how people may react to one - Know ways of proactively and responsibly seeking help in different situations (gaining attention, calling for help etc.)	- Know how to spot potentially negative relationships online. - Describe the initial signs of potentially problematic situations (e.g. grooming, cyberbullying) - Describe laws that govern online behaviour and how they inform what is acceptable or legal. - Describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour. <u>Identities online and influence</u> - be able explain how what we post online or see can impact negatively on how people feel about ourselves and others - understand a range reasons why people may pretend to be someone else online and how they might go about this - know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others <u>Online relationships and Media</u> – pressure to share and dares - Be able to identify what a dare is - Describe feelings associated with a dare or being pressurised to share something not wanted. - Identify when dares are ok and when not. - Develop strategies to say no when feeling unsure. - Know places and people that they can go to for help <u>Relationships</u> – Pressure and uncertain feelings - Consider how feelings exist that seek acceptance or approval peers	- To understand that some changes will happen without choice. - Explain what happens during menstruation and ejaculation and how to manage both. - Explain why it is important and how to keep themselves clean during puberty. - Identify where to get help and support about the changes that happen in puberty. <u>Being Safe – Physical contact and Appropriate touch</u> - Know the difference and appropriate and inappropriate touch. - Understand that they have the right to say ‘No’ to unwanted touch. - Explain how people can tell whether touch is acceptable or unacceptable. - Explain in simple terms the concept of consent in relation to physical contact. - Describe or demonstrate strategies to use if someone’s behaviour (touch / unwanted attention) makes them feel worried or uncomfortable. - Identify sources of help / advice in school, outside school, locally, nationally, by phone and online. <u>Family, Friendships, Relationships and conception</u> (promote diversity) •Identify parts of the reproductive system in males and females •Identify how sex parts relate to how a baby is made •Identify the links between love, committed relationships/marriage and conception •Know the stages of the human life cycle including birth
--	--	--	---

		• Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous, or that feels wrong) • Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right • Identify when they might need to ask for help and who they can ask	Sense of Self – Self-esteem (promote diversity) • Know that images used in the media and online may not necessarily reflect reality. • Recognise that images in the media can be changed, altered or adapted. • Identify how an image can influence someone's view about a place or product, their viewpoint or actions. • Know how images in the media can distort reality and understand that this can affect how people feel about themselves. • Identify why individuals, reporters and manufactures might choose to alter images before presenting •
Music  	Charanga Music Programme: Autumn 1: Melody and Harmony in Music Autumn 2: Sing and Play in Different Styles *REMEMBRANCE PERFORMANCE AUTUMN 2* Percussion Instruments Using Glockenspiels	Charanga Music Programme: Spring 1: Composing Chords Spring 2: Enjoying Musical Styles Percussion Instruments Using Glockenspiels	Charanga Music Programme: Summer 1: Freedom to Improvise Summer 2: Battle of the Bands! Percussion Instruments Using Glockenspiels
Art 	Artist and Designer: Peter Thorpe Media: Collage Marbling Oil pastels Chalk Poster paint Sketchbook:	Artist and Designer: Andy Warhol and Roy Lichtenstein. Media: Face masks as moulds Papier mâché Poster paint Metallic paint Sketchbook:	Artist and Designer: William Morris Media: Sketch pencils Repeated printing using polystyrene Sketchbook: • Record exploration of mediums and techniques • Collect and record information and images to inspire their work

	- Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists - Develop their own style - Annotating ideas for improving their work and record why	- Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists - Develop their own style - Annotating ideas for improving their work and record why	- Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists - Develop their own style - Annotating ideas for improving their work and record why
Design Technology 	Mechanisms/Mechanical systems Knowledge - To understand that mechanical and electrical systems have an input, process and an output. - To understand how gears can be used to speed up, slow down or change the direction of movement. - To know and use technical vocabulary relevant to the project - To understand how to strengthen, stiffen and reinforce 3-D frameworks. <i>Project: To design, make and evaluate a model of a moon buggy to travel 1 metre</i>	Structures Knowledge - To know and use technical vocabulary relevant to the project. - To understand how to strengthen, stiffen and reinforce 3-D frameworks. Mechanisms/Mechanical systems - To understand that systems have an input, process and an output. - To know and use technical vocabulary relevant to the project. - To use a Beebot <i>Project: Design, make and evaluate a movable Board game based on the labyrinth, fitting it and its packaging to an intended audience.</i>	Textiles Knowledge - To understand how simple 3-D textile products are made, using a template to create two identical shapes. - To understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - To explore different finishing techniques - To know and use technical vocabulary relevant to the project. <i>Project: To design, make and evaluate a tunic for a modern-day Anglo-Saxon bear.</i>

PE 	Real PE Unit 1 Personal <i>Coordination – Ball Skills</i> <i>Agility React/Response</i> Real PE Unit 2 Social <i>Static balance seated</i> <i>Static balance</i> <i>Floor work</i> • Invasion games (tag rugby) • Dance	Real PE Unit 3 Cognitive <i>Dynamic balance</i> <i>Counter balance in pairs</i> Real PE Unit 4 Creative <i>One Leg Standing</i> <i>Dynamic Balance to Agility</i> • Swimming	Real PE Unit 5 Applying Physical <i>Static Balance – Small Base</i> <i>Coordination</i> <i>Floor movement</i> <i>Patterns</i> Real PE Unit 6 Health and Fitness <i>Agility – ball chasing</i> <i>Coordination with equipment</i> • Striking and fielding (cricket) • Athletics • School Sports Day
French 	<u>En Classe (In The Classroom)</u> • Revise colours • Introduce dictionary usage to look up gender and correct article (un/une/des) • Introduce a reading book, an exercise book, a calculator, a ruler, a pencil case, a rubber, a pair of scissors, a glue stick, a pencil, a pen, a sharpener, a rucksack • How to say “I have and “I do not have” • Classroom commands <u>Chez Moi (My Home)</u> • Learn about Le Bleu et de France • How to say “Where do you live?” and “I live in...” • Introduce a house, a flat, in town, in the countryside in the mountains, by the sea and in a village. • Introduce common rooms in a home • How to say “In my home there is/are” and “In my home there is not.../ there are no...” • Creating a longer spoken or written passage incorporating other language, such as personal details	<u>Les Vêtements (Clothes)</u> • Practise phonics and pronunciation • Introduce a wide range of clothing with the appropriate articles • Use of the verb “to wear” • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. <u>Quel Temps Fait-il? (The Weather)</u> • Revise the days of the week • Introduce phrases for it is raining, it is snowing, it is sunny, it is windy there is a storm, the weather is fine, the weather is not good, it is cold, it is hot and discuss that these are expressed differently in French • Practise listening to and understanding what others say • Ask and say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols.	<u>As-tu Un Animal? (Do you have a pet?)</u> • Revise the days of the week • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”). <u>Au salon de thé (At the teashop)</u> Revise the months of the year • Introduce a range of drinks with the article • Introduce a range of foods with the article • How to order food and drink in a French café • Role play activities and drama based on the above •