

# Deansfield Primary School

## Year Group 5

### Curriculum Overview 2017– 2018

<p><b>Reading</b> Apply knowledge of morphology &amp; etymology when reading new words Read and discuss a broad range of genres and texts Identify and discuss themes Make recommendations to others Learn poetry by heart Draw inferences and make predictions Discuss author's use of language Retrieve and present information from non-fiction texts Formal presentations and debates</p>	<p><b>Writing</b> Secure spelling, including homophones, prefixes, silent letters, etc Use a thesaurus Develop legible, fluent handwriting Plan writing to suit audience and purpose Develop character, setting and atmosphere in narrative Use organisational and presentational features Use consistent appropriate tense Proof reading Perform own compositions</p>	<p><b>Grammar</b> Use expanded noun phrases Use modal and passive verbs Use relative clauses Use commas for clauses Use brackets, dashes &amp; commas for parenthesis</p> <p>Speaking and Listening Give well structured explanations Command of Standard English Consider and evaluate different viewpoints Use appropriate register</p>
<p>Number/Calculation Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add and subtract mentally Use vocabulary of prime, factor and multiple Multiply and divide by powers of 10 Use square and cube numbers</p> <p>Data Interpret tables and line graphs Solve questions about line graphs</p>	<p>Geometry &amp; Measures Convert between different units Calculate perimeter of composite shapes and area of rectangle Estimate volume and capacity Identify 3D shapes Measure and identify angles Understand regular polygons Reflect and translate shapes</p>	<p>Fractions Compare &amp; order fractions Add &amp; subtract fractions with common denominators Multiply fractions by units Write decimals as fractions Order and round decimal numbers Link percentages to fractions</p>

Subject	Autumn 1 Whole School Focus: Cultural Art	Autumn 2 Whole School Focus: International Project	Spring 1 Whole School Focus: Take One	Spring 2	Summer 1 Whole School Focus:	Summer 2
	PHSCE Core Values: Respect and Creativity Co-operation	PHSCE Core Values: Responsibility Kindness	PHSCE Core Values: Trust Fairness	PHSCE Core Values: Fairness Positivity	PHSCE Core Values: Individuality Honesty	PHSCE Core Values: Confidence Enjoyment
PHSCE	<p><b>Health and Well-Being:</b> the importance of protecting personal information, including passwords (link to E-safety)</p> <p><b>Living in the wider world:</b> whole school focus – local community fundraising project</p>	<p><b>Positive Relationships at School:</b> Exploration of bullying behaviour. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help</p> <p><b>Living in the wider world:</b> whole school focus – International Week and fundraising project</p>	<p><b>Living in the wider world:</b> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p><b>Relationships:</b> to listen and respond respectfully to a wide range of people.</p> <p>To feel confident to raise their own concerns and recognise and care about other people's feelings.</p> <p>Understand how to respectfully challenge other's points of view</p>	<p><b>Living in the wider world:</b> understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><b>Living in the wider world:</b> Being part of a community. Understanding the institutions that support communities locally and nationally.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK and think about the lives and values of people in other places</p>	<p><b>Relationships:</b> Understand that similarities and differences between people arise from a number of factors (family, cultural, ethnic, racial, religious, age, gender identity, sexual orientation, disability)</p> <p><b>Positive Relationships at School:</b> understand that words (including texts, social media messages) cannot be taken back/deleted Develop awareness of homophobic bullying</p>	<p><b>SRE:</b> understand human reproduction and how the body will change as they approach and move through puberty (link to science)</p>

<p>Science</p>	<p><b>Properties of materials/separating materials</b></p> <p>Classify materials according to a variety of properties  <input type="checkbox"/> Understand mixtures &amp; solutions          Know about reversible changes; identify irreversible</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p><b>Properties of Materials – uses of materials, reversible changes</b></p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p><b>Earth and Space</b>          The Solar System, Seasons, Ptolemy, Alhazan, Copernicus</p> <p>Understand location and interaction of Sun, Earth &amp; Moon</p>	<p><b>Forces</b>          Effect of forces on Movement</p> <p>Introduce gravity, resistance &amp; mechanical forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p>	<p><b>Animals Including Humans</b>          Human Body, Functions of the organs, William Harvey</p> <p>Describe changes as humans develop &amp; mature</p> <p>Describe the changes as humans develop from birth to old age</p>	<p><b>All Living Things</b>          Life cycles, respiration</p> <p>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<p>Computing</p>	<p><b>Using technology effectively: I can animate and Imovie</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b>  <b>How computers work:</b> recognise common uses of information technology beyond school</p>		<p><b>Programming, coding and control: Lego Mindstorm</b></p> <p>- <b>Design, write and debug programs</b> that accomplish specific goals, including controlling or simulating physical systems; <b>solve problems</b> by decomposing them into smaller parts.</p> <p>- <b>Use sequence, selection, and repetition</b> in programs; work with variables and various forms of <b>input and output</b>.</p> <p>- Use logical reasoning to explain how some simple <b>algorithms</b> work and to <b>detect and correct errors</b> in algorithms and programs.</p> <p><b>E-Safety</b>  <b>How computers work:</b> recognise common uses of information technology beyond school</p>		<p><b>Using technology effectively: Using ipads and book creator. Sketch up on laptops.</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b>  <b>How computers work:</b> recognise common uses of information technology beyond school</p>	
<p>Design and technology</p>		<p><b>Cams Mechanisms Using CAMs to design and make moving models</b></p> <p>Use mechanical &amp; electrical systems in own products, including programming</p>		<p><b>Prepare and Cook Breadingmaking</b></p> <p>Cook savoury dishes for a healthy &amp; varied diet</p>		<p><b>Complex Structures</b></p> <p>Designing large structures using paper rods (Egyptian pyramids)</p> <p>Use annotated sketches, cross-section diagrams &amp; computer-aided design</p>

History	<p><b>Use evidence to build up a picture of life in a period of history</b></p> <p>Anglo-Saxons &amp; Vikings, including: Invasions, settlements &amp; kingdoms Viking invasions; Danegald Maritime Museum visit</p>	<p><b>Use evidence to build up a picture of life in a period of history</b></p> <p>Anglo-Saxons &amp; Vikings, including: Invasions, settlements &amp; kingdoms Viking invasions; Danegald Maritime Museum visit</p>	<p><b>Non European societies: Mayan Society</b></p> <p>Freshwater Theatre Group</p>	<p><b>Non European societies: Mayan Society</b></p>	<p><b>World History: Ancient Egypt,</b> Identify primary/ secondary sources, select relevant information</p>	<p><b>World History: Ancient Egypt,</b> make comparisons between periods of time <b>Equal opps:</b> role of men and women, Cleopatra</p>
Geography	<p><b>Geography linked to history unit on Mayan society - Mexico</b></p> <p>Use maps, atlases, globes to Investigate key geographical features of Mexico</p> <p>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones <b>Equal opps:</b></p>	<p><b>UK geography</b> Regional studies, comparing landscapes, human and physical features, Swanage visit</p> <p>Name &amp; locate counties, cities, regions &amp; features of UK</p>		<p><b>UK geography</b> regional studies, and changes in landscape over time</p> <p>Use 4- and 6-figure grid references on OS maps</p> <p>Use maps and atlases</p>		<p><b>UK geography</b> regional studies, and changes in landscape over time Eltham Palace visit Iconographic maps</p>
Religious Education	<p><b>Understanding Faith in Greenwich Equal opps: Understanding diversity</b></p> <p>Recall beliefs, teaching and sources of relevant faiths</p> <p>Identify key beliefs of smaller local communities, not previously studied, e.g. Rastafarianism</p> <p>Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p><b>Who was Jesus? Human and Divine Christianity unit</b></p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>	<p><b>Judaism The Synagogue</b></p> <p>Explain how some forms of religious expressions are used differently by individuals and communities.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>	<p><b>Sikhism The Gurdwara and the Guru Granth Sahib</b></p> <p>Make informed responses to peoples values and commitments (including religious ones) in the light of their learning.</p> <p>Explain how some forms of religious expressions are used differently by individuals and communities.</p>	<p><b>Sikhism Belonging to the Sikh Community</b></p> <p>Explain how some forms of religious expressions are used differently by individuals and communities.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>	<p><b>Christianity Leading a Christian Life</b></p> <p>Explain how some forms of religious expressions are used differently by individuals and communities.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>
Art and design	<p><b>Explore work of artists in different cultures</b> Take One focus Japan</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p><b>Painting:</b> Landscapes – sea, city, natural Collect sketches and ideas to develop into a painting</p>	<p><b>Explore work of artists in different cultures</b> Take One focus Japan</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>	<p><b>Drawing</b> Investigating techniques with different media and exploring perspective to produce work in the style of illustrator Charles Keeping</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p><b>Printing:</b> Link to Mayan history topic Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques</p>		<p><b>Painting</b> Landscapes – sea, city, natural Collect sketches and ideas to develop into a painting Linked to text: Wind in the Willows</p>	<p><b>Printing</b> Egyptian cartouches using clay Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>

	Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials		such as drawing, painting and sculpture with varied materials			
Languages French	<b>On the way to school – directions, positional vocabulary</b>  Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender	<b>Food – visiting the café</b>  Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender	<b>Earth and space –</b> Dates, days, months, seasons Planets Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender	<b>Homes</b>  Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender	<b>Animals The Body</b>  Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender	<b>Clothes Then and now, history link</b>  Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender
Music	Perform with control & expression solo & in ensembles Improvise & compose using dimensions of music  Listen to detail and recall aurally Use & understand basics of staff notation Develop an understanding of the history of music, including great musicians & composers		Music of Benin – in depth study of African music  Listening: Gustav Holst: The Planets		Learn songs about Ancient Egypt	
Physical Education	<b>Cricket</b> Take part in Outdoor & Adventurous activities  Play competitive games, applying basic principles  Use running, jumping, catching and throwing in isolation and in combination	<b>Gym</b> Develop flexibility & control in gym.  Compare performances to achieve personal bests  <b>Dance</b> Develop flexibility & control in gym and dance Compare performances to achieve	<b>Gym</b> Develop flexibility & control in gym.  Compare performances to achieve personal bests  <b>Games</b> Play competitive games, applying basic principles Use running, jumping, catching and throwing in isolation and in	<b>Games</b> Play competitive games, applying basic principles  Use running, jumping, catching and throwing in isolation and in combination  Take part in Outdoor & Adventurous activities  <b>Dance</b>	<b>Tennis</b> Play competitive games, applying basic principles  Use running, jumping, catching and throwing in isolation and in combination  Take part in Outdoor & Adventurous activities  <b>Athletics</b>	<b>Athletics</b> Play competitive games, applying basic principles  Take part in Outdoor & Adventurous activities  Compare performances to achieve personal bests

	<p><b>Gym</b></p> <p>Develop flexibility &amp; control in gym.</p> <p>Compare performances to achieve personal bests</p>	<p>personal bests</p>	<p>combination</p> <p>Take part in Outdoor &amp; Adventurous activities</p>	<p>Develop flexibility &amp; control in gym and dance</p> <p>Compare performances to achieve personal bests</p>	<p>Play competitive games, applying basic principles</p> <p>Take part in Outdoor &amp; Adventurous activities</p> <p>Compare performances to achieve personal bests</p>	<p><b>Dance</b></p> <p>Develop flexibility &amp; control in gym and dance</p> <p>Compare performances to achieve personal bests</p>
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