







# Worple Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Motivation	Curiosity	Challenge	Integrity	All Values
	<b>Dynamic Dynasties</b> 		<b>Sow Grow and Farm</b> 		<b>Groundbreaking Greeks</b> 	
<b>Memorable experience</b> <b>Pupil Offer</b>	Planetarium (In school) Natural History Museum – Lego Workshop Take One Picture week – Visit to National Gallery / National Portrait Gallery		Visit to a Garson’s Farm? Science Museum- Wonderlab <a href="http://www.sciencemuseum.org.uk">www.sciencemuseum.org.uk</a>		Immersion day Greeks First aid day - St John’s ambulance visit Whipsnade Zoo- animals in habitats	
<b>Class Novels</b>	Cosmic- Frank Cottrell Boyce		Boy at the back of the classroom- Onjale Q.Rauf		Odyssey – Greek Myths Who let the Gods out?	
<b>Curriculum/ Scheme of work</b>						
<b>English</b>  Pathways to Write	<b>Queen of the falls</b> by Chris Van Allsburg Recount: series of diaries  <b>Greater Depth</b> Series of diaries with viewpoint of other characters	<b>The Lost Happy Endings</b> by Carol Ann Duffy Fiction: traditional tale  <b>Greater Depth</b> Traditional tale from another character’s POV	<b>Arthur and the Golden Rope</b> by Joe Todd Stanton Fiction: myth, Create heroes, villains and monsters <b>Greater Depth</b> Vary the viewpoint from which the myth is told	<b>The Darkest Dark</b> by Chris Hadfield Recount: biography  <b>Greater Depth</b> A first-person recount with an experience from the person’s life within the biography	<b>The Paperbag Prince</b> by Colin Thompson Persuasion/ information: Hybrid leaflet <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast as expert	<b>The Hunter</b> by Paul Geraghty Fiction: journey story  <b>Greater Depth</b> Write a leaflet/ letter to a film director explaining why ‘The Hunter’ should be made into a film
<b>Mathematics</b>	<b>Number:</b> <b>Place value</b> Exploring numbers to a million	<b>Multiplication and Division:</b>	<b>Multiplication and Division:</b>	<b>Decimals and percentages:</b>	<b>Geometry: SHAPE TBC</b> Identify and calculate angles, measuring with	<b>Decimals:</b> Adding and subtracting decimals





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	<p>Negative numbers Roman Numerals Secure column methods for addition and subtraction with more than 4 digits Multi step problems <b>3 Weeks</b></p> <p><b>Addition and Subtraction:</b> Mental strategies Add and subtract whole numbers with 4 digits Rounding Inverse Operations Multi Step problems, find missing numbers <b>2 weeks</b></p> <p><b>Multiplication and Division:</b> Factors, multiples, square numbers, prime numbers X and divide by 10,100,1000 <b>1 week</b></p>	<p>Factors, multiples, square numbers, prime numbers X and divide by 10,100,1000 <b>2 Weeks</b></p> <p><b>Fractions: A</b> Simple, denominator, numerator, equivalent fractions, improper fraction and mixed numbers. Compare and order fractions, add and subtract fractions. Finding a fraction of an amount and multiplying fractions. <b>4 Weeks</b></p>	<p>Multiply 4 digits by 2 digits and divide 3 digit numbers by 1 digit numbers. Divide with remainders <b>3 Weeks</b></p> <p><b>Fractions: B</b> <b>TBC</b> <b>2 Weeks</b></p> <p><b>Decimals and percentages:</b> Decimals up to two decimal places, decimals as fractions, understanding thousandths, rounding, ordering and comparing, understanding percentages, understand FDP <b>1 Week</b></p>	<p>Decimals up to two decimal places, decimals as fractions, understanding thousandths, rounding, ordering and comparing, understanding percentages, understand FDP <b>2 Weeks</b></p> <p><b>Measurement:</b> Perimeter and Area of regular, irregular and compound shapes <b>2 Weeks</b></p> <p><b>Statistics:</b> Representation of data Line graphs Read and interpret line graphs, tables and timetables <b>2 weeks</b></p>	<p>a protractor, drawing lines and angles accurately, regular and irregular polygons, 2D and 3D Shapes <b>3 Weeks</b></p> <p><b>Geometry:</b> Position and direction: Translation and reflection in the first quadrant <b>2 weeks</b></p> <p><b>Decimals:</b> Adding and subtracting decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 <b>1 week</b></p>	<p>Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 <b>2 weeks</b></p> <p><b>Negative Numbers</b> <b>1 Week</b></p> <p><b>Measurement:</b> Converting units: metric and imperial and time including timetables <b>2 weeks</b></p> <p><b>Volume:</b> compare and estimate volume, capacity <b>1 week</b></p>
<p><b>Science</b></p> 	<p><b>Earth and Space</b> This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the</p>	<p><b>Forces</b> This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses</p>	<p><b>Properties and changes of materials</b> This project teaches children about the wider properties of materials and their uses. They learn about the reversible mixing of materials, including the process of dissolving,</p>	<p><b>Animals including Humans</b> This project teaches children about the human life cycle. They explore growth and development to old age, including the changes experienced during puberty and human reproduction.</p>		




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	<p>Earth's rotation to explain day and night.</p> <p><b>Key questions:</b> Can we track the sun? How do we know the earth is round? How does the moon move?</p>	<p>and how they allow a smaller effort to have a greater effect.</p> <p><b>Key questions:</b> How do levers help us? What do pulleys do? Why are zip wires so fast?</p>	<p>and how mixtures can be separated. Irreversible changes, such as burning and rusting, are also observed.</p> <p>Biscuit bonanza challenge</p> <p><b>Key questions:</b> Are all changes reversible? What's the best material for....</p>	<p><b>Linked to SRE lessons Christopher Winter project (See PSHCE)</b></p> <p><b>Key question:</b> Do our reactions slow down as we get older?</p>		
<p><b>Humanities</b></p> 	<p><b>Dynamic Dynasties (History)</b></p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>	<p><b>Investigating our world (Geography)</b></p> <p>This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide</p>	<p><b>Sow, Grow and Farm (Geography)</b></p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>	<p><b>Ground Breaking Greeks (History)</b></p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>		
<p><b>DT/ART</b></p> 	<p><b>(A&amp;D) Taotie</b></p> <p>This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.</p>	<p><b>Moving mechanisms (DT)</b></p> <p>This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</p>	<p><b>(DT) Eat the seasons</b></p> <p>This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</p>	<p><b>Tints, Tones and Shades (A&amp;D)</b></p> <p>This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before</p>	<p><b>Mixed Media (A&amp;D)</b></p> <p>This project teaches children about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.</p>	<p><b>Architecture (DT)</b></p> <p>This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features</p>




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			using this knowledge to create landscape paintings.	
<p>PSHE</p> 	<p><b>Relationships/Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• <b>Belonging to a community</b> Protecting the environment; compassion towards others</li> <li>• <b>Families and friendships</b> Managing friendships and peer influence</li> <li>• <b>Safe relationships</b> Physical contact and feeling safe</li> </ul> <p><b>Say No to Bullying</b> <b>Anti-Bullying Week</b></p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• <b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> <li>• <b>Media literacy and digital resilience</b> How information online is targeted; different media types, their role and impact</li> <li>• <b>Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• <b>Physical health and Mental wellbeing/Relationships</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> <li>• <b>Growing and Changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing</li> <li>• <b>SRE</b> Similarities and differences between boys and girls, puberty, relationships And reproduction</li> <li>• <b>Keeping safe</b> Responding to emergencies and first aid. FGM</li> </ul>	





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<p><b>PE</b></p> 	<p><b>Basketball:</b> Develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Children will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p><b>Fitness:</b> Children will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p>	<p><b>Football:</b> Improve defending and attacking play. Begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping.</p> <p><b>Gymnastics:</b> Learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring.</p>	<p><b>Dance:</b> Learn different styles of dance, use movement to explore and communicate ideas and issues.</p> <p><b>Dodgeball:</b> Improve on key skills used in dodgeball such as throwing, dodging and catching. Learn how to select and apply tactics to the game to outwit their opponent.</p>	<p><b>Tag Rugby:</b> Develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.</p> <p><b>Tennis:</b> Develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve.</p>	<p><b>Hockey:</b> Improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure.</p> <p><b>Athletics:</b> Challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	<p><b>OAA: Y5/6</b> Children develop teamwork skills through completion of a number of challenges. Children work individually, collaboratively in pairs and groups to solve problems.</p> <p><b>Cricket:</b> Develop striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p>
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<p><b>Computing</b></p> 	<p><b>Computing systems and networks – sharing information</b> Children will learn how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems and explain the input, output, and process aspects of a variety of different real-world systems.</p>	<p><b>Creating media – Vector drawing</b> Children will start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.</p>	<p><b>Creating media – Video editing</b> Children will learn how to create short videos in groups. Investigate the use of devices and software.</p>	<p><b>Data and Information – Flat-file databases</b> Children will learn how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data. Create graphs, charts and real-life databases to help solve problems.</p>	<p><b>Programming – Selection in physical computing</b> Children will explore the concept of selection in programming through the use of the Crumble programming environment. Learn how to connect and program components (including output devices- LEDs and motors).</p>	<p><b>Programming – Selection in quizzes</b> Children will develop their knowledge of selection. Represent this understanding in algorithms, construct programs using Scratch. Design a quiz in response to a given task and implement it as a program.</p>
<p><b>Music</b></p> 	<p><b>Livin’ On a Prayer</b> This is a six-week Unit of Work. All the learning is focused around one song: Livin’ On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise</p>	<p><b>Mama Mia!</b> The children will study Mama Mia By ABBA - A timeless Pop song from the 70s. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p><b>Make You feel My Love</b> This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will</p>	<p><b>Fresh Prince of Bel-Air</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Fresh Prince of Bel Air. The children will Listen and Appraise the Fresh Prince of Bel Air and other Hip-Hop tunes, learn and build on their knowledge and understanding of music and perform.</p>	<p><b>Dancing in the street</b> All the learning in this unit is focused around one song: Dancing in The Street by Martha And the Vandellas, a Motown song from the 1960s. The children will Listen a range of Motown songs, learn and build on their knowledge and understanding of music and perform</p>	<p><b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>



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	other classic rock songs.		listen and appraise other Pop Ballads.			
<b>RE</b> 	<b>Sikhism – Belief into Action</b> Children learn to compare the different ways Sikhs put their religion into practice.  <b>Key Questions</b> How far would a Sikh go for his/her religion? Is religion the most important influence and inspiration in everyone’s life?	<b>Christianity – Christmas</b> Children learn to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.  <b>Key Questions</b> Is the Christmas story true? Do sacred texts have to be ‘true’ to help people understand their religion?	<b>Sikhism – Beliefs and moral values</b> Children learn to understand the relevance of Sikh stories today.  <b>Key Questions</b> Are Sikh stories important today?  <b>VISIT TO GURUDWARA</b>	<b>Christianity – Easter</b> Children learn to question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week.  <b>Key Question</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Sikhism – Prayer and worship</b> <b>Children learn to understand how Sikh’s show their commitment to God and to evaluate if there is a best way.</b>  <b>Key Questions</b> What is the best way for a Sikh to show commitment to God?	<b>Christianity – Beliefs and practices</b> Children learn to understand how Christians show their commitment to God and to evaluate if there is a best way.  <b>Key Question</b> What is the best way for a Christian to show commitment to God?
<b>MFL</b> 	<b>Bon appetite, bonne sante</b> Identify and write some foods and drink in French Order food and drink in a cafe	<b>Je suis le musicien</b> Say and write which instruments they like/dislike Ask <i>others</i> what they play Understand and express opinions in French about musical instruments	<b>En route pour l’école</b> understand and say the letters of the alphabet in French, spell in French. Identify and name some places in a town in French Ask in French where is... <i>Qu est...</i> respond with simple directions <i>Allez tout droit...</i> <i>Tournez a gauche</i> Tell the time in French	<b>Scene de plage</b> Use short sentences to describe the seaside and activities at the seaside Say numbers  Understand and use some recipe instructions in French	<b>Le Retour du Printemps</b> Name the four seasons in French Describe different weather Ask someone when their birthday is	<b>Les planetes</b> Name the eight planets in the solar system, the dwarf planet Pluto and the sun and the moon in French Talk about features of each planet including colour, size and location



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