

Barnfields Primary School



Year 5 Curriculum Outline

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	Victorians		Survivors and Explorers		Climate Change/Plastic Pollution	
Visits/Visitors	Walton Science Department Blists Hill Museum				River Study Co-Op – Investigating Recyclable Packaging	
Learning Celebrations	Victorian Museum event.					
Local Links	Ironbridge / Stafford (orienteering to find out about the lasting effects of the Victorians on our town) Walton High School		Shugborough Estate		Dovedale Valley, Ashbourne	
Texts Used F: Fiction P: Poetry NF: Non-fiction V: Video Italics: Traditional Tale Bold: Classic texts	Holes – Louis Sachar (F) <i>(link to Victorians by comparing and contrasting the hardships faced by children during these different periods of time)</i>		Kensuke’s Kingdom – Michael Morpurgo (F) DK Explorers (NF) Survivors- David Long (F)		Journey to the River Sea- Eva Ibbotson (F) One Plastic Bag - Isatou Ceesay (NF) Recycling Women of Gambia by Miranda Paul (F)	
Reading	<p>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</p> <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 					

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		<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 													
		Narrative/ Descriptive Writing Diary Entries Formal Letter			Narrative Descriptive Writing Diary Entries		Narrative/Description Poetry Diary Entries		Mystery Narrative Description Diary Entries		Descriptive Writing				
English Writing		Fiction		Non-Fiction		Newspaper Report Discursive Non-Chronological Reports		Discursive Writing Formal Letter of Complaint		Leaflets Formal Letter		Non-Chronological Report		Factual Report Formal Letter of Complaint	
Writing (including Grammar,		We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum: Writing: Sentence Structure/Grammar and Punctuation													

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Punctuation and Spelling	<ul style="list-style-type: none"> • A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing. • Expanded phrases and clauses are used to add information or detail. • Appropriate use of direct and reported speech. • Tense changes are appropriate and consistently accurate. • Beginning to use of relative clauses beginning with who, which, where, when whose, that or omitted relative pronoun. • Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must). • Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma). • Inverted commas are used to demarcate direct speech, with new lines used for each new speaker. • Some use of brackets, dashes or commas to indicate parenthesis. <p>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</p> <ul style="list-style-type: none"> • Chooses structure and organisation of text depending on audience and purpose. • Story structure is well developed, using paragraphs to mark changes of time, scene, action or person. • Within paragraphs, sequences of events are developed around a main sentence. • Characters develop through descriptions of appearance, actions and direct or reported speech. • Use of fronted adverbials of time, place and number to link ideas across paragraphs. • Tense choice and other devices to build cohesion within and across paragraphs. • Writing shows consistently effective use of the structure of the chosen non-narrative text type. • A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs. • Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing. • Nouns and noun phrases are modified by preposition phrases to expand and develop ideas, information and description. • Narrator's or character viewpoint is established and controlled. • Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. • Effective use of technical and precise vocabulary for effect (e.g. to inform, persuade, explain). • Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece). <p>Writing: Spelling and Handwriting</p> <ul style="list-style-type: none"> • Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied. 					
Mathematics (White Rose)	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Statistics</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Perimeter and Area</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p>	<p>Number: Fractions (continued)</p> <p>Number: Decimals and Percentages</p>	<p>Consolidation</p> <p>Number: Decimals</p> <p>Geometry: Properties of Shape</p>	<p>Geometry: Position and Direction</p> <p>Measurement: Converting Units</p>

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Science			Multiplication and division	Consolidation		Measurement: Volume
	<p>Life cycles</p> <p>Explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways.</p> <p>Identify the different parts of a flower which are involved in pollination and how they pollinate.</p> <p>Explain how seeds of a plant are dispersed in different ways. Use secondary sources to find out about the life cycles of animals.</p> <p>Present my findings of observing the life cycle of a butterfly over time and compare this to other living things</p> <p>Properties and Changes of Materials</p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>		<p>Forces</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors. Identify common appliances that run on electricity.</p> <p>Learn how air resistance affects the cannon balls used by Lord Anson and his crew on the Centurion.</p> <p>Explore the effect of gravity, water resistance and air resistance on Lord Anson's fleet of galleons.</p> <p>Scientist study of Sir Isaac Newton.</p>			<p>Life cycles</p> <p>Identify key developments in early human life from birth to 12 months.</p> <p>Recognise changes that children experience overtime before reaching puberty. Explore patterns of change from adulthood to old age.</p> <p>Research a key scientist in relation to growing up and puberty.</p> <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.</p> <p>Describe the movement of the moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>

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	<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>		
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Victorian Era. A comprehensive study of Victorian society as to how it relates to modern society.</p>	<p>A local history study</p> <p>A study of the Anson brothers as an aspect of history or a site (Shugborough) dating from a period beyond 1066 that is significant in the locality. Children will relate the Ansons to more modern-day explorers and survivors.</p>	
Geography	<p>Human and Physical Geography</p> <p>Explore trade links within the British Empire and how that relates to our school and British values.</p>	<p>Locational Knowledge</p> <p>Locate the world's countries, using maps /atlases/globes concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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).</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography: rivers, mountains, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, and the distribution of natural resources including energy, minerals and water.</p> <p>Fieldwork</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the</p>

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		<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and Physical Geography Understand geographical similarities and differences in terms of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical Skills and Fieldwork Use the 8 points of a compass, 4- and 6-figure grid references, to build their knowledge of the wider world.</p>	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Art	<p>Printing ARTIST STUDY <i>William Morris</i></p> <p>Record observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including various printing techniques e.g. etching, relief, calligraphic plates to produce a final piece emulating the works of William Morris.</p>	<p>Painting</p> <p>Examine portraits of Captain Cook by Nathaniel Dance, John Webber and William Hodges. Discuss where he travelled to and what he discovered.</p> <p>Re-create a portrait of Cook and create textures with paint using different materials to reflect his explorations.</p>	<p>Sculpture</p> <p>Study of Hokusai's 'Great Wave' and looking at various representations of the piece, including an artist's interpretation of plastic pollution.</p> <p>Create a sculpture to reflect their views about plastic pollution using waste materials.</p>
Design and Technology	<p>Food and Nutrition: Culture and Seasonality</p> <p>To make the most delicious Victorian cakes!</p>	<p>Structures: Frame Structures</p> <p>To design and make a structure that could be used by an explorer.</p>	<p>Mechanisms/Mechanical Structures: Pulleys and Gears</p> <p>To design and make a plastic pollution catcher for the sea.</p>

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Computing (Kapow Primary)	Online Safety Pupils create an online safety resource for younger children using tools such as presentation software, video tools or a simple stop-motion animation	Micro:bit Programming a small device called a micro:bit to display animations or messages on its simple LED display using block coding	Search Engines To enable children to quickly and accurately find information and become independent learners, they need to develop their searching skills and learn how to identify trustworthy sources	Sonic Pi Composing music using code through Sonic Pi, pupils can import samples, add drum beats and compose simple tunes culminating in a 'battle of the bands' using live loops of music	Mars Rover 1 Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to explore another planet!	Mars Rover 2 Children learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it
MFL (Language Angels: French)	Phonetics 1,2 & 3 Selection of Core Vocabulary lessons	Vegetables (E)	Presenting Myself (I)	Family (I)	House (I)	Clothes (I)
Music	Livin' on a Prayer Rock Rock Anthems	Classroom Jazz 1 Bossa Nova and Swing Jazz, Cantaloupe Flip Fantasia and Improvisation	Love on Top Pop Ballads	The Fresh Prince of Bel Air Old-School Hip-Hop	Dancing in the Street Motown.	Reflect, Rewind and Replay Classical
Physical Education	Gymnastics (5T) Swimming (5H) Invasion Games – Hockey	Circuits Swimming (5H) Invasion Games – Netball	Swimming (5T) Gymnastic (5H) Tri-Golf	Swimming (5T) Circuits (5H) Tennis	Athletics/Sports Day Dance	Striking and Fielding Dance
Relationships, Sex and Health Education (Jigsaw PSHE)	Being Me in My World Importance of rules, rights and responsibilities.	Celebrating Difference Direct/indirect bullying and the different forms of discrimination	Dreams and Goals Hope and dreams across cultures	Healthy Me Impact of body image	Relationships Peer Pressure and online safety	Changing Me (Sex Education) Puberty and the importance of physical/emotional health

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<p>Religious Education (Staffordshire Agreed Syllabus)</p>	<p>Sacred writings: Hinduism Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p>	<p>Peace Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers</p>	<p>Religious diversity: Happiness Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences</p>	<p>Easter: suffering and hardship Investigate and reflect upon a range of religious responses to suffering, hardship and death</p>	<p>Wise words Explore the origins of sacred writings and consider their importance for believers today</p>	<p>Values and beliefs Investigate the life of a person who has been inspired by their faith and make links between belief and action</p>
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