

Barnfields Primary School



Year 5
Curriculum Outline
2022-2023

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

| 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 | Mayan Civilisation | | Victorians | | British Empire | |
| Visits/Visitors | | | Blists Hill Musuem | | Standon Bowers Day Trip – in preparation for Residential in Year 6. | |
| Learning Celebrations | Class exhibition | | | | | |
| Local Links | | | The impact of the Victorians in our locality | | | |
| Reading (NC) | <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 . 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: | | | | | |

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- 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.

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| Reading Texts |  |  |  |  |  |  |
| Writing Texts |  |  |  |  |  |  |
| Writing (NC) | We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum: | | | | | |

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Writing: Sentence Structure/Grammar and Punctuation

- 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.

Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)

- 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).

Writing: Spelling and Handwriting

Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied.

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| Audience and Purpose | Writing to Entertain Rain Player by David Wisniewski Narrative – Maya folktale | Writing to Entertain Holes by Louis Sachar Narrative – adventure (Start reading at the end of A1?) | Writing to Entertain The Houdini Box by Brian Selznick Narrative - mystery | Writing to Entertain The Explorer by Katherine Rundell Narrative - adventure | Writing to Entertain FARThER by Grahame Baker-Smith Narrative – family Writing to Inform | Writing to Entertain The Promise by Nicola Davies Narrative – story with a message |
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| | Writing to Inform The Genius of The Maya by Izzi Howell Non-Chronological Report | Writing to Persuade A Christmas Carol by Charles Dickens Persuasive Letter to Scrooge | Writing to Inform V&A Queen Victoria by V&A Biography | Writing to Inform Survivors by David Long Diary | The Mysteries of the Universe by Will Gater Explanation | Writing to Discuss Barnabus Project by the Fan Brothers Balanced Argument |
| Mathematics (White Rose) | Number: Place Value Number: Addition and Subtraction | Number: Multiplication and Division Number: Fractions A | Number: Multiplication and Division Number: Fractions B | Number: Decimals and Percentages Measurement: Perimeter and Area Statistics | Geometry: Shape Geometry: Position and Direction | Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume |
| Science | <p align="center">Living things and their habitats</p> <p>Describe 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 align="center">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 align="center">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>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p align="center">Earth and Space</p> <p>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.</p> | | <p align="center">Animals including Humans</p> <p>Describe the changes as humans develop to old age.</p> <p>Use a timeline to indicate stages in the growth and development of humans.</p> <p>Learn about the changes experienced in puberty.</p> <p>Research the gestation periods of other animals and compare them with humans, finding out and recording the length and mass of a baby as it grows.</p> | |

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| | <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>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>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> | |
| History | <p>The Mayan Civilisation</p> <p>A study into a civilisation that is different to our own.</p> | <p>The Victorians</p> <p>Victorian culture, significant people and inventions of the time.</p> | <p>The British Empire</p> <p>Empire, colonisation, trade, travel, focus study of Australia's penal colonies.</p> |
| Geography | <p>A study of Mexico</p> <p>A study into Mexico and its location in relation to its neighbouring countries and United Kingdom.</p> | <p>Rivers and the Water Cycle</p> <p>Features of rivers, and the natural and human ways that rivers change over time.</p> | <p>Globalisation and Trade</p> <p>Explore trade links between the UK and other countries.</p> |
| Art | <p>Drawing</p> <p>Artist Focus: Frida Kahlo</p> <p>Produce a portrait in the style of Frida Kahlo, taking inspiration from the Mexican culture.</p> | <p>Printing</p> <p>Artist Focus: William Morris</p> <p>Create a print inspired by William Morris.</p> | <p>Painting</p> <p>Artist Focus: Mandy Barker and Pamela Longobardi</p> <p>Create a thought-provoking painting with a focus on plastic pollution.</p> |

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| Design and Technology | Structures: Frame Structures To design and make a structure that could be used by Mayans for worship. | | Food and Nutrition: Culture and Seasonality To make Victorian cakes for hungry guests. | | Mechanical Systems: Pulleys and Gears To design and make a plastic pollution catcher for the sea. | |
| Computing (Kapow Primary) | Computer systems and networks: 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 | Programming: Music 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 | Data handling: 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! | Programming: Micro:bit Programming a small device called a micro:bit to display animations or messages on its simple LED display using block coding | Creating media: Stop motion animation Create a stop-motion animation by sharing and then decomposing their ideas | Skills showcase: 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 (French – Language Angels) | Phonetics 1,2 & 3 | La Date (I) The date | As-Tu Un Animal? (I) Do you have an animal? | Chez Moi (I) At my house... | Les Saisons (KS2) The seasons | Quel Temps Fait-il? (I) Weather |
| Music | Livin' on a Prayer Rock Rock Anthems | Classroom Jazz 1 Bossa Nova and Swing Jazz, Cantaloupe Flip Fantasia and Improvisation | Make you feel my love Pop Ballads | The Fresh Prince of Bel Air Old-School Hip-Hop | Dancing in the Street Motown. | Reflect, Rewind and Replays Classical |
| Physical Education | Gymnastics (5M) Swimming (5H) Invasion Games – Hockey | Circuits Swimming (5H) Invasion Games – Netball | Swimming (5M) Gymnastic (5H) Tri-Golf | Swimming (5M) Circuits (5H) Tennis | Athletics/Sports Day Dance | Striking and Fielding Dance |
| Relationships , Sex and Health Education | Being Me in My World | 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 |

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| (Jigsaw PSHE) | Importance of rules, rights and responsibilities. | | | | | physical/emotional health |
| Religious Education (Staffordshire Agreed Syllabus) | Sacred writings: Hinduism Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings | 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 | Religious diversity: Happiness Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences | Easter: suffering and Hardship Investigate and reflect upon a range of religious responses to suffering, hardship and death | Wise words Explore the origins of sacred writings and consider their importance for believers today | Values and beliefs Investigate the life of a person who has been inspired by their faith and make links between belief and action |

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