

Curriculum

Overview

Year 5 (Key Stage 2)

2023-2024

| Subject | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 |
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| Topic | Comparing People and Places | Space: To infinity and Beyond | Just One Change | Europe in World War 1 | Crime and Punishment through the Ages |
| History | <p>Local History</p> <ul style="list-style-type: none"> -Discover some of the ancient secrets of Geneva from Roman times to mid 19th Century. -Understand the role of archaeology in learning about history -Research a local historical site and compare historical and current maps -La Maison Tavel -St Paul's Cathedral -Yvoire -Nyon -Plain Palais Cemetery -Palace of Nations | <p>Space Exploration</p> <p>The early years of space exploration from 1940 to modern day</p> | <p>Climate Change through History.</p> <ul style="list-style-type: none"> -Learn about the 5 major Ice Ages of history -Huronian -Cryogenian -Andean-Saharan -Karoo -Quaternary | <p>World War 1</p> <ul style="list-style-type: none"> -Timeline of key events marking the beginning to the end of the war, focusing on many aspects that affected men, women (specifically the women's land army) and children differently -Causes of War -Western Front -Home Front -The War is Over -Switzerland's role in saving lives in WW1 | <p>A Step Back Through Time Field Study- Residential trip VS</p> <p>Comparing, contrasting and 'experiencing' Prehistory, Anglo Saxons, Vikings, Romans, 20th Century War in and around Yorkshire, UK</p> |
| Geography | <p>Local Geography - A study of Human and Physical geography</p> <ul style="list-style-type: none"> -Local mountains and lakes -Comparison of Geneva/Switzerland with child's home country | <p>Locate the Alps on the map - locate the key physical & human characteristics of the Alps - Describe the physical & human features of an Alpine region - Investigate what there is to do in the local area using data collection - Understand similarities & differences between the local area & an Alpine area - Understand the</p> | <p>Climate Change</p> <ul style="list-style-type: none"> -Deepen understanding of the interaction between physical and human processes. -Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. -Describe and understand key aspects of human geography including land use, economic | <p>Geography of World War 1</p> <ul style="list-style-type: none"> -Geography of World War 1 -Compare European maps of countries before the War and after -Consider alliances and ease of difficulty of working together | <p>Mapping Skills</p> <ul style="list-style-type: none"> -Keys, compasses and grid references -Contours, mapping landuse -physical and human features -Digital analysis and presentation -Online mapping tools |

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| | | human & physical geography of the Alps. | activity and the distribution of natural resources. -What is climate change? -What are the causes? -What are the impacts? | | |
| Science | Life Explorers -Growth and change -Foetal development -gestation periods in humans & animals -growth & change in humans -human timeline | Space Presenters. -Understand the relationship between the Earth, Sun and Moon. -Planetary scales -How the solar system works -Day and Night -Changing shadows -The movement of the Moon relative to the Earth -Identify scientific evidence that has been used to support or refute ideas or arguments | Changing Materials - chemistry of cooking -Soluble Solutions -Separating solutions -irreversible changes -oxidation sensation -new materials -set up series of materials investigations | May the Forces Be With You -Forces Law of motion -Air resistance -Lever and Pulleys -Gears -Friction -Water Resistance https://visit.cern/index.php/node/4815 | The Art of Living -reproduction in plants, animal life cycles, -sexual reproduction in plants -asexual reproduction in plants -insect and amphibian life cycles -Mammalian and bird life cycles -life cycles from around the world -meeting and becoming natural scientists |
| English | Fiction: The Boy at the Back of the Class - Onjali Q. Rauf -Comprehension Draw inferences -Writing: Persuasive writing, Write a letter to a prime minister. -Graphic novel -Non-Chronological Report link Topic SPAG - Proper Nouns - adverbs of possibility - converting nouns & adj into verbs - tenses: past & pres progressive, pres perfect | Poetry -Using figurative language for impact and impact -Fruit / Hopes and Fears simile & metaphor poems Non-Fiction - newspaper report linked to Space theme -To identify features of a newspaper report -To identify key features within introductory paragraphs of newspaper reports. -Match headlines to stories considering their effectiveness -Create effective headlines SPAG - adverbs - modal verbs - | Fiction: Kensuke's Kingdom - Michael Morpurgo -Character studies - draw inferences -Plot development -First person prose Poetry: Poetry Joseph Coelho -Using MORERAPS to develop poetry: Metaphor, onomatopoeia, Rhyme, Emotion, Repetition, Alliteration, Personification, Simile -Identify how language, structure and presentation contribute to meaning Non fiction: | Fiction: War Horse- Michael Morpurgo -Compare stories by the same author -Write from the point of view of another -First person narration -Diary writing, identifying emotive words and phrases -Creating imagery through 'showing not telling' Non-fiction - Historical letters - linked with WW1 and censorship SPAG - determiners - suffixes | Fiction: Short Stories - Spooky short stories -Writing prequels Non-fiction - Reference texts - crime and punishment Dick Turpin/ -Using varying sources of historical text as evidence to confirm or refute points of view Spoken language: Argument and debate -Highway man stage 5. ref texts. SPAG - pronouns and possessive pronouns |

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| | <ul style="list-style-type: none"> - possessive plural apostrophes | <ul style="list-style-type: none"> prefixes (dis, mis, over, re, de) - verb inflections, std Eng - using inverted commas - expanded noun phrases -dictionary work | <ul style="list-style-type: none"> -Writing a balanced argument -Write a book review in the form of a two-page spread -Comprehension: Identify and discuss themes and conventions; -Identify how language, structure and presentation contribute to meaning SPAG - prepositions - prefixes (in, im, il ir) - coordinating conjunctions - using inverted commas - parenthesis - commas for meaning, clarity | <ul style="list-style-type: none"> - subordinating conjunctions - linking paragraphs with adverbials - direct and indirect speech - relative clause | <ul style="list-style-type: none"> - word families - subordinate clause - writing cohesive paragraphs - parenthesis: commas & dashes - homophones |
| Mathematics | <p>Number Place Value</p> <ul style="list-style-type: none"> -read, write, order, compare & count 1,000,000+ -rounding to nearest 10,100, 1000, 10,000 & 100,000 -roman numerals to 1,000 <p>Addition & Subtraction</p> <ul style="list-style-type: none"> +/- whole nos more than 4 digits inc using formal written methods, +/- mentally +/- multi-step problems | <p>Number Multiplication & Division</p> <ul style="list-style-type: none"> identify multiples and factors vocab prime nos, factors, composite nos. est whether a no. up to 100 is prime, recall prime nos to 19 x 4 digit nos by 1 or 2 digit nos using formal method <p>Fractions</p> | <p>Number Multiplication & Division Fractions</p> | <p>Number Decimals & Percentages Measurement Perimeter and Area Statistics</p> | <p>Geometry Shape Position & Direction</p> |
| PSHE | Families & Relationships | Health and Wellbeing -Learning to take greater responsibility for sleep, sun safety - healthy eating and managing feelings - setting goals and embracing failure - understanding the importance of rest & relaxation | Safety and the Changing Body - Exploring the emotional & physical changes of puberty - learning about online safety, influence, strategies to overcome potential dangers & how to administer first aid to | Citizenship - introduction to the justice system - how parliament works - the role of pressure groups - learning about rights & responsibilities - the impact of energy on the planet & | Economic wellbeing - developing understanding about income & expenditure, borrowing, risks with money & stereotypes in the workplace |

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| | | | someone who is bleeding. | contributing to the community | |
| Music | <p>Music from South Africa: An introduction to Staff Notation</p> <p>Minims, semi-breves, crotchets, rests</p> | <p>Playing Descant Recorders</p> <p>Reading, following and playing music notation</p> | <p>Composition to represent the Holi Festival of colour</p> <p>Graphic scores</p> <p>Vocal compositions</p> <p>Group performance</p> | <p>Blues</p> <p>History of the Blues</p> <p>Playing chords</p> <p>Blues scales</p> <p>Improvisation</p> | <p>Musical theatre</p> <p>History of musical theatre</p> <p>Performance</p> <p>Choral singing</p> <p>Character and action songs</p> <p>Practice songs for end of year performance</p> |
| ICT | Online Safety | Data Handling: Mars Rover 1 | Mars Rover 2 | Programming1:Music | Creating Media: Stop Motion |
| Art/DT | <p>Painting & Mixed Media:</p> <p>Portraits - Poem portrait - exploring how a drawing can be developed. - Developing Drawings - Combining materials for effect. - Self Portraits - Identifying the features of self-portraits. Changing Faces - Developing ideas towards an outcome by experimenting with materials & techniques. - Mixed-Media Portraits - applying knowledge & skills to create a mixed media self-portrait.</p> | <p>Drawing: I need Space - Space imagery - explore the purpose & effect of imagery - Drawing decisions - understanding & exploring decision making in the creative process - Teis Albers - developing drawn ideas through print making- A vision of the future - testing & developing ideas using sketchbooks - Revisiting Ideas - applying an understanding of drawing process to revisit & improve ideas.</p> | <p>Craft & Design: Architecture - houses - applying observational drawing skills to interpret forms accurately - applying composition skills to develop a drawing into a print - applying an understanding of architecture to design a building - extending design ideas through research & sketchbook use - exploring & evaluating the intention of design.</p> | <p>Drawing and Painting -</p> <p>Packaging Collage</p> <p>Composition - shape, proportion, colour, texture combinations</p> <p>Composition as above using sweet wrappers</p> <p>Draw what I see not what I think I see - draw a representation of the collage</p> <p>Use the grid method to enlarge a section of the original collage/drawing</p> <p>Paint the enlargement - work with shade, tone, line to create dimension</p> | <p>Sculpture and 3D: Interactive Installation - Identifying & comparing features of art installations - Space & Scale - Investigating the effect of space & scale when creating 3D art - Everyday Amazing - problem-solving when constructing 3D artworks - Creative Concepts - Planning an installation that communicates an idea Viewer Experience - Apply knowledge of installation art & develop ideas into a finished piece.</p> |

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| <p>French (Natives)</p> | <p>Review Means of transportation, animals and landscapes, j'aime/je n'aime pas, Revise daily activities, the time and how to express necessity Il faut / Il ne faut pas + verbe à l'infinif. Countries and nationalities. FR: Revision présent, les accords dans la phrase, les homophones, les mots invariables (a/à etc. + L'homme qui plantait des arbres.</p> | <p>Protect out Planet Lexicon of the environment, how to express a purpose, the imperative, giving advice, negation and introduce someone you admire. FR: Identify the subject, les pronoms personnels, accord sujet/verbe/imparfait/homonymes + Thomas Pesquet et la mission Alpha.</p> | <p>Les Fêtes Friendships, public holidays, talk about love and friendship, the future, making comparisons and reflexive verbs in the present and plural.FR: Les conjonction de coordination, pluriel des noms, imparfait + Lulu et la Grande Guerre.</p> | <p>On Rentre en Europe Town and the country, how to express your opinion, the past tense (passé composé with avoir), street art. FR: Le récit historique: Les orangers de Versailles.</p> | <p>Famille Cousteau à Bruxelles Ordinal numbers, feeding ourselves, a biographie, quantity and frequency, passé composé être (affirmative and negative). 35KG d'espoir Ana Galvada.</p> |
| <p>French (FLE) 2-year plan Year 2022-2023 focus : let's look at our future together</p> | <p>La description physique recap and consolidation / La famille (Cap 2 Unité 0)</p> | <p>Bonne année ! Future tense (Cap 3 U2) Protégeons la planète (Cap 3U2)</p> | <p>Au marché Cap 2 U2 (Les nombres, les dates, les heures)</p> | <p>Le safari Cap 2 U4</p> | <p>Les saveurs du Vietnam (Cap 2 U5) (Cuisine, recipes, using the imperative tense)</p> |
| <p>PE</p> | <p>Develop an understanding of the warm up process and explain it's importance. To use throwing skills in a small sided game. Dodgeball: · travel confidently in a range of ways. · throw an object at a target. · throw an object into a target. · receive an object. · communicate with teammates.</p> | <p>Develop an understanding of the different types of passing. Basketball: · demonstrate good technique for an overhead pass. · show good technique for a shoulder pass. · demonstrate good technique for a bounce pass. · select an appropriate pass suitable to the defensive situation. · confidently receive and control a ball moving towards me.</p> | <p>Use a combination of ball control skills in a competition. To develop the ability to shoot. Invasion games: attacking and defending, passing and catching, identifying space. Dodgeball, football, basketball, · I can travel confidently in a range of ways. · I can throw and kick an object at a target. · I can throw and kick an object into a target.</p> | <p>Develop the ability to serve and control body movement. To develop the ability to shoot. Football:· I can transfer passing skills into shooting skills. · I can identify areas in the goal to target for high percentage shooting. · I can quickly make the decision to advance, pass or shoot during a game. · I can display consistency when shooting at targets.</p> | <p>Demonstrate movement, control, passing, shooting, defending skills in a small-sided game. Football matches. Basketball competition; shooting and dribbling · I can contribute towards/lead a simple warm up. · I understand and follow the rules of a game. · I can demonstrate an understanding of situational awareness.</p> |

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| | <p>Yoga, core stretching, pushups, situp, etc..</p> <ul style="list-style-type: none"> · I can identify the importance of a warm up. · I can direct a simple warm up routine. · I can explain the benefits of a well designed warm up. | | <ul style="list-style-type: none"> · I can control an object when it is coming towards me with my hands and feet. · I can communicate with teammates. · I can demonstrate sportsmanship. · I can transfer passing skills into shooting skills. · I can identify areas in the goal to target for high percentage shooting. · I can quickly make the decision to advance, pass or shoot during a game | <p>Table Tennis: serving: forehand and backhand chopping and top spins</p> | <ul style="list-style-type: none"> · I have the confidence to challenge defenders. · I have the awareness to move the ball into offensive situations. |
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