

Armitage C.E. Primary School

Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Horror Stories <i>(Descriptions, Dialogue)</i></p> <p>Text: The Dark by Lemony Snicket</p> <hr/> <p>Explanation Texts What was so great about Anglo- Saxon England? (Y4 Link)</p> <p>Text: Vicious Vikings Horrible Histories</p> <hr/> <p>Performance Poetry</p>	<p>Newspaper Reports <i>(Eye Witness Reports, Recounts)</i></p> <p>Text: Brockenspectre By Linda Newbury</p> <hr/> <p>Biographies <i>(Interview, Fact File)</i></p> <p>Text: Brockenspectre By Linda Newbury</p>	<p>Cultural Stories <i>(Descriptive Writing, Dialogue for Setting)</i></p> <p>Text: How the Star Fell into the Sky: A Navajo Legend</p> <hr/> <p>Non- Chronological Report North America</p>	<p>Diary Entry <i>(Letter, Recount in role)</i></p> <p>Text: Henry's Freedom Box By Ellen Levine</p> <hr/> <p>Persuasive Writing Black Lives Matter (Diary entry)</p>	<p>Myths and Legends <i>(Descriptive Writing, Dialogue for action, Diary Entries)</i></p> <p>Text: Leo and the Gorgon's Curse By Joe Tod- Stanton</p> <hr/> <p>Letter-Confession <i>(Interviews)</i></p> <p>Text: Leo and the Gorgon's Curse By Joe Tod-Stanton</p>	<p>Narrative Poetry <i>(Descriptions, Recounts, Diaries)</i></p> <p>Text: Mythologica By Stephen Kershaw</p> <hr/> <p>Plays <i>(Descriptive writing)</i></p>
Maths	<p>Number: Place Value</p> <hr/> <p>Number: Addition and Subtraction</p>	<p>Statistics</p> <hr/> <p>Number: Multiplication and Division</p> <hr/> <p>Perimeter and Area</p>	<p>Number: Multiplication and Division</p> <hr/> <p>Number: Fractions</p>	<p>Number: Fractions</p> <hr/> <p>Numbers: Decimals and Percentages</p>	<p>Number: Decimals</p> <hr/> <p>Geometry: Properties of Shapes</p>	<p>Geometry: Position and Direction</p> <hr/> <p>Measurement: Converting Units</p> <hr/> <p>Measures: Volume</p>
Maths Revisits	<p style="text-align: center;">White Rose – Flashback 4</p> <p>A series of quick questions covering something from the previous lesson, last week and then topics from earlier in the year – may be even last year.</p>					

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Science	Animals including humans	Forces	Earth and Space	Living Things and their habitats	Properties and Changes of Materials	Properties and Changes of Materials
Mad Science Revisits	<p style="text-align: center;">Sound Electricity</p> <p style="text-align: center;">A Mad Science moment linking to previous topic, including covering a previous working scientifically skill.</p>					
Computing	3D Modelling (Sculptriss)		Editing HTML	Coding – making a game	Creating Images	Movie Editing
History	Vikings and Anglo Saxon struggle for the Kingdom of England			North Atlantic Slave Trade	<p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;">Writing Outcome: Historical Write: Biography of Alexander the Great</p>	
Geography		<p style="text-align: center;">Mountains</p> <p style="text-align: center;">Writing Outcome: Geographical Write: Explanation Text on Mountain Formation</p>	<p style="text-align: center;">North America</p> <p style="text-align: center;">Writing Outcome: Geographical Write: Newspaper report on the BP Oil Spill Environmental disaster</p>			
Guided Reading Links	<p style="text-align: center;">Fiction: Seven Ghosts By Chris Priestly (Horror Stories)</p> <hr/> <p style="text-align: center;">Non-fiction: Mountain Formation (Explanation Text)</p>	<p style="text-align: center;">Fiction: Encounter By Jane Yelodon</p> <hr/> <p style="text-align: center;">Non-Fiction: Survivors By David Long</p> <hr/> <p style="text-align: center;">Poetry: Native American Poetry</p>	<p style="text-align: center;">Fiction:</p> <hr/> <p style="text-align: center;">Non-fiction:</p> <hr/> <p style="text-align: center;">Poetry:</p>	<p style="text-align: center;">Fiction:</p> <hr/> <p style="text-align: center;">Non-fiction:</p> <hr/> <p style="text-align: center;">Poetry:</p>	<p style="text-align: center;">Fiction:</p> <hr/> <p style="text-align: center;">Non-fiction:</p> <hr/> <p style="text-align: center;">Poetry:</p>	

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	Three Laws (Forces-Non- Chronological Report)					
	Poetry: <i>The Listeners</i> By Walter De La Mare (Classic)					
Art	Following the Access Art Scheme Skills covered during the year: Drawing, Sculpture, Painting and Print Making					
DT				Textiles – Railroad Quilt		
Music	Following the termly Charanga Scheme. Can be viewed via their website: https://charanga.com/site/					
R.E.	What does it mean to be a Muslim in Britain today?	Why do some people believe God exists?	What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	If God is everywhere, why go to a place of worship?	Who are Jehovah's Witnesses and what do they believe?	
P.E.	Street Dance O.A.A/Dodgeball	Gymnastics Rugby	Dance – Merengue Hockey	Gymnastics Netball	Line Dance Cricket	Gymnastics Athletics
French	How I feel School subjects and opinions Places in the city		Fruit and vegetables Shopping at the market Describing what you wear		Describing where you are The seaside	
PSHE (inc. RSE)	How can we stop the spread of infections? _____	What is fair trade? _____ <i>What are habits?</i> _____	What is mental health? _____ <i>What are the different</i>	How can I be happy being me? (Body Image) _____	What is puberty? _____ <i>Why are vaccinations important?</i>	What is unwanted touch? Understanding FGM _____

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	<i>How and why do we make and change rules?</i> <hr/> How do I respond to dares?	How do I stay safe on a mobile or tablet?	<i>relationships in my life?</i> <hr/> Who or what influences me?	<i>How do I negotiate or compromise?</i> <hr/> How can I combine sustainability with fair trade using my enterprise skills?		<i>Why is important to know about nutritional content of food?</i>
Memorable Experience	Project Chameleon	Project Chameleon Mountain Trip				Farm Trip
Author Boxes	Neil Gaiman Michael Murpurgo		Frank Cottrell Boyce Malorie Blackman		Phillip Pullman Chris Riddel	

Metacognitive Opportunities

- Science
 - Vocab/Explanation Card Game
 - Mad Science : Pre/post topics from previous year group/Key Stage- identified above
 - How I learn best in this unit
- Guided Reading
 - Pre/post Topic Links supporting vocabulary development– identified above
 - Use of knowledge organisers for guided reading
- Writing
 - Extended writing opportunities in topic link to previously covered units in Literacy– identified above
 - Editing Stations within Literacy
 - How I learn best in this unit
 - Self/Peer Assessment
- Topic
 - Use of knowledge organisers to support learning