



# Curriculum Overview 2023-24

## Year Group: Year 5

|   | Autumn 1  | Autumn 2                         | Spring 1  | Spring 2                          | Summer 1  | Summer 2                         |
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| <b>English (see Writing progression grid and Reading mapping for more details).</b> | Non Fiction –<br><br>Recount  | Fiction-<br><br>Traditional Tale | Fiction-<br><br>Myth  | Non Fiction-<br><br>Autobiography | Non Fiction-<br><br>Information text  | Fiction<br><br>Soliloquy in role |
| <b>Maths</b>  | See White Rose scheme overview: <a href="https://whiteroseeducation.com/resources?year=year-5-new&amp;subject=maths">https://whiteroseeducation.com/resources?year=year-5-new&amp;subject=maths</a>   |                                  |   |                                   |   |                                  |
| <b>History</b>  | <p>How did Manchester change during Victorian times?</p> <p>Know how and why Manchester changed during Victorian times.</p> <p>Know how Britain (focusing on Manchester) has had a major influence on the world.</p> <p>Identify historically significant people (such as the</p> |                                  | <p>Why were the Ancient Greeks significant?</p> <p>Know about Ancient Greek life, Ancient Greek achievements and Ancient Greek influence on the western world.</p> <p>Identify historically significant people (such as Aristotle) and events (such as the Battle of Marathon and the Olympic Games).</p> |                                   | <p>Why was World War II a significant event?</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p> <p>Know how Britain has had a major influence on the world.</p> <p>Identify historically significant people (such as Churchill and Hitler) and events (such as the Blitz).</p> |                                  |

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|  | <p>Gregg family at Quarry Bank Mill) and events (such as the Industrial Revolution and the arrival of the Liverpool-Manchester railway).</p> <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> |  | <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions.</p> |  | <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions.</p> <p>Understand that different versions of the past exist, giving reasons for this.</p> |  |
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|                  | <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this.</p> <p>Describe social and ethnic diversity in Britain and the wider world.</p> |  | <p>Understand that different versions of the past exist, giving reasons for this.</p> |   | <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> |   |
| <b>Geography</b> |  | <p>What's different about living in the northern and southern hemispheres?</p> <p>Be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</p> |   | <p>What is a climate zone?</p> <p>Know the major climate zones of the world and where they exist,</p> <p>Be able to compare different climate zones,</p> <p>Have a more detailed knowledge of the climate in a desert and a rainforest and be able to compare these with the climate in the UK.</p> |  | <p>What is a biome and where are they?</p> <p>Know about the physical geography of the following biomes and how they compare: deserts, savannahs, rainforests, tundra, temperate zones or forests.</p> <p>Describe the key geographical elements of a rainforest and how this has changed over time</p> |

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|  |  |  |  | Understand how oceans and human activity can affect climate. |  |  |
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|         |  | <p>and Capricorn, Arctic and Antarctic Circle</p> <p>Be able to identify the Prime/Greenwich Meridian</p> <p>Be able to explain how time zones work and their significance (including day and night).</p> <p>Be able to compare seasons in different hemispheres.</p> |   |   |  | due to deforestation (Brazil as the focus). |
| Science | <p>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</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>Properties and changes of material / Scientific investigations</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>Life cycles of plants and animals</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>Animals including humans</p> <p>describe the changes as humans develop to old age</p> |   |

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|  | <p>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>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> | <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> |  |  |   |
| <b>Computing (see progression document for further details).</b> | <p>Digital Literacy – Managing Online Information. Online Reputation.</p> <p>Information Technology project - Animation (character interviews)</p>                             | <p>Digital Literacy – Online Bullying.</p> <p>Coding – Quizzes in Scratch</p>  | <p>Digital Literacy – Copyright and Ownership. Privacy and Security.</p>  | <p>Digital Literacy – Health, Wellbeing and Lifestyle.</p> | Digital Literacy – Online Relationships. | Digital Literacy – Self image and Identity. |

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| <p><b>Art</b></p> | <p><b>Key concept: Drawing, Printing</b></p> <p>Key Artist: William Morris</p> <p>History link: 'How did Manchester change during Victorian times?'</p> <p>The children will learn about how the arts &amp; crafts movement developed out of the increasing industrialisation. They will learn about the art of William Morris and consider how art affects all aspects of our lives.</p> <p>The children will practise monoprints and then design and print their own wallpaper based on William Morris designs by etching designs onto a polystyrene tile and relief printing multiple times.</p> | <p><b>Key concept: Drawing / Painting / Sculpture</b></p> <p>Key artist: David Hockney</p> <p>Geography link: 'What's different about living in Northern and Southern hemispheres?'</p> <p>The children will explore landscape art and how artists depict the Northern hemisphere. They will explore the waterscapes produced by David Hockney during his time in Malibu in the 1980s and create their own compositions combining their own ideas with a range of Hockney's imagery. They will then experiment with mark making over the top of the painted shapes using oil pastels before using their compositions to</p> | <p><b>Key concept: Drawing</b></p> <p>History link: Why were the ancient Greeks significant?</p> <p>The children will look at Greek sculpture and design. They will sketch their own Greek inspired patterns and pottery. They will then create a chalk /pastel piece depicting a statue. Building on year 4 work, they will look at how shading can create a 3D effect in drawing. They will then design their own Greek pots using black 'scratch art' card.</p> | <p><b>Key concept: Drawing / Painting</b></p> <p>Key Artist: Anthony Gross / Henry Moore</p> <p>History Link: Why was World War II a significant event?</p> <p>The children will look at a range of landscape work from British artists and create a pencil drawing in the style of Henry Moore. They will study the air raid shelter drawing of Henry Moore and create their own using watercolours and wax crayons.</p> | <p><b>Key concept: drawing</b></p> <p>Key Artist: Beatriz Milhazes, Romero Britto</p> <p>Geography link: What is a biome and where are they?</p> <p>The children will look at the work of Milhazes and Britto and create self portraits in the style of Milhazes using felt tips and crayons.</p> | <p><b>Key concept: Drawing, Printing</b></p> <p>Key Artist: William Morris</p> <p>History link: 'How did Manchester change during Victorian times?'</p> <p>The children will learn about how the arts &amp; crafts movement developed out of the increasing industrialisation. They will learn about the art of William Morris and consider how art affects all aspects of our lives.</p> <p>The children will practise monoprints and then design and print their own wallpaper based on William Morris designs by etching designs onto a polystyrene tile and relief printing multiple times.</p> |
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|                              |  | design and construct 3D shapes.   |  |  |  |  |
| <b>Design and Technology</b> |  | <p>Textiles<br/>Stuffed Toys</p> <p>Designing a stuffed toy considering the main component shapes required and creating an appropriate template.</p> <p>Considering the proportions of individual components.<br/>Creating a 3D stuffed toy from a 2D design.</p> |  | <p>Construction<br/>Bridges</p> <p>Designing a stable structure that is able to support weight.</p> <p>Creating a frame structure with focus on triangulation.</p> <p>Making a range of different shaped beam bridges.</p> |  | <p>Food Technology<br/>Bolognese sauce</p> <p>Explaining the farm-to-fork process.</p> <p>Researching existing recipes.</p> <p>Suggesting alternative ingredients.</p> <p>Analysing nutritional content.</p> |



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|  |  | <p>Measuring, marking and cutting fabric accurately and independently.</p> <p>Creating strong and secure blanket stitches when joining fabric.</p> <p>Threading needles independently.</p> <p>Using appliqué to attach pieces of fabric decoration.</p> <p>Sewing blanket stitch to join fabric.</p> <p>Applying blanket stitch so the spaces between the stitches are even and regular.</p> <p>Testing and evaluating an end product and giving points for further improvements.</p> |  | <p>Using triangles to create truss bridges that span a given distance and support a load.</p> <p>Building a wooden bridge structure.</p> <p>Independently measuring and marking wood accurately.</p> <p>Selecting appropriate tools and equipment for particular tasks.</p> <p>Using the correct techniques to saw safely.</p> <p>Identifying where a structure needs reinforcement and using card corners for support.</p> <p>Explaining why selecting appropriate materials is an important part of the design process.</p> <p>Understanding basic wood functional properties.</p> <p>Adapting and improving own bridge structure by identifying points of</p> |  | <p>Writing an alternative recipe.</p> <p>Understanding cross-contamination.</p> <p>Using preparation skills.</p> <p>Designing a jar label.</p> <p>Making a developed recipe</p> |
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|  |  |  |  | <p>weakness and reinforcing them as necessary.</p> <p>Suggesting points for improvements for own bridges and those designed by others.</p> |  |  |
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| <b>Music and Drama</b> | <p>How did Manchester change during Victorian times?<br/>Victorian<br/>Composer – Elgar<br/>Enigma Variations</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | <p>North and Southern hemisphere<br/>No place like – Kerry Andrew</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Uses words contributed by children across the UK Performed by voice with or without body percussion, beatboxing,</p> | <p>Why were the Ancient Greeks significant?<br/>Heroes of troy</p> <p>Explore chromatic. A chromatic scale is a downward or upward stepwise movement, C C# D etc on a keyboard or any chromatic percussion instrument (ie an instrument that has all the notes like the black and white on a piano). Invite the children to play chromatically - start on any note and play the note next to it (up or down) and keep</p> | <p>Delia Derbyshire<br/>Dr Who</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music<br/>listen with attention to detail and recall sounds with increasing aural memory<br/>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great</p> | <p>Why was World War II a significant event?<br/>Grazyna Bacewicz – female composer who composed in Nazi occupied Warsaw in WW2. Overture – Morse Code themes.</p> <p>Watch the film<br/>Listen to the performance<br/>Write a story</p> <p>Use Bacewicz's rhythms to create an introduction<br/>Learn about Morse code and use it to transform words into musical motifs<br/>Learn about <b>fanfares</b> and structure musical motifs into a piece</p> | <p>Biomes<br/>Hans Zimmer - Earth</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br/>improvise and compose music for a range of purposes using the inter-related dimensions of music<br/>listen with attention to detail and recall sounds with increasing aural memory<br/>appreciate and understand a wide range of high quality</p> |
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|  | <p>listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>Listen and describe music using words and pictures Watch the film and discuss Learn and perform a melody Create an ending to the melody and orchestrate it Create musical motifs and put them together to make a piece</p> | <p>classroom percussion Kerry says: "No Place Like' is about where we are all from, how we are connected, the homes we live in, and the sounds we find in our hometowns."</p> <p>Watch the film and discuss Brainstorm a list of sounds Discuss the findings Learn the difference between loud and soft, high and low pitched Listen, collate and describe real sounds Make a graphic score or diagram of these Walk and collect sounds outside of school Describe / record and begin to notate sounds Devise musical motifs based on previously collected sounds Order these sounds into a structure (free flowing soundscape)</p> | <p>going. The 'Is it love?' chromatic part is as shown below.</p> <p>After using the content Practise singing 'The foolish and the brave' and encourage memorising of rap.</p> <p>Revise the song 'Is it love?' Encourage recorder players or other instrumentalists to learn to play the chorus.</p> <p>Explore sequences by playing notes A A Bb A then G G A G on a piano or keyboard - see the music of that sequence below.</p> <p>Find out how that sequence can continue (F F G F) and so on.</p> <p>Make up other sequences. Try writing on staves.</p> <p>Invite children to practise the</p> | <p>composers and musicians develop an understanding of the history of music.</p> <p>Watch the film Listen to the performance Make a <b>graphic score</b></p> <p>Play the Doctor Who theme on '<b>found sounds</b>'</p> <p>Record sounds from around the school</p> <p>Manipulate sound files using music editing software</p> <p>Create rhythms and melodies from '<b>found sounds</b>' using music editing software</p> <p>Use musical terminology appropriate to the task</p> <p>Structure sections of music into a bigger piece</p> | <p>Make <b>graphic scores</b></p> <p>Invent a sad m elody Structure sections of music into a bigger piece</p> | <p>live and recorded music drwn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>Watch the film Create artwork inspired by the music</p> <p>Learn to play a shimmer Create vocal melodies</p> <p>Create three-note repeating patterns and play with different <b>durations</b></p> <p>Use musical terminology and notation</p> <p>Create musical <b>motifs</b> inspired by 'Earth'</p> <p>Structure these into a piece</p> <p>Structure sections into a bigger shape</p> |
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|  | <p>Create musical motifs and put them together to make a piece</p> <p>Develop a theme and structure musical motifs around it</p> <p>Structure all ideas into a piece</p> <p>Perform the piece to an audience</p> <p>Use technical terminology where appropriate</p> | <p>Follow/ give musical signals</p> <p>Understand, perform and use pulse create rhythmic ostinatos based on collected sounds layer and structure rhythmic ostinatos over a pulse</p> <p>Structure ideas into a piece with a definite structure or shape Create and follow a diagrammatic presentation of the music Use technical terminology where appropriate</p> | <p>instrumental parts opposite and then add them to the song.</p> <p>The top part requires a pitched instrument - such as a glockenspiel - and the other parts can be played on un-pitched percussion - eg tambour, claves or woodblock.</p> <p>The scales used in music have their origins in the Greek modes. To hear what modes sound using a xylophone find and play the note then play the next note, D and so on until you reach the next C. That mode is now our major scale. Start on any other note and do the same. The lament in Heroes of Troy is based on the mode from A to A - the</p> |  |  | <p>Learn about <b>dynamics</b></p> <p><b>Use chords – triads.</b></p> |
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|    |   |  | 'Aeolian mode' - which led to what we call the 'minor' scale today. It is especially used when writing a sad piece of music. Listen to other examples of folk music, especially laments or ballads. |  |  |  |
| RE | Why do some people think God exists?        | If God is everywhere, why go to a place of worship? (Focus – Judaism). | If God is everywhere, why go to a place of worship? (Focus – Sikhism).  | What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> century? | What does it mean to be a Muslim in Britain today? |  |
|    | See progression document for further detail |  |   |  |  |  |

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| <b>Dance and Gym</b>   | Dance<br>Dance for Fitness through <b>Zumba</b>  | Gym<br>Matching, mirroring and contrast   | Dance<br>Performance   | Gym<br>Partner work – under and over   | Dance<br>Range of Movement Patterns through <b>Charleston, Lindy Hop &amp; Lambeth Walk (WWII Link)</b>   | Gym<br>Synchronisation and canon  |
| <b>Outdoor Games</b>   | Tag Rugby  | Basketball  | Football   | Hockey   | Athletics   | Cricket   |
| See progression document for further detail on outdoor games |  |   |  |  |   |   |
| <b>PSHE</b>  | <b>Being me in my world</b><br><br>I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal<br><br>I understand my rights and responsibilities as a British citizen<br><br>I understand my rights and responsibilities as a British citizen and a member of my school<br><br>I can make choices about my own behaviour because I understand how | <b>Celebrating difference</b><br><br>I understand that cultural differences sometimes cause conflict<br><br>I understand what racism is<br><br>I understand how rumour-spreading and name-calling can be bullying behaviours<br><br>I can explain the difference between direct and indirect types of bullying<br><br>I can compare my life with people in the developing world | <b>Dreams and goals</b><br><br>I understand that I will need money to help me achieve some of my dreams<br><br>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs<br><br>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it<br><br>I can describe the dreams and goals of young people in | <b>Healthy me</b><br><br>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.<br><br>I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart<br><br>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations | <b>Relationships</b><br><br>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities<br><br>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends<br><br>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean<br><br>I understand how it feels to be | <b>Changing me</b><br><br>I am aware of my own self-image and how my body image fits into that<br><br>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally<br><br>I can describe how boys' and girls' bodies change during puberty<br><br>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also |

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|                | <p>rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> | <p>I can enjoy the experience of a culture other than my own</p>   | <p>a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> | <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> | <p>attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> | <p>understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Year 6</p> |
| <b>Spanish</b> | <p><a href="#">Section 7: School</a></p> <p>Topic 1: Telling the time</p> <p>Topic 2: School subjects</p>   | <p><a href="#">Section 7: School</a></p> <p>Topic 3: The school timetable</p> <p>Topic 4: What have we learnt?</p> <p>Christmas vocabulary</p> | <p><a href="#">Section 8: Food and drink</a></p> <p>Topic 1: Ordering drinks and snacks</p> <p>Topic 2: Addressing people appropriately</p>   | <p><a href="#">Section 8: Food and drink</a></p> <p>Topic 3: Paying with euros</p>   | <p><a href="#">Section 9: Sports</a></p> <p>Topic 1: Parts of the body</p> <p>Topic 2: Sporting activities</p>   | <p><a href="#">Section 9: Sports</a></p> <p>Topic 3: Favourite sports</p> <p>Topic 4: Transferring language learnt</p>   |



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