

# Year 5 Curriculum Guide



## Spring Term

<p style="text-align: center;"><u>English</u></p> <p><u>Class Novels</u> The 1000 Year Old Boy There's A Boy in the Girls Bathroom</p> <p><u>Texts</u> Variety of information texts The Arrival Michelle Obama's Speech-Education for girls</p> <p><u>Poetry</u> Performance Poetry</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Area and Scaling Calculating with decimal fractions Calculating with decimal fractions Factors, multiples and prime numbers</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials using properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution. Describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from fair tests, for the particular uses of everyday materials (metals, wood and plastic.)</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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</li> </ul>
<p style="text-align: center;"><u>Computing</u></p> <p><b>Digital Art:</b> Designing and creating a virtual space. <b>Sharing and presenting:</b> Creating a Podcast about a current event.</p>	<p style="text-align: center;"><u>RE</u></p> <p>Expressing: If God is everywhere, why go to a place of worship? Expressing: If God is everywhere, why go to a place of worship? (Continued)</p>	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> <li>• Indoor Athletics (RB)</li> <li>• Invasion Games (Hockey)</li> <li>• Orienteering (RB)</li> <li>• Dance</li> </ul>
<p style="text-align: center;"><u>Art</u></p> <p><u>Drawing</u></p>	<p style="text-align: center;"><u>DT</u></p> <p>Design, Make &amp; Evaluate: Viking Longboat</p>	<p style="text-align: center;"><u>Music</u></p> <p><u>Make you feel my love</u></p>

<ul style="list-style-type: none"> <li>• I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</li> <li>• Use a variety of source material for their work.</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>• Experiment with hatching and cross hatching</li> </ul>	<ul style="list-style-type: none"> <li>• Build more complex 3D structures and apply knowledge of strengthening techniques to make them stronger or more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</li> <li>• As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballad</li> </ul> <p><u>The Fresh Prince of Bel-Air</u></p> <ul style="list-style-type: none"> <li>• The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked</li> </ul>
<p style="text-align: center;"><b><u>History</u></b></p> <p><u>The Vikings</u></p> <ul style="list-style-type: none"> <li>• When and where Vikings came from and why they raided Britain</li> <li>• King Alfred and why he is known as Alfred the Great</li> <li>• Viking invasions and Danegeld</li> <li>• Viking village life</li> <li>• The Last Anglo-Saxon Kings and how they shaped Britain (Edward the Confessor)</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><u>Trade Link</u></p> <ul style="list-style-type: none"> <li>• Understand about weather patterns around the World and relate these to climate zones.</li> <li>• Understand how humans affect the environment.</li> <li>• Explain about changes the to the World environment.</li> <li>• Understand why people seek to manage and sustain their environment.</li> <li>• Describe and understand key aspects of physical geography, including climate zones.</li> <li>• Understand and use a widening range of geographical terms such as climate zones.</li> </ul>	<p style="text-align: center;"><b><u>PSHCE</u></b></p> <p>Votes for Schools</p> <p>Heartsmart - Get Heartsmart</p> <p>No Outsiders</p>