







## Year 5 Curriculum

English						
Phase	Autumn Term		Spring Term		Summer Term	
Year 5	Term 1 Peasants princes & Pestilence (7 weeks)	Term 2 Stargazers (6 weeks)	Term 1 Pharaohs (6 weeks)	Term 2 Scream Machine (5 Weeks)	Term 1 Time Traveller (7 weeks)	Term 2 Beast Creator (6 weeks)
Handwriting	Nelson handwriting: continue joining handwriting developing more complicated joins					
Key Text	<b>Fire, Bed and Bone by Henrietta Branford</b> 	<b>Cosmic by Frank Cottrell- Boyce</b> <b>3 weeks</b> 	<b>Red Pyramid by Rick Riordan</b> 	<b>The Boy Who Swam with Piranhas by David Almond</b> 	<b>Suffragette: The Battle for Equality by David Roberts *</b> 	<b>The Last Wild by Piers Torday *</b> 
Writing Unit	Weeks 1-4 Book Study Debate and Argument Information Text Week 4- Edit and publish piece of work for writing portfolio.	Week 1-4 Composing an email from one character to another Written argument Visitor leaflet for a theme park Writing a message to a character in the story List Poetry <i>Week 4- Edit and Publish Piece of work for writing portfolio</i>	Week 1-4 Book Study Narrative Publish and edit for writing portfolio	Week 1-5 Narrative –Short narrative with dialogue Persuasive –Adverts	Week 1-6 Tell Me’ book talk responses Reading Journal Biographies Speeches Persuasive letters and responses Prison letters and accounts Newspaper report – with bias Flags, badges and sashes Song lyrics for an anthem Persuasive text of choice: letter, poster, blog, petition, film script, etc.	Weeks 1-5 Newspaper report Writing in Role Free verse Kenning Script Haiku Argument Extension to narrative
	Week 4-6 Poetry: Chaucer (*CS)	Week 5-6 Non-Fiction: Newspaper Reports: Man, on the Moon* (CS)	Week 4-6 Non-Fiction Non-Chronological Report Book Name:	Week 6- Consolidation, Revision, Assessment Week	Week 7- Consolidation, revision, publish writing and assessments	Week 6- Consolidation, revision and assessments
	<i>Week 7- Consolidation/ Assessment Week</i>					

## Maths

Year 5	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Times Tables expectation:</b>	Revision of all times tables and division facts up to 12 x 12.					
<b>Mental Maths:</b>	Use place value and number facts to add two or more friendly numbers including money and decimals (e.g. 3+4+8+6+7, 0.6+0.4+0.7) Read Roman numerals to 1000.	Use doubling and halving as mental division/multi strategies (58 x 5 = half of 58 x 10) Use knowledge of factors and multiples in multiplication e.g (43 x 6 is double 43 x 3 and 28 x 50 is half of 28 x 100 = 1400)	Count up/down in thousands Use knowledge of multiples and factors, test for divisibility (246 ÷ 6 = 123 ÷ 3)			

## Year 5 Curriculum

	Count in 11's and 12's and learn the 11x and 12x table Add to the next 10 from a decimal number (e.g 13.6 + 6.4 =20). Know number bonds to 1 and to the next whole number	Identify all multiples and factors including finding all factor pairs. Know 3x,4x,6x,8x table. Apply and extend Know square numbers and square roots up to 144. Recall prime numbers up to 19	Double and halve money by partitioning (Half of £75.40 = Half of £75 (37.50) plus half of 40p) Know 7x and 9x table. Apply and extend Add and subtract decimal numbers which are near multiples of 1 or 10 including money (e.g £6.34-1.99 or £34.59-£19.95)			
<b>Recap for retention:</b>	5-minute daily starter exercise of 'Flashback 4': Essential skills are regularly revisited and retrieved to strengthen retention. Consolidation Week at the end of each half term: Pupils can consolidate learning from the 'Blocks' covered in the half term.					
<b>Key Mathematical Areas/  Durations:</b>	Block 1- Number: Place Value Duration – 3 weeks  Block 2- Number: Addition and Subtraction Duration – 2 weeks  Block 3 – Statistics Duration – 1 week	Block 3 – Statistics Duration – 1 week  Block 4 – Number: Multiplication and Division Duration – 2 weeks  Block 5 - Measurement: Perimeter and Area Duration – 2 weeks	Block 1 – Number: Multiplication and Division Duration – 3 weeks  Block 2 – Number: Fractions Duration – 3 weeks	Block 2 – Number: Fractions Duration – 3 weeks  Block 3 – Number: Decimals and Percentages Duration – 2 weeks	Block 1 – Number: Decimals Duration – 4 weeks  Block 2 – Geometry: Properties of Shape Duration – 2 weeks	Block 2 – Geometry: Properties of Shape Duration – 1 week  Block 3 - Geometry: Position and Direction Duration – 1 week  Block 4 - Measurement: Converting Units Duration – 2 weeks  Block 4 – Measurement: Volume Duration – 1 week
<b>National Curriculum Objectives:</b>	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> </ul>	<p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables including timetables.</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> </ul>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>• Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given</li> </ul>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>2/5 + 4/5 = 6/5 = 11/5</math>].</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Read and write decimal numbers as fractions [ for example <math>0.71 = 71/100</math> ].</li> </ul>	<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Solve problems involving number up to three decimal places.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>• Use all four operations to solve problems involving measure [ for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> <p><b><u>Geometry: Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>• Identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>• Draw given angles, and measure them in degrees.</li> <li>• Identify: angles at a point and one whole turn (total <math>360^\circ</math>), angles at a point on a straight line and <math>1/2</math> a turn (total <math>180^\circ</math>) other multiples of <math>90^\circ</math>.</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• Identify, describe and represent the position of a</li> </ul>	

## Year 5 Curriculum

	<ul style="list-style-type: none"> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables including timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally, drawing upon known facts.</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b><u>Measurement: Perimeter and Area</u></b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>• Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</li> </ul>	<p>fraction, represented visually including tenths and hundredths.</p> <ul style="list-style-type: none"> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;1 as a mixed number [for example <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>].</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Read and write decimal numbers as fractions [ for example <math>0.71 = \frac{71}{100}</math> ].</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• Read, write, order and compare numbers with up to three decimal places.</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>• Solve problems involving number up to three decimal places.</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw given angles, and measure them in degrees.</li> <li>• Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°) other multiples of 90°.</li> </ul>	<p>shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><b><u>Measurement: Converting Units</u></b></p> <ul style="list-style-type: none"> <li>• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].</li> <li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>• Solve problems involving converting between units of time.</li> </ul> <p><b><u>Measurement: Volume</u></b></p> <ul style="list-style-type: none"> <li>• Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>• Use all four operations to solve problems involving measure.</li> </ul>
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## Year 5 Curriculum

Science						
Area of Science:	Properties and changes of materials	Earth and Space	Working Scientifically	Forces and Magnets	Animals inc Humans	Living things and their habitats
Switched on Science	Material World	Out of this World	Super Scientists	Let's get Moving	Growing up and Growing old	Circle of Life
Love to Investigate:	How clean are your hands?	Can we track the sun?	Why does milk go off?	Why are zip wires so fast?	Do we slow down as we get older?	How do worms reproduce?
Now Press Play	N/A	Mission to Mars	N/A	Forces	N/A	N/A
Religious Education						
Sikhism Theme: Belief into action Key question: How far would a Sikh go for his/her religion?	Christianity Theme: Christmas Key question: Is the Christmas story true? (see UC unit)	Sikhism Theme: Beliefs and moral values Key question: Are Sikh stories important today? <b>Visit: The Sikh Temple Neasden</b>	Christianity Theme: Easter Key question: Did God intend Jesus to be crucified and if so was Jesus aware of this? (see UC unit)	Christianity Theme: Beliefs and practices Key question: What is the best way for a Christian to show commitment to God?	Additional Christianity: How have Jesus' followers put his teachings into practice? (see UC unit)	
PSHE/ P4C						
P4C Focus	Fairness/ Survival	Infinity/ Space	Hierarchy/ Power	Fears/ Worries	Growing up	Animal welfare
PSHE Focus	Jigsaw: Being In my Own World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Key Skills	4C's focus: Care	4C's focus: Care	4C's focus: Collaborative	4C's focus: Collaborative	4C's focus: Creative	4C's focus: Critical
History						
History Focus	<u>Sea explorers</u>	<u>Crimean War (Florence Nightingale, Mary Seacole)</u>	<u>History of Musical instruments</u>	<u>Castles from different periods</u>	<u>Skills based term (Local history)</u>	<u>Significant sports people eg. Pele (Paralympian) or Dick Fosbery (high jumper)</u>
<b>Key Skills History</b>	<p>Planning and carrying out a historical enquiry (e.g. plan and find information about which explorer was most successful)</p> <p>Know what a source is</p> <p>Use more than one type of</p>	<p>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did that event happen?)</p> <p>Start to answer questions about the past using sources of evidence to help me</p> <p>Understand how to use evidence to find out about the past</p> <p>Recount an event</p>	<p>Understand and use the words 'past' and 'present'</p> <p>Understand how to sequence events and artefacts such as objects or photographs</p> <p>Understand how to sequence events, people and artefacts in order using a scale</p> <p>Use historical words and phrases to describe the passing of time including dates and decades</p>	<p>Understand how to sequence events, people and artefacts in order using a scale - <i>revisited</i></p> <p>Understand how to sequence events and photographs- <i>revisited</i></p> <p>Show what I have learnt through drawings, models, art, photographs and drama</p>	<p>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did that event happen?) - <i>revisited</i></p> <p>Start to answer questions about the past using sources of evidence to help me - <i>revisited</i></p>	<p>Know what a source is - <i>revisited</i></p> <p>Use more than one type of source to find out about an event or person from the past - <i>revisited</i></p> <p>Understand how to sequence events, people and artefacts in order using a scale - <i>revisited</i></p>

## Year 5 Curriculum

	<i>source to find out about an event or person from the past</i>					
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<u>Geography</u>						
Geography Focus	<u>Oceans</u>	<u>Weather</u>	<u>Africa (link to African drumming)</u>	<u>UK</u>	<u>Plants and their habitats</u>	<u>Skills based term (local Geography)</u>
<b>Key Skills Geography</b>	<p><i>Name and locate the world's seven continents and five oceans on a map</i></p> <p><i>Know and locate the UK's surrounding seas on a map</i></p> <p><i>Describe the places and features they study using geographical language</i></p>	<p><i>Identify similarities, differences and simple patterns in the environment</i></p> <p><i>Ask questions about the weather and seasons</i></p> <p><i>Identify seasonal and daily weather patterns in the UK</i></p> <p><i>Give detailed reasons to support their own likes, dislikes and preferences</i></p>	<p><i>Study pictures/videos of a locality and ask geographical questions</i></p> <p><i>Locate the world's seven continents and five oceans on a map</i></p> <p><i>Draw and label pictures to show how places are different to the UK</i></p>	<p><i>Locate the four countries and capital cities in the UK</i></p> <p><i>Know and locate the UK's surrounding seas on a map - <span style="color: purple;">revisited</span></i></p> <p><i>Give detailed reasons to support their own likes, dislikes and preferences - <span style="color: purple;">revisited</span></i></p> <p><i>Use basic geographical vocabulary to refer to key human features including city, town, village</i></p>	<p><i>Describe which continents have significant hot or cold areas, relating this to the poles and the equator</i></p> <p><i>Observe, record and compare the features around the school e.g. the different types of plants in two different areas - suggest reasons for this.</i></p>	<p><i>Locate key landmarks in your local area on a map</i></p> <p><i>Identify a range of human environments such as the local area and other areas</i></p> <p><i>Draw a simple map of the local area with a basic key showing key landmarks</i></p> <p><i>Use simple compass directions (North, South, East and West) to describe the location of features on a map</i></p> <p><i>Describe some of the activities that occur in the local area</i></p>
<b>Now Press Play</b>		<p>NPP - Seasons</p> <p>NPP: Florence Nightingale</p>		<p>NPP: Castles</p>	<p>NPP - Plants</p>	