

Petworth CofE Primary School Curriculum Framework Overview Year 5 2018-19

School Global theme	Compassion (stories)		Inspire		Peace (aspirations)		Nurture		Respect		Challenge	
National & whole school events	International day of democracy 15 th Sept Boys Bombing Sept 29th		Anti-bullying wk. 13 – 17 th Nov Children in Need – 17 th Nov WW1 memorial KS2 week 5 th Nov (history)		National Handwriting day 23 rd Jan Preparing for 500 words Safer Internet Day		Author fortnight Sport Relief Science Week 12 th March World Book Day 1 st March		St Georges & Shakespeare Day 23 rd April Art Week 21 st May Earth Day (eco day – 20 th April)		National School Sports Week 24 th June Sports Day	
Collective Worship												
Class Theme	Dahl-cious (2weeks)	Groovy Greeks (8week) Mini topic – WW1		Christmas (2 weeks)	Ciao Italia (6weeks)		Hola Peru (5 weeks)		What makes Britain Great? (Part II) (7 weeks)		Smashing Saxons and Vicious Vikings (7 weeks)	
Hook		Greek Day (Food, Greek School, Greek Games, Temple)			Visit to Pizza express – become chefs for the day.		Alpaca visit and Peruvian day.		Produce your own idea of what makes Britain Great (All day activity) Sculpture, paintings, written work, construction		Saxon and Vikings Dress-up	
Outcome	Dahl day	Play/Greek Tragedy		Carol service	Parents to come in to taste pizzas and look at pupil’s persuasive writing and recipes.		Green screen Peru trip advisor reviews.		Joint year 5 and 6 Gallery for parents		Battle re-enactment Saxon man visit (History Paul to visit) Outdoor class assembly	
Subject area	AUTUMN TERM 1 st Half		AUTUMN TERM 2 nd Half		SPRING TERM 1 st Half		SPRING TERM 2 nd Half		SUMMER TERM 1 st Half		SUMMER TERM 2 nd Half	
English	Character description The Witches chapter story.	Script writing (2 weeks) Myth writing (2 weeks) NC report: what did the Greeks do for us? (2 weeks) WW1 writing focus (1 week) RE focus (2 weeks)		Whole school writing focus	500 word story (2 weeks) Instructions- Pizza making (1 week) Newspaper report – Paddington goes to Italy (2 weeks)		Non-Fiction – Travel brochure/ Leaflet/ Advert (2 weeks) Science investigation (Police report) – (1 week) Author Fortnight (2 weeks)		Discursive text – Home-schooling (2 weeks) Letter to gallery about graffiti as an art form. (2 weeks) RE writing (2 weeks)		Write a Legend (3 weeks) Production (2 weeks) Amazing Picture Books (2 weeks)	
Quality Texts	The Twits The Witches	Greek Myths Who let the Gods out? Over the line		Christmas carols Christmas poetry	Non-fiction texts.		Paddington		Skellig		Beowulf Myths and Legends	
Mathematics	Place Value	Pythagorean Fractions/ratio Greek temples Number - Addition and Subtraction Statistics Number -Multiplication and division		Measurement - Area and Perimeter	Circumference Ratio Number - Multiplication and division Number - Fractions		Number - Fractions Number - Percentages and decimals		Number - Decimals Geometry – Properties of shape Geometry – Position and directions		Measurement- Converting units Measurement- Volume	
Science	Forces <ul style="list-style-type: none"> Gravity resistance mechanical forces explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 		Earth, Sun and Moon <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the Solar System describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 		Reversible changes <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes 		Classifying Materials <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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 		Lifecycles and habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations		Changes (Humans) <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	

				associated with burning and the action of acid on bicarbonate of soda.	bicarbonate of soda.		
Science / Working scientifically	<ul style="list-style-type: none">planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessarytaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriaterecording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<ul style="list-style-type: none">using test results to make predictions to set up further comparative and fair testsreporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<ul style="list-style-type: none">identifying scientific evidence that has been used to support or refute ideas or arguments						
Geography / History		<ul style="list-style-type: none">Broader History StudyAncient Greece, i.e. - A study of Greek life and achievements and their influence on the western worldThe legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present dayContinue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.<u>World War one</u>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Historya study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		<ul style="list-style-type: none">locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americause maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedphysical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterGeographical skills and fieldwork	<ul style="list-style-type: none">locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesunderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americaphysical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterGeographical skills and fieldwork	<ul style="list-style-type: none">name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timeuse fieldwork to observe, measure,record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none">British History (taught chronologically) • Anglo-Saxons & Vikings, including: - Roman withdrawal from Britain; Scots invasion Invasions, settlements & kingdoms - Viking invasions; Danegald - Edward the ConfessorContinue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Art		Greek vases Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials	Christmas crafts - Sewing - Materials work (mastery of working with a range of materials)		Angel art work Improve mastery of techniques such as drawing, painting and sculpture with varied materials	Art week (TBC) Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers (Banksy & Norman Foster)	
Design & Technology		<ul style="list-style-type: none">Load bearing strengthening and stiffening structures. (Greek Temples)select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and		<ul style="list-style-type: none">Pizza making and pastause research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsevaluate their ideas and products against their own design criteria and consider the views of others to improve their work			Catapults and shields. <ul style="list-style-type: none">understand how key events and individuals in design and technology have helped shape the worldunderstand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

		<p>ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none">• Cooking savoury dishes – healthy eating, group work Cooking and nutrition• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.					<ul style="list-style-type: none">• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately investigate and analyse a range of existing products
Computing	E safety	<p>Sketch-up – Design Gallery for a museum <i>We are architects U5.6</i> We are artists U 5.3</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>☑use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		<p>We are website designers!</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>We are game designers...</p> <p>Control output and design</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals ...</p>	<p>We are artists !</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>We are cryptograhers U5.2</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>☑ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
E-safety	<ul style="list-style-type: none">• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						
French	<p>Je suis le musicien (I am a musician)</p> <p>In this unit children learn to discuss their musical preferences and to say which instruments they play or enjoy, as well as describing what other people are playing. They learn an adaptation of the song ‘I Am the Music Man’. Children look in detail at an orchestra and find out what some of the instruments are called.</p>	<p>Bon appétit! (About food and drink)</p> <p>In this unit children learn names of food and drinks related to packed lunches and breakfast. They learn how to talk about what they have eaten/ drunk the previous day. Children write their own stories based on a model. They learn food vocabulary relating to different cultural celebrations in France and other French-speaking countries. Children practise following and creating their own recipes.</p>	<p>En route pour l’école</p> <p>Describe a route to school.</p> <p>Know the names of places in town.</p> <p>Know simple directions.</p> <p>Know and recite the alphabet.</p> <p>Use adverbial phrases of time</p> <p>Use “il y a”</p> <p>Phonics focus: letter names, [e] é, [wa] oi, [k] qu</p>	<p>Scène de plage</p> <p>Giving a simple description of a scene or place.</p> <p>Using adjectives</p> <p>Writing instructions</p> <p>Regular –er verbs first person singular</p> <p>Using” C’est” and “Ce n’est pas”</p>	<p>Les quatre saisons</p> <p>Making simple statement about seasons</p> <p>Describing the weather.</p> <p>Using adjectives as antonyms .</p> <p>Using the preposition “en” and “au”.</p> <p>Adjective agreements.</p>	<p>Les Planètes</p> <p>Learn the names of the planets.</p> <p>Position and agreements of adjectives.</p> <p>Create a simple sentence to describe a planet.</p> <p>Read made sentences aloud.</p> <p>Use preposition to describe the positions of the planets.</p> <p>Prepare a short presentation about a planet.</p>	
Music	<p><u>Clarinet</u></p> <p>How to set up your clarinet</p> <p>How to hold clarinet</p> <p>How to blow through the reed</p> <p>Learning 3 notes</p> <p>Improving our breathing technique</p> <p>Reading simple notation</p> <p>Copying rhythm</p>	<p>Clarinet</p> <p>Playing in unison</p> <p>Learn simple melodies</p> <p>Performing pieces</p> <p>How to end pieces</p> <p>Improve our posture</p> <p>Performing rounds</p>	<p>Critical listening. Music from Italy.</p> <p>Compose music based on pentatonic scales.</p> <p>Improvise melodies around an Italian theme</p>	<p>Critical listening. Music from South America.</p> <p>Composes pieces around different forms e.g. ABA</p>	<p>John Williams:</p> <p>Perform with control & expression solo & in ensembles</p> <ul style="list-style-type: none">• Improvise & compose using dimensions of music• Listen to detail and recall aurally• Develop an understanding of the history of music, including great musicians & composers	<p>Critical listening. Plain Song</p> <p>Improvise cyclic patterns with drums</p> <p>Compose own Viking war music.</p>	
Physical Education	<p>Playground Leaders & Invasion Games (Hockey)</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>HRE and Invasion games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Gym and Italian dancing</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to</p>	<p>Dance and Tennis (net and wall)</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous</p>	<p>Athletics</p> <p>Striking and fielding</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and</p>	<p>Athletics</p> <p>Striking and fielding</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and</p>	

			achieve their personal best.	ones and demonstrate improvement to achieve their personal best.	rounders and tennis], and apply basic principles suitable for attacking and defending	apply basic principles suitable for attacking and defending
STEM						Catapults
Religious Education	Bible Explorers Exploration of the Old Testament	Creation / Fall Creation and Science: conflicting or complimentary	Incarnation Was Jesus the Messiah?	Salvation What did Jesus do to save human beings?	How do people express their faith through the Arts? Multi-Faith	Gospel What would Jesus do?
Rights Respect	Class Charters – Roles and Responsibility	Democracy	Understanding different cultures.	Understanding different cultures.	British Values	Right to live peacefully
Learning in the community						