

Petworth CofE Primary School Curriculum Framework Overview Year 5 (Elm Class) 2020-2021

School Global theme	Compassion (stories) (7 weeks)	Inspire (7 weeks)		Peace (aspirations) (6 weeks)	Nurture (6 weeks)	Respect (5 weeks)	Challenge (7 weeks)	
National & whole school events		Harvest Children in need Christmas						
Collective Worship								
Class Theme	Michael Morpurgo (2 weeks)	Groovy Greeks (8week)	Space (2 Weeks)	Christmas (2 weeks)	Ciao Italia (6weeks)	Hola Peru (6 weeks)	What makes Britain Great? (Part II) (7 weeks)	Smashing Saxons and Vicious Vikings (7 weeks)
Hook		Greek Day (who were the Greeks? Clay pots/art)	The Jamie Drake equation (Science and literacy)		Children to make their own pizzas and 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		Greek Temple making		Carol service	Taste pizzas and look at pupil's persuasive writing and recipes.	Green screen Peru trip advisor reviews.	Year 5 Gallery	Battle re-enactment 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	Building on descriptive writing and newspapers.	Descriptive Writing Poetry Persuasive Writing Myth writing (2 weeks)	Diary writing Descriptive Writing	Descriptive Writing Instructions- Pizza making (1 week) Newspaper report – Paddington goes to Italy (2 weeks)	Author Fortnight –wordless book (2 weeks) Paddington - Newspaper report (1week) - Informal letter (1 week) Non-Fiction – Travel brochure/ Leaflet/ Advert (2 weeks)	Discursive text – (2 weeks) Letter to gallery about graffiti as an art form. (2 weeks) RE writing (1 weeks)	Write a Legend (3 weeks) Production (2 weeks) Amazing Picture Books (2 weeks)	
Quality Texts	'The Butterfly Lion' Michael Morpurgo	Greek Myths Who let the Gods out?	Christmas carols The Jamie Drake Equation.	Non-fiction texts.	Paddington The girl who speaks Bear	Skellig	Beowulf Myths and Legends	
SPAG	Pronouns Expanded Noun Phrases Fronted Adverbials Apostrophes Inverted Commas	Relative Clauses	Modal Verbs Adverbs	Parenthesis Expanded Noun Phrases	Tenses	Commas Cohesion	Prefixes Suffixes	
Mathematics	- Place Value (3 weeks) - Number: Addition and subtraction (2weeks) - Statistics (2 weeks)	- Number: Multiplication and division (3 weeks)	- Measurement: Area and perimeter (2 weeks)	- Number: Multiplication and Division (3 weeks) - Number: Fractions (3 weeks)	- Number: Fractions (3 weeks) - Decimals and percentages (2 weeks)	- Number: Decimals (4 weeks) - Geometry – Properties of shape (3 weeks)	Geometry – Position and directions (2 Week) Measurement- Converting units (2 weeks) Measurement- Volume (1 week)	
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. 	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 	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 	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. 		

			<ul style="list-style-type: none"> 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 bicarbonate of soda. 	<p>everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> 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 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 necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording 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 tests reporting 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 Study Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 	<p>Locate the world's countries, using maps to focus on Europe (Italy) and compare with areas of the UK (Petworth and Brixton).</p> <ul style="list-style-type: none"> Locational awareness of Italy including the capital (digital/atlas/globe) Mountainous ranges and Coastal areas Tectonic plates (volcanoes and earthquakes) Climate both UK and Italy How do the areas in Italy differ to those of the UK? Children to be able to compare and contrast. 	<p>Locate the world's countries, using maps to focus on South America (Peru) and compare with areas of the UK (Petworth) and Italy.</p> <ul style="list-style-type: none"> Locational awareness of Peru including the capital (digital/atlas/globe) Mountainous ranges and Coastal areas Tectonic plates (volcanoes and earthquakes) Climate in UK, Italy and Peru How do the areas in Peru differ to those of the UK and Italy? Children to be able to compare and contrast between all three areas covered so far. 	<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 time use 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 Confessor Continue 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	<p>Greek vases</p> <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p>	<p>Christmas crafts</p> <ul style="list-style-type: none"> Sewing Materials work (mastery of working with a range of materials) 	<p>Appreciating of an Italian artist.</p> <ul style="list-style-type: none"> Refining painting skills Identifying and improving technique in painting. 	<p>Inca art</p> <p>Children drawing inspiration from Inca art to create their own multi layered art work using acrylic paint and wool.</p>	<p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <ul style="list-style-type: none"> 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], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures 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 	<ul style="list-style-type: none"> Pizza making and pasta use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 			<p>Catapults and shields.</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world understand 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 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 	

		understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.				accurately investigate and analyse a range of existing products
Computing	E safety	We are game designers... Control output and design Design, write and debug programs that accomplish specific goals, using Scratch 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 ...	How can I use different computing programmes for a target audience? How to use PowerPoint and word more successfully · How to carry out research safely online · How to add pictures and text boxes to a document · How to choose the most important/relevant information · Add sound and movement/animations to presentation · Changing font colour and background colours.	Sketch-up – Design Gallery for a museum Children will be using different apps to achieve the desired goal of art galleries. Drawing inspiration from galleries from around the world. Children will be creating tessellations on different programmes which will be presented in their virtual gallery.	E-Safety Using Spreadsheets Children will be learning how to create simple instructions on excel spreadsheets to complete tasks and plan events.	Scratch – computer game Children use what they have learned in utumn 2 to design their own game. Use code to create algorithms and debug. They will play each other’s games.
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	Je suis le musicien (I am a musician) 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.	Bon appétit! (About food and drink) 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.	En route pour l’école Describe a route to school. Know the names of places in town. Know simple directions. Know and recite the alphabet. Use adverbial phrases of time Use “il y a” Phonics focus: letter names, [e] é, [wa] oi, [k] qu	Scène de plage Giving a simple description of a scene or place. Using adjectives Writing instructions Regular –er verbs first person singular Using” C’est” and “Ce n’est pas”	Les quatre saisons Making simple statement about seasons Describing the weather. Using adjectives as antonyms . Using the preposition “en” and “au”. Adjective agreements.	Les Planètes Learn the names of the planets. Position and agreements of adjectives. Create a simple sentence to describe a planet. Read made sentences aloud. Use preposition to describe the positions of the planets. Prepare a short presentation about a planet.
Music				1 term for Music with West Sussex Music Trust – the children will be learning the cornet.		
Physical Education	Invasion Games (Hockey) play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Playground Leaders Developing leadership skills and understanding of group management. Developing understanding of STEP (Space, Task, Equipment, People)	Cricket (Striking and fielding) play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending HRE (Health related exercise) Using circuit training to understand the impact of exercise on health.	Dance- Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Gymnastics develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. Badminton (Striking and fielding) play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Cricket (Striking and fielding) play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Athletics use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Athletics Striking and fielding use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
STEM						Catapults
Religious Education	Understanding Christianity-Psalm 8 Creation / Fall Creation and Science: conflicting or complimentary	Incarnation Was Jesus the Messiah?	Gospel What would Jesus do?	Salvation What did Jesus do to save human beings?	Bible explorers. Why is the Old Testament important?	Teachings and Authority What does the Qur’an reveal to Muslims about Allah and his guidance?
Rights Respect/ PSHE	Class Charters – Roles and Responsibility Peer mediation	Democracy Discrimination – What does discrimination mean?	Understanding different cultures. Money – How can we manage our money?	Understanding different cultures. Health – What choices help health?	British Values E-Safety - How can we be safe online and using social media?	Right to live peacefully Young Enterprise – What makes us enterprising?

Learning in the community						
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