**Year 5 Curriculum Overview**

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| **Year 5** | **Autumn**  | **Spring**  | **Summer**  |
| **Reading** | **Word reading** | NC Appendix 1 (NC p 43) |
| **Comprehension** | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literaryheritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books(NC p 43) |
| **Writing**  | **Transcription** | Spelling programme (NC Appendix 1)Ed Shed |
| **Composition** | Writing focusing on audience, purpose and form (NC p 47/48) |
| **VGP** | NC appendix 2 |
| **Speaking and Listening** | 12 statutory statements (NC p17) |
| **Maths**  | Power Maths - Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages),Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics |
| **Science**  | Space Forces | Properties of materialsAnimals including humans and life cycles | ReproductionReversible and irreversible changes |
| **History** | Ancient civilisations | Ancient Egypt  | The Tudors |
| **Geography** | Climate change  | * + East Africa Study - Mount Kilimanjaro

(Kenya + Tanzania) | The Human and Physical Geography of the Black Country |
| **Art and Design** | Portraits of power (Artist - Hans Holbein) Observational drawing Proportion and placement Painting - explore acrylic paint  | Egyptian Art (Artist- Historic Examples)Painting and relief art – 3D sculpture set onto a background  | Half bust sculptures (Artist- Historic Examples)3D clay sculpture – Half bust statueFocus on figure and form |
| **DT** | Mechanical Systems - Pulleys | Textiles - Combining different fabric shapes | Food - Celebrating culture and seasonality |
| **Computing** | Unit 5.2 – Online Safety Unit 5.3 - Spreadsheets Unit 5.4 – Databases  | Unit 5.5 – Game Creator Unit 5.6 – 3D Modelling Unit 5.1 – Coding  | Unit 5.7 – Concept Maps Unit 5.8 – Word Processing (with Microsoft Word)  |
| **PE** | Tag rugbyGymnasticsSwimming | DanceOrienteering | RoundersAthletics |
| **German**  | Mini topic – First day at schoolRecap of LKS2 GermanAbout meEgypt | Solar SystemTransport | HousesLanguage Features |
| **Music** | Livin’ on a Prayer  | Classroom Jazz 1 | Make you feel my love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind and Replay.  |
| Charanga Musical School Programme (supported by Sandwell Music and Arts Service)  |
| **RE** | What does it mean for Christians to believe that God is holy and loving?Why do Hindus try to be good? | Hindu, Jewish and Islamic Prayer-What? Where? How? When? Why? What do Christians believe Jesus did to ‘save’ Human Beings? | How do Christians decide how to live? What would Jesus do?What will make our community in Sandwell a more respectful place? |
| Statutory subject in all year groups.Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. |