**Year 5 Curriculum Overview**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 literary  heritage 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 materials  Animals including humans and life cycles | | Reproduction  Reversible 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 statue  Focus 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 rugby  Gymnastics  Swimming | | Dance  Orienteering | | Rounders  Athletics | |
| **German** | | Mini topic – First day at school  Recap of LKS2 German  About me  Egypt | | Solar System  Transport | | Houses  Language 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. | | | | | |