



Leen Mills Primary School
Year 5 Curriculum Overview



KS 2	Autumn		Spring		Summer	
Year 5	1 6 Weeks	2 8 Weeks	1 6 Weeks	2 5 Weeks	1 6 Weeks	2 7 Weeks
Topic/events.	Where have you Been? Postcards/maps from the summer holidays.	The Vikings are Coming. Meet the Viking day Hrothgar The Viking visit.	Chocolate. Meet the Mayans. Visit to Cadbury World. Enterprise Week.	Wild, wild west. PGL	Life is a Rollercoaster. Theme Parks.	The first Olympics. The Ancient Greeks. Sporting Heroes.
English	<i>Window</i> by Jeannie Baker <i>Belonging</i> by Jeannie Baker <i>Wonder</i> by R.J. Palacio.	<i>Beowulf</i> by Michael Morpergo. <i>BBC Viking sagas.</i> BBC videos. Non-chronological report writing - Viking theme.	<i>Charlie and The Chocolate Factory</i> by Roald Dahl. Comparison of film and text. Poetry. Persuasive writing. Adverts for Enterprise Week.	<i>Beetle Boy</i> by M.G. Leonard. Poetry Slam - performance poetry.	Instructions & explanations of rollercoaster rides. <i>Until I met Dudley</i> by Roger McGough & Chris Riddell Poetry by heart. <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg.	<i>Who let the Gods Out?</i> By Biographies and Auto biographies. <i>The Great Mouse Plot.</i>
Grammar	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - Verb prefixes [for example, dis-, de-, mis-, over- and re-] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 					

	<p>- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>- Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity</p>					
<p>Maths Focus Maths program.</p>	<p>Place value and decimals.</p> <p>Addition and subtraction including problems.</p> <p>Geometry including angles.</p> <p>Measure, including perimeter and area.</p>	<p>Addition & subtraction including statistics.</p> <p>Multiplication & division including problems, factors & multiples.</p> <p>Compare, order & find equivalent fractions.</p> <p>Statistics, time & measure.</p> <p>Place value.</p> <p>Roman numerals & negative numbers.</p>	<p>Addition & subtraction including problems.</p> <p>Multiplication & division.</p> <p>Measures & area.</p> <p>Geometry.</p> <p>Reflection & translation.</p>	<p>Geometry. 2D & 3D shape.</p> <p>Fractions.</p> <p>Measures, area & volume.</p>	<p>Statistics & measure.</p> <p>Place value.</p> <p>Fractions.</p> <p>Measures & time.</p> <p>Addition & subtraction.</p>	<p>Multiplication & division.</p> <p>Place value</p> <p>Addition & subtraction.</p> <p>Fractions.</p> <p>Measures, mass, volume & capacity.</p> <p>Geometry, area & volume of shapes.</p>
<p>History</p>		<p>Vikings Key Skills - Viking struggle for the kingdom of England.</p>	<p>Mayans Key Skills - Non European society that contrasts with British history</p>			<p>Olympics Key Skills - Ancient Greece life achievements and influence</p>

		<ul style="list-style-type: none"> - Understand how knowledge of the past is constructed from different sources - Regularly address and sometimes devise historically valid questions 	<ul style="list-style-type: none"> - Continue to develop chronologically secure knowledge - Regularly address and sometimes devise historically valid questions 			<ul style="list-style-type: none"> - Continue to develop chronologically secure knowledge - Regularly address and sometimes devise historically valid questions
Geography	Mapping. Key skills. <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			Key Skills <ul style="list-style-type: none"> - Locate world countries using maps to focus on South America - 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 South America. 		

<p>Science</p>	<p>Earth and Space Key Skills</p> <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 - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Animals including Humans Key Skills</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. 	<p>Changes of materials Key Skills</p> <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties. - 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. - Give reasons, for the particular uses of everyday materials. - Demonstrate that dissolving, mixing and changes of state 	<p>Living things and habitats Key Skills</p> <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. 	<p>Forces Key Skills</p> <ul style="list-style-type: none"> - 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. 	<p>Famous Scientists.</p>
----------------	---	--	--	--	--	----------------------------------

			are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.			
Art/DT	Collage Andy Goldsworthy. Natural collage.	Healthy Living, Comparing modern diet with Viking diet. Clay models.	Design & making chocolate & packaging.	Watercolour.	Design & make own ride.	Famous Artists.
Computing	E Safety, creating an e safety website.	Design and make Viking animation & game.	Advertising for chocolate.	Creating graphs & spreadsheets linked to data relating to South America.	Programming with CAS.	Evaluating digital content. Research & create a digital presentation of a famous person.
	E-safety Key skills - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
French	The planets.	Presenting myself.	At the Café.	Do you have a pet?	The weather.	The Olympics.
PE	Invasion Games Children should learn:- •To consolidate	Dance Children should learn:- •To dance in group unison, following the	Gymnastics Children should learn:- •Shapes and supports- To	Apparatus Children should learn:- •To explore different ways of	Net/Court/Wall Games Children should learn to:- •To develop the range and	Striking and Fielding Children should learn:-

	<p>existing skills and develop new ones</p> <ul style="list-style-type: none"> •To select and apply skills more consistently in specific invasion activities and games •To select and apply basic invasion principles and adapt them to different situations •To use information to evaluate their own and others work. 	<p>set street dance choreography.</p> <ul style="list-style-type: none"> •To be able to work co-operatively with a small group to create a dance •To be able to select movements to create a dance and understand its structure •To practice, rehearse and refine the whole dance, with clear starting and ending positions. •To look critically at their own and others work to recognise what is good and what could be improved. 	<p>explore different shapes and supports on the mats.</p> <ul style="list-style-type: none"> •Travels- To work alongside a partner, experimenting with different ways of travelling across the mat. •Balancing-To work on counter balance and counter tension with a partner. •To use their understanding of the sequence skills, to select appropriate one's to create an individual full sequence. 	<p>travelling over the apparatus.</p> <ul style="list-style-type: none"> •To begin putting full sequences together whilst travelling along the apparatus Jumps from height To learn to land safely whilst jumping from the apparatus. •Balancing across the apparatus. Experimenting with balancing using different body parts. 	<p>consistency of their skills in Tennis activities</p> <ul style="list-style-type: none"> •To release the ball from different angles and send it at different angles •To work in pairs or small groups to develop attack and defence in net games •To evaluate performance and explain what needs improving 	<ul style="list-style-type: none"> •To develop their range of bowling, striking and fielding skills •To experience all roles in small sided striking and fielding games •To play the rules and adapt basic tactics to use them in a range of games •To recognise strengths and weaknesses in their own performance.
--	--	---	---	---	---	---

Music	<p>Violins Children will learn a wide range of warm up exercises, assembly/topic songs, maths and PSHE songs. Children will learn:</p> <ul style="list-style-type: none"> - the features of a violin and how to look after it. -to hold it properly and pluck a sound -the strings names, EADG to sing clap and play simple rhythm patterns. -musical terms, ie crotchet, quaver rest and pizzicato how to prepare and use the bow (to play arco) -to follow a musical score and play when appropriate. 		<p>Violins Children will learn a wide range of warm up exercises, assembly/topic songs, maths and PSHE songs. Children will learn</p> <ul style="list-style-type: none"> -to play pizzicato and arco. to sing clap and play simple rhythm patterns. -musical terms ,ie crotchet, quaver, minim and rests -to be able to recognise a musical stave and basic notation. to be able to follow a melody line and play along. -to play individually and in a group. -to compose their own simple tunes and perform to others. -to evaluate their own work and positively assess others performances. 		<p>Guitars Children will learn a wide range of warm up exercises, assembly/topic songs, maths and PSHE songs. Children will learn:</p> <ul style="list-style-type: none"> -the features of a guitar and how to look after it. -the correct positioning and how to pluck a sound. -the string names EADGBE -to use musical terms when learning new songs on this new instrument. -to improvise using notes they know within in a musical structure. 	
PSHE SEAL programme.	New Beginnings	Getting on and Falling Out Anti-Bullying Week	Going for Goals	Good to be ME	Relationships	Changes