

## Year 5 Curriculum Overview

This overview has been written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school, it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community, we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

### Year 5 Curriculum Intent:

In Year 5, we encourage learners to have confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Our curriculum aims to provide a broad and balanced education for all students that inspires and challenges them to aspire to high achievement. We develop key skills such as teamwork; independence, resilience; responsibility; and communication through the use of The Gem Project and we encourage children to be tolerant, respectful and understanding. We aim to encourage children to respect their rights and the rights of others around them. We prepare children for statutory assessments and their next steps in their education.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>English</b>	<p>Viking Boy (Books from other cultures and traditions) Extended narrative, Non - chronological report, Formal/Informal letter.</p> <p>Poetry - <i>The Highwayman</i> by Alfred Noyes <i>Maggie and the Dinosaur</i> by Dave Ward <i>Me and my Brother</i> by Michael Rosen</p>	<p>The Giant's Necklace Persuasive writing, non-chronological report writing, biography writing</p>	<p>The Chocolate tree (linked to Mayans history - Myths, legends and traditional stories) Newspaper report</p> <p>Poetry – <i>Cinquains Birds of a Feather</i> by Bernard Young <i>School Trip</i> by Tracey Blance <i>Yo You</i> by Angela Topping <i>Tankas Silver Aeroplane</i> by John Foster <i>Red</i> by Coral Rumble</p>	<p>The Jamie Drake Equation – Alternative point of view in the style of the author</p> <p>The Sleeper and the Spindle Alternative narrative Play script</p>	<p>The Boy at the Back of the Classroom (Narrative – Settings, character &amp; atmosphere) Diary writing. Informal letter writing Narrative - settings, character &amp; atmosphere.</p>	<p>Rhyming Poetry <i>Kicking up Leaves</i> by Matt Simpson <i>My Brother Bert</i> by Ted Hughes <i>Where do all the teachers go?</i> By Peter Dixon <i>Alien's Stole my Underpants</i> by Brian Moses <i>The Bonfire</i> by Eleanor Farjeon</p> <p>King Kong – Job descriptions, letters, dialogue, missing scene 'in the style of...' Newspaper report</p>
<b>Maths</b>	<p>Number, Addition, Subtraction, Multiplication and Division</p>	<p>Statistics Measurement: Perimeter and Area</p>	<p>Number: Multiplication and Division. Fractions.</p>	<p>Number: Decimals and Percentages. Consolidation.</p>	<p>Consolidation. Number: Decimals. Geometry: Properties of Shape, Position and Direction.</p>	<p>Measurement: Converting Units. Volume.</p>
<b>Science</b>	<p>Properties and changes of materials To compare and group together everyday materials on the basis of their properties, and response to magnets. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated. To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>		<p>Forces and Gravity To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth and Space To describe the movement of the Earth, and other planets, relative to the Sun. To describe the movement of the Moon relative to the Earth. To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Living Things and habitats To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.</p>	<p>Animals inc. humans – To describe the changes as humans develop to old age.</p> <p>Scientific Enquiry Children led investigation – decided by the children's interests. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>
<b>RE</b>	<p>Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?</p>	<p>Themes of Christmas</p>	<p>What Christians believe about God?</p>	<p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed in the home?  Why do people use rituals today?</p>	

History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Were the Vikings really vicious?</b>  <b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066  <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  To identify events that changed history.  To begin to offer explanations about why people in the past acted as they did.  <b>Who was making history in faraway places in the year 1000?</b>  <b>NC ref:</b> non-European society that provides contrast to British history  <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.  <b>Suggestion:</b> Mayans.</p>		<p>A local history study/Modern Britain - to show similarities and differences between different periods.</p> <p><b>School designed unit – e.g. historic environment enquiry</b>  <b>NC ref:</b> local history study  <b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>	
Geography		<p>What shapes my world? Processes and key features shaping places and human experiences  Focus: weather, water, tectonics, biomes and climate zones</p> <p>NC: To describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To locate the world's countries.</p>		<p>Where could we go? Fantastic Journeys.  Focus: key countries and features of the world.  Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.</p> <p>To identify 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).</p>		<p>Human geography:  To identify types of settlement  Where has my food come from?  Origins of key foods.  Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/questionnaire and impact evaluation.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>

						methods, including sketch maps, plans and graphs, and digital technologies.
Art	<p>Sculpture Antony Gormley To improve the mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>		<p>Painting and drawing. Van Gogh Post Impressionism To know about great artists, architects and designers in history. To create sketch books to record observations and use them to review and revisit ideas.</p>		<p>Printing Monoprinting David Hockney and Tracey Emin. To create sketch books to record observations and use them to review and revisit ideas.</p>	
D.T.		<p>Textiles To research and develop design criteria to inform the design of products. Children can create products using pattern pieces and demonstrate an awareness of seam allowance. Children are to use a blanket stitch. Use design criteria to evaluate a product-identifying both strengths, areas for development and evaluating whether the product if fit for purpose. Consider the views of others, included intender user, whilst evaluating their product. Suggest improvements that could be made, considering materials and methods that have been used.</p>		<p>Mechanisms To research and develop design criteria to inform the design of products. Begin to develop an understanding that mechanical systems such as levers, linkages or pneumatic systems can create movement. Begin to incorporate levers and linkages into their products. Use design criteria to evaluate a product-identifying both strengths, areas for development and evaluating whether the product if fit for purpose. Consider the views of others, included intender user, whilst evaluating their product. Suggest improvements that could be made, considering materials and methods that have been used.</p>		<p>Food To research and develop design criteria to inform the design of products. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking. Use design criteria to evaluate a product-identifying both strengths, areas for development and evaluating whether the product if fit for purpose. Consider the views of others, included intender user, whilst evaluating their product. Suggest improvements that could be made, considering materials</p>

						and methods that have been used.
Computing	<p>Scratch, Microsoft Powerpoint, Website Review</p> <p>To design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.</p> <p>To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>To 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>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors</p>	<p>Tourist Website</p> <p>To 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 resending data and information.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Online Searches, Microbits</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>To design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.</p> <p>To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>E-Safety</p> <p>To design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To 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>E-Safety</p> <p>To 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>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Media Choices, Scratch, E Safety</p> <p>To 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>To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>

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PE	<p>Hockey/SAQ To 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</p> <p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>Core task – Calling the Shots</p>	<p>Football/SAQ To 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</p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>Coe task – Fives and Threes</p>	<p>Gymnastics/Swimming/SAQ To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>To swim competently and confidently over at least 25 metres.</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>Core Task – Acrobatics Gymnastics</p>	<p>Dance/Swimming/SAQ To perform dances using a range of movement patterns (compose, perform, appreciate).</p> <p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>To swim competently and confidently over at least 25 metres.</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>Core Task – Indian Delight - Jai Ho</p>	<p>Athletics/OAA To learn to use, running, throwing and jumping in isolation and in combination</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>Core Task – Distance Challenge and Take Aim <u>OAA</u> To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Core Task – Where am I?</p>	<p>Rounders/OAA To use running, throwing and catching in isolation and combination.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Core Task – Zone Rounders</p>
Music	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.</p>	<p>To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.</p>

	<p>with increasing aural memory. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimension of music. To use and understand staff and other musical notations. To develop an understanding of the history of music <b>Livin' on a Prayer</b> (unit on Charanga)</p>	<p>To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimension of music. To use and understand staff and other musical notations.  <b>Reflect, Rewind and Replay</b> (unit on Charanga)</p>	<p><b>Samba Beats (DCMS)</b></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.  <b>Samba Beats (DCMS)</b></p>	<p>accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimension of music. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.  <b>Make You Feel My Love</b> (unit on Charanga)</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimension of music. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.  <b>Dancing in the Street</b> (unit on Charanga)</p>
Languages	<p>Italian To consolidate the learning of the Italian language from Y3/4 and to use this knowledge as a building block to explore the language at greater depth.</p>	<p>Italian To consolidate the learning of the Italian language from Y3/4 and to use this knowledge as a building block to explore the language at greater depth.</p>	<p>Mandarin To further explore a non-European language which uses unfamiliar sounds and characters as opposed to the Roman alphabet and to explore an Asian culture through its flag and colour choices. To learn simple phrases to be able to ask and answer basic questions. To learn basic 'survival' phrases.</p>	<p>Italian To consolidate the learning of the Italian language from Y3/4 and to use this knowledge as a building block to explore the language at greater depth.</p>	<p>Italian To consolidate the learning of nouns and adjective agreement.</p>	<p>Italian To learn vocabulary to describe physical appearance and character.</p>
RR	<p>Article 1 – Everyone under the age of 18 has all the rights in the Convention. Article 2 – The Convention applies to every child</p>	<p>Article 14 – Every child has the right to think and believe what they choose and also to practise their own religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>Article 24 – Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay</p>	<p>Article 7 – Every child has the right to be registered at birth, to have a name and nationality and as far as possible to know and be cared for by their parents. Article 12 – Every child has the right to express their</p>	<p>Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children. Article 42 – Governments must actively work to make sure children and adults</p>	<p>Article 38 – Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care</p>

	<p>without discrimination. Article 6 – Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>	<p>Article 15 – Every child has the right to meet with other children and to join groups and organisations. Article 16 – Every child has the right to privacy. The law should protect the child’s privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.</p>	<p>healthy. Richer countries must help poorer countries achieve this. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 17 – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p>	<p>views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.</p>	<p>know about the Convention. Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p>	<p>for children affected by war and armed conflicts. Article 32 – Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate. Article 4 – Governments must do all they can to make sure every child can enjoy their rights by creating and passing laws that promote and protect children’s rights.</p>
PSHE/RSE	<p>‘Being Me In My Own World’ Learn about being a citizen of their country. Understanding their rights and responsibilities and how my actions can affect others.</p>	<p>‘Celebrating Difference’ Learn about different cultures, racism, rumours and types of bullying.</p>	<p>‘Dreams and Goals’ Think about dream lifestyles when they grow up and investigate different jobs/careers.</p>	<p>‘Healthy Me’ Learning about the risks of smoking and alcohol. Identifying how social media can impact on body image.</p>	<p>‘Relationships’ Understanding your rights and responsibilities in an online community. Being able to explain how to use technology safely.</p>	<p>‘Changing Me’ To be aware of their own self-image and learn ways to develop self-esteem.</p>
Cultural Capital	<ul style="list-style-type: none"> <li>• Opportunities to taste and cook foods from a range of countries and cultures</li> <li>• Communicating with children and adults in and from other countries</li> <li>• International Schools Award Projects</li> <li>• Durham University</li> <li>• Children’s University</li> <li>• Samba beats drumming and percussion</li> <li>• Historical visits real/virtual</li> <li>• STEM days and activities</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• Author visits- real/virtual</li><li>• 'Visit' a farm and carry out fieldwork regarding food production and distribution</li><li>• Meet, learn and perform alongside children from other schools</li><li>• Perform in front of an audience</li><li>• Visit places of worship- real/virtual</li><li>• Opportunities to learn about equality and diversity</li></ul> |
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### **Potential Enrichment Opportunities**

#### **Autumn Term**

- Sarah McCallister to come in and work with children and explain nutrition choices and allergen importance – link to Vikings.
- Author visit – virtual or read
- Durham 4Schools - Viking Workshop
- Geography enrichment – trip to Nose's Point
- Science Week - Captain chemistry – Properties of materials

#### **Spring Term**

- Enrichment science – trip to planetarium

#### **Summer Term**

- Festival Day - Singing of Festival songs in preparation for performance at Festival Day.
- Enrichment opportunity geography – Virtual tour of farm
- Durham 4Schools – Local Study Workshop