

**Year: 5**

# Curriculum Overview 2022-2023

**Term: Autumn**

	<b>Autumn 1: Overview Title</b> Surviving Pompeii							<b>Autumn 2: Overview Title</b> Magma and Stars							
<b>Class Novel</b> Storm Keeper's Island	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>English Book</b>	Saving Pompeii							The Highwayman							
<b>English - Genres</b>	Dramatic Conventions							Classic Narrative poem							
<b>English - Knowledge/ Skills</b>	<ul style="list-style-type: none"> <li>To write a piece of descriptive text</li> <li>Write a paragraph explaining how the people of Pompeii might have felt during the eruption and what they thought might be happening. (C)</li> <li>Design a poster showing non-fiction text features.</li> <li>Persuasive writing – persuade people to leave Pompeii</li> <li>Produce an information sheet on volcanoes</li> <li>To use synonyms and antonyms</li> <li>To give definitions and sort words into word classes.</li> <li>Harvest poetry.</li> <li>Detailed character description of volcano fire god.</li> <li>Create expanded noun phrases.</li> <li>Planning fire god adventure story.</li> <li>Begin writing.</li> <li>Modal verbs - identify</li> <li>Complete Volcano God story</li> <li>Modal verbs – use</li> </ul>							<ul style="list-style-type: none"> <li>To find definitions of old words.</li> <li>Prepositions.</li> <li>Plan story empathising with the soldier.</li> <li>To use visual imagery to support my writing.</li> <li>Pronouns.</li> <li>Write up story</li> <li>Alliteration.</li> <li>Relative pronouns and clauses</li> <li>Using highwayman images.</li> <li>Similes and metaphor (describe the Moon)</li> <li>Identify author's language is used for dramatic effect.</li> <li>Using a thesaurus</li> <li>Write a diary entry as Bess describing her feelings for the Highwayman</li> </ul>							
<b>Science – Unit</b>	Forces							Earth and space							
<b>Science - Knowledge/ Skills</b>	<ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>							<ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>							
<b>History – Unit</b>								Medicine through the Ages							
<b>History- Knowledge/ Skills</b> SMSC								During the enquiry pupils will: <ul style="list-style-type: none"> <li>Describe and explain what the term <i>life expectancy</i> means and what change occurred in the average length of time a baby would be expected to live about 11,000 years ago;</li> <li>Compare and contrast sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840 and justify their views and opinions;</li> </ul>							

			<ul style="list-style-type: none"> <li>• Evaluate a range of original sources and reach a judgement regarding what people in Britain in 1665 considered to be the cause of the Great Plague and the actions they could take to cure those who had already contracted the disease and prevent others from catching it; (Spiritual, Social)</li> <li>• Describe what Edward Jenner discovered in 1796 and explain and evaluate the implications of his discovery for the future medical health of the people of Britain;</li> <li>• Identify, describe and sequence the main milestones in the history of medicine in Britain and explain and justify their ordering; (Spiritual, social)</li> <li>• Create their own timeline of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred;</li> <li>• Structure a piece of discursive writing to give meaning to their timeline through describing, explaining and evaluating the importance of the events that occurred and reaching a judgement which justifies their opinion about which they feel to have been the most significant. (Spiritual, social)</li> </ul>
<b>Geography - Unit</b>	How do <b>volcanoes</b> affect the lives of the people of Heimaey?		
<b>Geography Knowledge/ Skills</b>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <ul style="list-style-type: none"> <li>• Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day;</li> <li>• Using terrestrial and aerial photographs identify key features of a volcanic environment.</li> <li>• Draw a labelled sketch/diagram of how a volcano forms.</li> <li>• Using a world map of the distribution of earthquakes and volcanoes and a physical map identify where Sathor lives.</li> <li>• Identify, describe and compare and contrast the countries of Europe;</li> <li>• Political map- investigating the capital cities and population data.</li> <li>• Present data graphically and to scale to show capital city populations.</li> <li>• Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular;</li> <li>• Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region;</li> <li>• Labelled diagram /key features e.g. geysers, fishing ports, glaciers, geothermal power stations, puffin colonies, fjords etc</li> <li>• Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey;</li> <li>• Present features/compare and contrast geographical features of Fetcham area and Hiemay in a Venn diagram.</li> <li>• Using Historical maps showing Vikings expeditions, wind speed data and climate graphs, interpret and evaluate the reasons for so few trees.</li> </ul>		
<b>ICT – Unit</b>	E-safety	Creating Media – Vector drawing	Creating Media – Desktop publishing

ICT – Knowledge/ Skills	<ul style="list-style-type: none"> <li>I learn how to create secure passwords in order to protect their private information and accounts online.</li> <li>We work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can use google drawing to generate images using shapes and lines</li> </ul>	<ul style="list-style-type: none"> <li>Can use Excel to create a table of data, the use chart tools to create chart/graph.</li> <li>PowerPoint skills</li> <li>I can create a quiz using hyperlinks</li> </ul>
RE – Unit	How far would a Sikh go for his and her religion?		Is the Christmas story true?
RE - Knowledge/ Skills SMSC	<ul style="list-style-type: none"> <li>I can identify the different levels of commitment I show to different things and explain these priorities. (social, spiritual)</li> <li>I can make links between how Sikhs practice their religion and the beliefs that underpin this (social, spiritual, cultural)</li> <li>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show (social, spiritual, cultural)</li> </ul>	<ul style="list-style-type: none"> <li>I can start to explain how true could mean different things to different people and how stories can be true in different ways (Social, spiritual)</li> <li>I can start to explain the Christian belief that Jesus was the incarnation of God (social, spiritual)</li> <li>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians (social, spiritual)</li> </ul>	
PHSE – Unit	Being me in my world		Celebrating differences
PHSE - Knowledge/ Skills SMSC	<ul style="list-style-type: none"> <li>To understand that money has a different value in different countries and know why it is important to understand other currencies when I am visiting another country.</li> <li>I can face new challenges positively and know how to set personal goals (Social, C)</li> <li>I understand my rights and responsibilities as a British citizen (Social, C)</li> <li>I understand my rights and responsibilities as a British citizen and as a member of my school (Social, C)</li> <li>I can make choices about my own behaviour because I understand how rewards and consequences feel. (Social, M)</li> <li>I understand how individual behaviour can impact on a group (Social, M)</li> <li>I understand how democracy and having a voice benefits the school community and know how to participate in this (Social, M)</li> </ul>	<ul style="list-style-type: none"> <li>I understand that cultural difference sometimes cause conflict (C))</li> <li>To understand what racism is (M,C)</li> <li>To understand how rumour spreading and name calling can be bullying behaviour (Social, M)</li> <li>To explain the difference between direct and indirect types f bullying (Social, M)</li> <li>To compare my life with people in the developing world (C)</li> </ul> <p>To enjoy the experience of a culture other than my own (C)</p>	
ART- Unit	Monet and the Impressionists		WW1 Art
ART - Knowledge/ Skills SMSC	<ul style="list-style-type: none"> <li>To explore what Impressionism is and where and when it began. (C)</li> <li>To explore some of Monet’s landscape paintings.</li> <li>To explore Monet’s haystack series of paintings</li> <li>To explore Monet’s paintings of cities.</li> <li>To explore the artwork Monet produced in his later years at his garden in Giverny.</li> <li>To review the life and work of Claude Monet.</li> <li>To paint/ oil pastels/ water colours in the style of Monet. Local scenes</li> </ul>	<ul style="list-style-type: none"> <li>Battlefield silhouette art in the style of Jackson Pollock</li> <li>Poppy painting in the style of Georgia O’Keeffe</li> <li>To paint/ oil pastels/ water colours in the style of Monet. Local scenes</li> <li>To paint/ oil pastels/ water colours in the style of Monet. Local scenes</li> </ul>	Christmas Art activities
DT- Unit	na		
DT – Knowledge/ Skills			

PE- Unit	Invasion games/netball/ hockey				
PE - Knowledge/ Skills <b>SMSC</b>	<ul style="list-style-type: none"> <li>Understand there are different skills for different situations and begin to use these. (Social, moral)</li> <li>Move into space to help a team. Play in a range of positions and know how to contribute when attacking and defending. Pass, receive and shoot the ball with some control under pressure.</li> <li>Pass, receive and score a try with increasing control under pressure. Select the appropriate action for the situation. Create and use a variety of tactics to help a team. Create and use space to help a team. Select and apply different movement skills to lose a defender. Use marking, and/or interception to improve defending.</li> </ul>		<ul style="list-style-type: none"> <li>Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>Use strength and flexibility to improve the quality of a performance.</li> <li>Understand what counter balance and counter tension is and show examples with a partner. Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Suggest changes and use feedback to improve a sequence.</li> </ul>		
Maths	Number and place value	Addition and subtraction	Multiplication and division including multiples, factors and prime numbers	Fractions	Consolidation
	Geometry – properties of shapes		Perimeter and area		
Maths - Knowledge/ Skills	<p><b>The order that the objectives are taught may vary depending on the needs of the children</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>Count forwards or backwards in steps of power of 10 for any given number up to 1,000,000</li> <li>Round any number up to 1,000,000 to the nearest 10, 100,1000, 10,000 and 100,000.</li> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>Add and subtract numbers mentally with increasingly large numbers</li> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime numbers)</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two digit numbers</li> <li>Multiply and divide numbers mentally drawing upon known facts</li> <li>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</li> <li>Compare and order fractions whose denominators are all multiples of the same number</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>Draw given angles, measure them in degrees</li> <li>Identify angles at a point and one whole turn (total 360 degrees)</li> <li>Angles at a point on a straight line and ½ a turn (total 180 degrees)</li> <li>Other multiples of 90 degrees</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>Distinguish between regular and irregular polygons based on reasoning and equal sides and angles</li> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> </ul>				

<p><b>Further Learning and Cultural Capital Experiences</b>          Trips/          workshops/          speakers/          events/          assemblies/          themed days)</p> <p><b>SMSC opportunities have been highlighted in yellow</b></p>	<p>Harvest Community Celebrations led by pupil's and St. Mary's-RE          Charity Work- Children in Need          Nathan Ghinn Youth Worker Visit from St. Mary's-RE          Community Remembrance, Halloween and Christmas Project-Art/DT/RE          Charity Work-Save the Children          Fire Officer Visit from Surrey Fire Service- PHSE          Anti-bullying Week Activities and Workshop-PHSE          Brian Egles – Water rockets          Spacedome          See whole school calendar and children's learning passports.</p>
<p><b>Outdoor Learning</b></p>	<p>Brian Egles – water rockets          Earth and Space – plotting planets              Relative distances              Planet orbits          Lifecycles – changes over time          Maths – perimeter              area</p>