



2022-2023 Year 5 Curriculum - Engage, Challenge, Inspire

| | Term 1 (7 weeks 2 days) | Term 2 (7 weeks) | Term 3 (7 weeks) | Term 4 (7 weeks) | Term 5 (5 weeks) | Term 6 (6 weeks 4 days) |
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| Topic/ Theme | Ancient Greece: What legacy did the Greeks leave behind? | Roundheads vs Cavaliers: Why was Banbury significant in the Civil War? | Don't Mess with Texas: How is North America different to the UK? | Waning Woodland: When is a wood a forest? | The Mighty Jungle: Why are rainforests important? | Crime & Punishment: How did approaches to crime and punishment change over time? |
| Hook | Box Loan | Box loan & Debate | Holes - book & film | Grimsbury Nature Reserve | Video of tribes in the rainforests | Highwayman Experience Box Loan |
| Educational Visits/Visitors | UKS2 optional residential and ambitious offer for those staying behind | | Space Centre in Leicester | Grimsbury Nature Reserve | | |
| Final Outcome (English / Humanities / Science) | English: Character Descriptions. Humanities: Google Slides presentation about Greek gods. Science: investigation about forces/DT project on cams. | English: Humanities: Court case drama activity. Science: Double page spread/knowledge page about materials. | English: Holes - the playscript Humanities: Double page spread/knowledge page about Texas Science: Stop-motion animations of the solar system. (Crossover with Computing). | English: Balanced argument about HS2. Humanities: Debate about HS2. Science: Fact file about endangered local wildlife. | English: Explanation texts about made-up rainforest animals (apprentice). Humanities: Non-chronological report about rainforests layers and organisms living there. Science: Knowledge page about stages of human growth (independent) | English: Retelling The Highwayman as a narrative story. Humanities: Case study of Tudors or Victorians Science: Children to design their own investigation about changes of state. |

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| English | Reading | The Orchard Book of Greek Myths | Horrible Science Mindboggling Materials | Holes by Louis Sachar Slow Down: Bring Calm to a Busy World by Rachel Williams and Freya Hartas | A variety of non-fiction texts about Woods & Forests | Survivors (The Girl who Fell Out of the Sky) - Julianne Koepcke The Explorer - Katherine Rundell | Outlaw - Michael Morpurgo Reading Comprehension The Highwayman by Alfred Noyes |
| | Narrative | Character description of mythical creatures. (2 weeks) Retell Theseus and the Minotaur (3 weeks) | | Playscript retelling of Holes (3 weeks) | Setting description based on 'The Window'. (1 week) An informal letter based on 'The Window' - letter from the boy in the window. (2 weeks) | Telling a missing part of the story using speech to convey character. (2 weeks) | Re-tell The Highwayman as a narrative story. (2 weeks) |
| | Non-narrative | Non-chronological report about mythical creatures. (2 weeks) | Persuasive letter to Father Christmas about the best materials for... (wrapping paper, particular type of toy, his sleigh, his clothes...) | Phases of the moon explanation text (3 Weeks) | Balanced argument about the pros and cons of HS2. (3 weeks). | Explanation texts about creatures from the rainforests. (3 weeks) | Newspaper report about Robin Hood or The Highwayman. (3 weeks) |
| | Poetry | | Limericks about Civil War. (1 week) | Space Haikus (1 week) | Setting description poetry based on the window (1 week) | | |
| Maths | | Numbers & the number system (PV) (2 weeks) Counting and comparing 1 (2 weeks) Addition & Subtraction (2 weeks) | Calculating multiplication and division (5 weeks) Assessment Shape (1 week) | Exploring fractions, decimals, percentages. (3 weeks) Measuring space (2 weeks) | Investigating angles (2 weeks) Assessment Calculating fractions, decimals and percentages (3 weeks) | Calculating space (2 weeks) Checking etc (1 week) Mathematical movement (2 weeks) | Count and compare (1 week) Exploring time (1 week) Assessment Presentation of data (2 weeks) |

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| | | Visualising (1 week) | | | | | Preventing the gap/going deeper |
| | Real life links | <p>Measuring length, height and time (athletics).</p> <p>Real-life word problems involving addition and subtraction including money and measurement.</p> | Real-life word problems involving multiplication and division including money and measurement. | Chocolate bars/pizza fractions. | Real-life word problems involving fractions and percentages of money and measurement. | Calculating the area and perimeter of the classroom/field etc. | <p>Telling the time.</p> <p>Reading timetables for buses/trains.</p> |
| | Cross-curricular links | Ancient Greek word problems. | <p>Civil war word problems.</p> <p>Presenting data from science investigations - changes of state.</p> | <p>Drawing scale maps - measuring the perimeter.</p> <p>Space word problems</p> <p>Language of time and measurement in space work (Science).</p> | <p>Coordinates (Computing - Scratch, and Geography)</p> <p>Scale maps (Geography)</p> | <p>Map work (Geography)</p> <p>Large scale movement in PE using angle terminology, anti-clockwise, clockwise etc.</p> <p>Language of time in life-cycles work (Science).</p> | Presenting data from science investigations - changes of state |
| History | <p>Ancient Greece:</p> <p>To investigate Greece and place Ancient Greek civilisation in time.</p> <p>To investigate life in key Ancient Greece city states.</p> <p>To understand the religious beliefs of the Ancient Greek people and learn about some of the gods they worshipped.</p> | <p>Local study: Civil War in Banbury</p> <p>To explore key events in Banbury during the civil war (timeline).</p> <p>To investigate sites of significant interest in Banbury from the Civil War</p> <p>To understand the difference between primary and secondary sources.</p> | | | | <p>Crime & Punishment: Tudors vs Victorians</p> <p>To understand the significance of the Tudor period in Britain.</p> <p>To compare primary and secondary sources to understand Tudor crime and punishment.</p> <p>To investigate the societal differences between the Tudors and the Victorians.</p> | |

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| | <p>To understand how the Ancient Greeks influenced the modern world: a case study of the Olympic games.</p> <p>To compare different historical sources about the Trojan War and evaluate their uses.</p> <p>To explore and evaluate the legacy of the Ancient Greeks and their impact on the modern world.</p> | | | | | <p>To use primary and secondary sources to investigate different crimes and punishments in the Victorian period.</p> <p>To use a variety of sources to undertake a case-study about crime and punishment in either Tudor or Victorian times.</p> |
| <p>Geography</p> | | | <p>North America study To locate and identify key land features using an atlas, contextualising the location of our studied area.</p> <p>To plan a trip across the USA and identify the land features you would see or cross on your journey.</p> <p>To explore key geographical vocabulary, using the state of Texas as an example.</p> <p>To conduct and present a case study about a chosen state in the USA.</p> | <p>Woods & Forests To understand how to locate places on a map and create our own maps (including a scale map).</p> <p>To develop geographical enquiry skills - collect and record evidence, mapping skills (fieldwork).</p> <p>To use four-figure coordinates to locate places on OS maps.</p> <p>To begin to recognise some OS map symbols.</p> <p>To identify physical and human features of the local area.</p> | <p>Rainforests To understand where rainforests are located around the world and why.</p> <p>To understand the factors that define a tropical rainforest (climate).</p> <p>To describe the layers of a rainforest and the organisms that live there.</p> <p>To understand how people have used the rainforest for their settlements for centuries.</p> <p>To analyse why rainforests are so important to the planet.</p> | |

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| | | | <p>To compare Texas to Banbury.</p> | <p>To draw a plan view map and a sketch map using symbols and a key.</p> <p>To evaluate the impact that humans have on local woodland.</p> | <p>To recognise how and why the rainforests around the world are under threat and ways in which they can be protected.</p> | |
| <p>Science</p> | <p>Forces</p> <p>To identify prior knowledge and understanding of forces.</p> <p>To understand gravity as a force acting towards the centre of the planet/moon and to understand that the force of gravity varies depending on the size of the planet.</p> <p>To understand friction as a force acting between solid surfaces.</p> <p>To understand air resistance as a force acting between a solid surface and air.</p> <p>To understand water resistance as a force acting between a solid surface and a liquid.</p> <p>To apply knowledge of water resistance to answer a line of enquiry.</p> | <p>Materials</p> <p>To compare and group materials according to their properties.</p> <p>To investigate viscosity.</p> <p>To explore changes of state (heating / melting / evaporating / cooling / freezing / solidifying / condensing).</p> <p>To give reasons based on comparative and fair tests for the particular uses of everyday materials (thermal conductors/insulators)</p> <p>To investigate the advantages and disadvantages of everyday materials.</p> <p>To compare and group everyday materials according to their properties (hardness, strength, transparency,</p> | <p>Space</p> <p>To explore our understanding of the solar system and investigate the work of Nicolaus Copernicus.</p> <p>To be able to describe the movement of the Earth and other planets in relation to the Sun; make links to why a year is $365 \frac{1}{4}$ days and why we have leap years.</p> <p>To understand why we have day and night (and the apparent movement of the sun); explain why the Earth has seasons.</p> <p>To be able to describe the movement of the Moon relative to the Earth; explain why a month is roughly 28 days.</p> <p>To develop scientific enquiry skills.</p> | <p>Living things and their habitats</p> <p>To understand the main stages in the life-cycle of a flowering plant.</p> <p>To explore pollination.</p> <p>To explore the germination process.</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To explore the work of Jane Goodall or David Attenborough.</p> <p>To observe the life cycles of plants in the local area (start in term 2, finish in term 4).</p> | <p>Animals including humans (humans).</p> <p>To investigate the differences and similarities between children as they grow.</p> <p>To understand the changes to the human body during puberty (link to RSHE).</p> <p>To explore the stages of human life.</p> <p>To compare the gestation periods of a range of animals.</p> | <p>Changes of State</p> <p>To understand that some materials will dissolve in a liquid to form a solution and to investigate factors that affect solubility.</p> <p>To recognise that changes of state, dissolving and mixing are reversible changes.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>To understand that some changes result in the formation of new materials and that this kind of change is not (usually) reversible.</p> |

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| | | conductivity, magnetism). | | | | |
| RE | <p>Do Sikhs need the Guru Granth Sahib? To explore the ways in which we can communicate with each other.</p> <p>To investigate the Guru Granth Sahib.</p> <p>To investigate how Sikhs learn how to live.</p> <p>To investigate how the book is used in ceremonies.</p> <p>To compare how the Guru Granth Sahib, the Bible, the Torah and the Qu'ran are treated and used.</p> | <p>Does God communicate with man? To identify the concept of a message.</p> <p>To analyse different prophecies.</p> <p>To understand the angel's message at Jesus' birth.</p> <p>To understand what the prophecies said to Baby Jesus in the temple.</p> <p>To explore Luke and Matthew's perspectives on the Christmas Story.</p> | <p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <p>To explore the concept of a community.</p> <p>To investigate a Gurdwara building.</p> <p>To explore symbolism in the Golden Temple at Amritsar.</p> <p>To compare a Gurdwara with another religious place of worship.</p> <p>To explore how we could improve the school community.</p> | <p>Was the death of Jesus a worthwhile sacrifice? To explore the concept of sacrifice.</p> <p>To explore what Christianity teaches about sacrifice.</p> <p>To consider how the story of Jesus' sacrifice is re-enacted in the Eucharist.</p> <p>To investigate what Christians believe about the death of Jesus.</p> <p>To analyse Christians' beliefs about Jesus and his death on the cross.</p> | <p>Are you inspired? To understand the term inspirational.</p> <p>To explore how Jesus' disciples were inspired.</p> <p>To understand how Mother Theresa inspired others.</p> <p>To discuss how Sir Captain Tom Moore (or other person of relevance) was an inspirational person.</p> <p>To explore how to Holy Spirit influenced Fabrice Muamba's recovery.</p> <p>To justify how you can be an inspiration for others.</p> | <p>What's best for our world? Does religion help people decide?</p> <p>To consider why it is important to give thanks for food.</p> <p>To explore the concept of helpfulness.</p> <p>To explore models of helpfulness from religion.</p> <p>To explore charities which help people.</p> <p>To explore what we can do to make a difference in the world.</p> |
| Computing | <p>Networks, searching and the internet.</p> <p>To safely use the internet to research different topics.</p> <p>To safely use search engines.</p> <p>To understand how to use slides on Google Classroom.</p> | <p>Ebooks - Working safely online. Emails, searching the internet, password safety.</p> <p>To consider the advantages and risks of working online.</p> <p>To explore the controls in place to protect us online.</p> | <p>Animation - Stop Motion (iPads)</p> <p>To evaluate a stop-motion movie.</p> <p>To explore effective ways of creating motion using stop-motion animator.</p> <p>To explore how to incorporate backgrounds.</p> | <p>Scratch</p> <p>To understand how to produce a simple algorithm to draw shapes.</p> <p>To know how to produce a swimming fish.</p> <p>To use the sound category.</p> | <p>Microbits</p> <p>Continue to develop coding and de-bugging skills using a range of project tasks on a new interface.</p> <p>Cast a spell, squeak, press a button, and create an emoji.</p> | <p>Spreadsheets</p> <p>To understand how to input data into Google Sheets.</p> <p>To understand how to present data in a table.</p> <p>To understand how Google Sheets can be used as a calculator.</p> |

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| | To research and create slides explaining important facts about the Ancient Greek Olympic Games. | To explore what to do when something makes you uncomfortable. Use book-creator, create a guide to staying safe when working online. | To combine skills to produce an animation to explain how the solar system works. | To understand how to create a sprite. To know how to move a sprite to a specific coordinate (maze game). | | To use Google Sheets to solve a mathematical problem. |
| Design and Technology | <p>Moving games (cams)</p> <p>To understand how a cam mechanism works.</p> <p>To develop the design criteria for a moving toy with a cam.</p> <p>To develop prototype cams.</p> <p>To apply practical skills of cutting and joining.</p> <p>To analyse design ideas to evaluate a product.</p> <p>To select from and use a wide range of tools and equipment to perform practical tasks accurately.</p> | | <p>DT week</p> <p>(Space link)</p> <p>TBC</p> | | <p>Food from the forests</p> <p>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>To plan and cook my own rainforest recipe.</p> | |
| Art and Design | | <p>Sewing tree decorations (Decoration Day)</p> <p>To choose appropriate tools to cut and shape.</p> <p>To show an understanding of the quality of materials.</p> | <p>Gaudi's Lizard (3D) & collage</p> <p>To explore the art style of Antoni Gaudi.</p> <p>To design and plan a lizard sculpture.</p> <p>To create a lizard sculpture using clay.</p> | Sketching Trees | | <p>Printing</p> <p>To understand positive and negative space and how this affects printmaking.</p> <p>To explore printmaking techniques (monoprinting with positive and negative prints, collagraph)</p> |

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| | | <p>Use the qualities of materials to create suitable visual and tactile effects.</p> <p>To ensure products have a high quality finish using art skills where appropriate.</p> | <p>To paint a lizard sculpture in the style of Gaudi.</p> <p>To evaluate sculpture work.</p> | | | <p>printing, relief block printing in foam).</p> <p>To develop understanding of print design.</p> <p>To evaluate and improve design.</p> <p>To evaluate the printing process and the final piece of work.</p> |
| Music | <p>Harvest Festival</p> <p>LO: to memorise the tune and lyrics to a harvest song.</p> <p>LO: to sing with confidence and control.</p> <p>LO: perform using our voices with increasing accuracy, fluency, control and expression</p> <p>LO: reproduce sounds from aural memory.</p> <p>LO: appreciate a range of music from different traditions.</p> <p>LO: perform with confidence, accuracy and fluency.</p> | <p>History of Black music</p> <p>To explore the timeline of black music.</p> <p>To explore the role of slavery in early black music.</p> <p>To explore the development of the blues throughout music.</p> <p>To explore the development and spread of jazz.</p> <p>To understand how James Brown influenced funk music.</p> <p>To explore hip hop.</p> | <p>Looping and Remix</p> <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>South and West Africa</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Use and understand staff and other musical notations</p> | <p>Rainforest Music</p> <p>Identify structure and texture.</p> <p>Understand and explore how music is communicated, including through the inter-related dimensions: texture, structure and appropriate musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Musical Theatre</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> |
| PE | Dance - Harvest Dance | Health related exercise | Line Dancing | Swimming | Swimming | Cricket |

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| | <p>To explore the features of a West African Harvest Dance.</p> <p>To explore a dance motif for planting crops.</p> <p>To work collaboratively to create a dance section about harvesting crops.</p> <p>To explore flocking in a dance.</p> <p>To explore how to end a dance piece.</p> <p>To share and assess a piece of dance.</p> <p>Football</p> <p>To move with the ball.</p> <p>To kick/pass accurately.</p> <p>To receive and control the ball.</p> <p>To explore a range of attack and defence skills.</p> | <p>To record and compare scores.</p> <p>To develop a cardio circuit to improve aerobic fitness.</p> <p>To perform a flexibility circuit to develop flexibility.</p> <p>To perform a strength circuit to develop their strength.</p> <p>To perform an aerobic fitness circuit to develop aerobic fitness.</p> <p>Hockey</p> | <p>To explore the dance form - line dancing.</p> <p>To recall line dancing moves and apply them into a line dance.</p> <p>To develop understanding about movement associated with line dance.</p> <p>To evaluate line dancing performances.</p> <p>Badminton</p> <p>To hit the shuttlecock with accuracy</p> <p>To develop volleying skills</p> | <p>See plans from pool depending on stage.</p> <p>To understand pool safety and follow the rules of the pool.</p> <p>To float (with or without floats).</p> <p>To swim on our fronts (with or without floats).</p> <p>To swim on our backs (with or without floats).</p> <p>To tread water (with or without floats).</p> <p>OAA Outdoor Adventurous Activities</p> <p>To use a map of the school grounds to locate specific points.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> | <p>See plans from pool depending on stage:</p> <p>To understand pool safety and follow the rules of the pool.</p> <p>To float (with or without floats).</p> <p>To swim on our fronts (with or without floats).</p> <p>To swim on our backs (with or without floats).</p> <p>To tread water (with or without floats).</p> <p>Rounders</p> <p>To develop the consistency of throwing skills.</p> <p>To develop batting skills.</p> <p>To develop a range of fielding techniques.</p> <p>To develop and understanding of the rules of rounders</p> | <p>Athletics</p> |
| <p>PSHCE</p> | <p>Me and My World To know why our classroom/school has rules.</p> | <p>Keeping Me Healthy and Safe To know how to keep my body healthy</p> | <p>Relationships and Feelings 1 To be able to recognise when a</p> | <p>We're Different and that's Amazing!</p> | <p>The World Outside the Classroom</p> | <p>Relationships and Feelings 2</p> |

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| | <p>To be able to identify how I contribute to our class (strengths, weaknesses, self-worth).</p> <p>To know the ways in which I can take responsibility (home/in school).</p> <p>To know how to show good learning behaviour (learning powers).</p> <p>To know how social media can impact my mental health.</p> | <p>(personal hygiene, food, exercise).</p> <p>To understand what an allergy is and how it can be treated.</p> <p>To understand the concept of domestic violence (inc. what constitutes healthy family relationships and how to report concerns).</p> <p>To understand the signs of isolation and loneliness.</p> <p>SCIB focus.</p> | <p>relationship/friendship is making me unhappy.</p> <p>To understand early warning signs in different situations (substance abuse).</p> <p>To understand the impact of peer pressure.</p> <p>To be able to identify things that cause me stress.</p> <p>To understand the meaning of the mnemonic STOP.</p> <p>SCIB focus.</p> | <p>To understand that people have different points of view (NB focus on the concept).</p> <p>To understand that others' families may be different to my own (different family set ups).</p> <p>To understand ways in which we are all different (disabilities, Invictus Games, Paralympics).</p> <p>To understand how to show courtesy to those I disagree with.</p> <p>To understand the concept of stereotyping.</p> | <p>To be able to identify jobs I might be interested in.</p> <p>To understand that there may be challenges in me achieving my goals.</p> <p>To be able to suggest ways to care for our environment (saving water - how, impact).</p> <p>To be able to suggest ways to care for our community.</p> <p>To be able to plan a simple budget.</p> | <p>To know that family relationships are not always easy (where to turn is feeling unsafe/unhappy).</p> <p>RSHE - puberty (revision of science from term 5).</p> <p>To be able to share my feelings about moving into year 6.</p> |
| French | <p>Formal and informal greetings, Write your name and age accurately, introduce someone else, recall numbers to 31, use singular form of verb 'aller', ask questions beginning with 'Comment...?', describe modes of transport to come to school</p> | <p>Know nouns for pet animals, explain what pets you have and ask others what pets they have, use negative structures, learn a story 'les citrons ne sont pas rouges', know that adjectives (usually) agree with the noun they are describing, build sentences based on the story read</p> | <p>Know nouns for parts of the head and body, describe monsters, build sentences using numbers and adjectives (colours, sizes) and nouns to describe own monsters</p> | <p>Describe people's hair and eyes, describe yourself and family members, understand how the definite article (the) is used differently in French to English, know about the celebration of Easter in French-speaking countries</p> | <p>Know the names for some wild animals, learn and retell a story 'Ours brun, ours brun', build sentences with the verb 'voir' using the story as a model</p> | <p>Learn and retell a story 'Cher zoo', recognise common regular verbs in past tense, know how to use adjectives for character, build sentences with the verb 'envoyer' using the story as a model</p> |
| Whole School Enrichment | <p>Art Week - British Wildlife art</p> | <p>Maths Week - Incl. Times Table Competition</p> | <p>Aspirations Week DT Week</p> | <p>Science Week Book Week</p> | <p>Eid-Al-Fitr</p> | <p>Sports Day</p> |

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| | <p>Cross Country</p> <p>Y5 /6 Residential</p> <p>Harvest Festival</p> <p>Eco Week</p> | <p>Prayer Space</p> <p>Christmas Read Around</p> <p>KS1 Christmas Production</p> <p>Carol Service</p> | <p>Read Around</p> <p>Family Food Festival</p> | <p>Y3/4 Production</p> <p>Holy Week</p> | <p>Times Timetables</p> <p>Champions' Week</p> <p>LKS2 Residential</p> <p>Global Learning Week including</p> <p>Read Around - Story from another culture</p> | <p>School Summer Fayre (PTFA)</p> <p>Y6 Production</p> <p>Eid Al- Adha</p> |
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