

Our Lady of Perpetual Succour Catholic Primary School



Year 5 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Domestic church family: Ourselves. Who am I? Baptism/ confirmation belonging: Life choices. Is commitment important? Other Faith: Judaism Advent/ Christmas loving: Hope What does it mean to live in hope?		Local church community: Mission Do we all have a mission in life? Eucharist relating: Memorial sacrifice Why do we need memories? Lent/Easter giving: Sacrifice Why do we need to make sacrifices?		Pentecost serving: Transformation How can energy transform? Reconciliation Inter-relating: Freedom & responsibility How do rules bring freedom? Other Faith: Sikhism Universal Church world: Stewardship. Can I be a steward of creation?	
English Texts/Writing Genres	'Cosmic' by Frank Cottrell-Boyce Character descriptions, Setting descriptions, Haiku poems, diary entries, Persuasive advert, information leaflet, fact-file, chronological comic strip,	'The Buried Crown' by Ally Sherrick Setting descriptions, Poetry by heart, Recounts, Chronological report, Letters, Precis of longer passages.	'The Highwayman' by Alfred Noyes Narrative poems (The Highwayman) Themed poems Character profiles, Recounts, Non-chronological reports, Weather reports.	'Mr William Shakespeare's Plays' by Marcia Williams Great British writers: William Shakespeare – Shakespeare's legacy of language, word-play; Biography, Information text, Recount.	'Ma'at's Feather' by Juliet Desailly Hieroglyphic messages, Poetic incantations, Traditional narrative, Glossary, Explanation text.	'Shackleton's Journey' by William Grill Persuasive writing, Diaries, Performance poetry, Non-chronological report, Balanced comparison text.

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	Diary entry.					
English Grammar	Brackets, dashes or commas to indicate parenthesis.	To use expanded noun phrases to convey complicated information concisely.	To use commas to clarify meaning or avoid ambiguity.	To convert nouns or adjectives into verbs.	To embed the use of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	To propose changes to vocabulary, grammar and punctuation in their writing to enhance effects and clarify meaning.
	Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	To use brackets, dashes or commas to indicate parenthesis.	To use hyphens to avoid ambiguity.	To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	To use a colon to introduce a list.	To revise, understand and use the terms:
	Understand linking devices across paragraphs to build cohesion including adverbials of time, place and number.	To master and deepen the use of direct speech (including punctuation within and surrounding inverted commas).	To use the perfect form of verbs to mark relationships of time and cause.	To use modal verbs or adverbs to indicate degrees of possibility.	To punctuate bullet points consistently.	• Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • ambiguity
	Spell some words with silent letters.	To understand verb prefixes.	To use the perfect form of verbs to mark relationships of time and cause.	To spell homophones	To spell words To spell words ending in 'shus' spelt –'cious' and then 'tious'.	
	Spell words with further prefixes		To spell words with the suffixes: 'cious', 'tious', 'cial', 'tial'		To distinguish between homophones and	

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	and suffixes and understand the guidance for adding them, such as: the letter string 'ough' and ending in 'ible', and 'able'.	To use knowledge of morphology and etymology in spelling. To be able to spell words ending in 'ibly', 'ably'. To spell words with the 'ee' sound spelt 'ei'.	To spell words with silent letters, or are often confused	and other words that are easily confused such as verbs ending in 'se' and nouns ending in 'ce'. To spell further words ending in 'ent', 'ence', 'ency' 'ant', 'ance' 'ancy' To spell further words with double letters.	other words that are often confused. To spell words that have letters that are not silent but they are quiet, such as 'average', 'vegetable' etc. To spell words Words ending in shul spelt -cial or -tial.	To spell words using knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically. To use further prefixes and suffixes and understand the guidance for adding them
Maths	Number and Place Value: Numbers to 1 million Calculations: Four Operations on Whole Numbers	Calculations: Multiplication and Division. Word problems with all four operations. Statistics: Graphs	Fractions, Decimals and Percentages: Fractions Mid-year Tests Fractions, Decimals and Percentages: Decimals	Mid-year Tests Fractions, Decimals and Percentages: Percentages Geometry – Properties and Shapes: Geometry	Geometry – Position and Direction: Position and Movement Measurement: Measurements Measurements: Area and perimeter	Measurement: Area and perimeter Measurements: Volume Number and Place Value: Roman Numerals

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Science	Mission Control Earth and space: Describe the shape and movements of the Earth, Sun, Moon and other planets. Describe why day turns to night. Explain the phases of the moon.	WW2 Light: Recognise light travels in straight lines. Light travels from light sources shadows.	In Your Element Earth, Air, Fire, Water: Forces – gravity air resistance, water resistance and friction.	In Your Element Earth, Air, Fire, Water: Forces – pulleys and gears (simple machines)	The Egyptians Animals including humans: Describe how humans change as they age.	North America Living things and their habitats: Life Cycles
Computing	Computing systems and networks Unit 1: Sharing Information Identifying and exploring how information is shared between digital systems.		Creating media Unit 3: Video Editing Planning, capturing, and editing video to produce a short film.	Programming A Unit 5: Selection in Physical Computing Exploring conditions and selection using a programmable microcontroller.	Programming B Unit 6: Selection in Quizzes Exploring selection in programming to design and code an interactive quiz.	Data and information Unit 4: introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.
History/Geography	Geography: Planet Earth	History: WW2	Geography: In Your Element	History: In Your Element	History: The Egyptians	Geography:

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	Locate and name places and describe their location in terms of the equator and the tropics of cancer and Capricorn. use large and small scale maps. History: Identify and sequence key events of time studied – Space Age.	Examine causes and results of great events and the impact on people. Use evidence to build up a picture of a past event, by identifying primary and secondary sources. Geography: Locate countries involved in WW2.	Weather – climate zones in relation to the poles and equator, Beaufort scale Fault lines, Main cities along the canal network.	The development of the canal network. Significant British events and figures - engineers - local links.	Find out the key dates, characters and events of time studied. Use a range of sources including primary and secondary. Geography: Use a variety of maps to locate key areas including the Nile.	Continent of North America Range of climates. The physical and political characteristics of the continent. History: Identify the key historical figures in the development of the USA.
Art/DT	Art: Charcoal and oil pastels of moon and mixed media of planets including textiles. Investigate, research and test and adapt ideas	DT: CAD design – WW2 designing and making clothes.	Art: Interpretation of the elements using a variety of media. HPAN artwork.	DT: Mechanical systems – pulleys and gears. Art: Interpretation of the elements	Art: Egyptian sarcophagus, decoration. DT: Clay Canopic jars.	Art: Focus on the American artist Jackson Pollock. DT: Textiles – making animals

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	using a sketchbook. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.			using a variety of media.		
Music	Musical Instruments – Play, Composing and Improvising ‘Sing and play in different styles’ unit step 1 and 4 ‘Melody and Harmony’ unit step 1 and 3.	Listening & Understanding Symphony No. 5 – Beethoven Hallelujah from Messiah – Handel (Compare and contrast the songs)	Singing In this topic the children will compare and contrast different genres looking at time signatures composition and chords.	Musical Instruments – Play, Composing and Improvising This topic considers ‘texture’. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	Listening & Understanding This topic explores musical improvisation. To consider an ‘interval’ in music composition.	Singing – Battle of the Bands Singing and listening are at the heart of this unit. The children will play, improvise and compose, copying back complex melodic patterns as a call and response exercise, both aurally and visually.
PE	Hockey Forest Schools	Gymnastics Rugby	Swimming Tennis	Swimming Tennis	Swimming Dance	Swimming Handball

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French	Talking about Us Say and write an extended opinion about a school subject using a like/dislike verb.	Time in the city Say and write a simple sentence to describe what is in a town/city.	Healthy eating and going to the market Remember and say familiar fruit/veg nouns. Follow / give simple instructions for a recipe	Clothes, colours and fancy dress Can read and understand descriptive sentences about clothes, using descriptive nouns and adjectives.	Out of this World Use adjectives accurately to describe planets Read and understand simple facts about the planets.	At the seaside Language Puzzle Use sentence starters to create a sequence of sentences related to the seaside.
PHSE	Reflect on personal responsibility for maintaining good relationships. Explore ways of dealing with broken relationships and bringing about reconciliation. Harvest – collecting for the	Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships. Understand about a healthy lifestyle and the options and	Learn about sources of help and support for individuals, families and groups. Explore the meaning of friendship, trust and loyalty. Equality and Diversity week.	Recognise that actions have consequences for themselves and other, recognise others' feelings and put themselves in someone else's shoes. To be able to talk about relationships and how to seek	Learn how to manage feelings as they change. Investigate what is involved in bringing up children.	As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings Including menstruation. Explore different ways to respond to the gifts of creation- using a variety of media and experiences

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	Widnes food bank.	choices they make.	Children's Mental Health Week.	advice from significant adults.		Money week.
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