



Year Five ~ Curriculum Overview

Autumn Term

Religious Education 	Our gospel virtues for this term are: Grateful & Generous Attentive & Discerning This term's topics in RE will be: Unit A – CREATION - Know that there are two stories of Creation in the Book of Genesis. - Understand what being made in the image and likeness of God means and the responsibility to use our God given talents. - Know some reasons for praising God the creator of the world. Unit B - MIRACLES & THE SACRAMENT OF THE SICK - Know a number of miracles of Jesus and identify how his actions brought change to people's lives. - Know about some places of pilgrimage and prayer for the sick. - Understand that the Sacrament of the Sick is an important celebration for those who are ill. Unit C - ADVENT - Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. - They will know and discuss the messages of those who have proclaimed the coming of Christ. Prayers children will learn: The Memorare The Rosary
RSE ~ Life to the Full 	Relationship & Health Education Module One: Created and Loved by God To explore the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships: Unit 1 – Religious Understanding explores the Gospel story of the 'Calming of the Storm' (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulations.
English 	Class Reading Texts: Cosmic Frank written by Cottrell Boyce & Who Let the Gods Out Written by Maz Evans. Reading Comprehension Understand what they read by: - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Writing Texts: The Man Who Walked Between the Towers written by Mordicai Gerstein, Hidden Figures written by Margot Lee Shetterlyn & The Odyssey written by Gillian Cross. Vocabulary, Grammar & Punctuation - Using expanded noun phrases to convey complicated information concisely.

	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
Maths 	Place Value <i>In this unit, children will learn:</i> Roman numerals to 1,000. Numbers to 10,000. Numbers to 100,000. Numbers to 1,000,000. Read and write numbers to 1,000,000. Powers of 10. 10/100/1,000/10,000/100,000 more or less. Partition numbers to 1,000,000. Number line to 1,000,000. 10 Compare and order numbers to 100,000. Compare and order numbers to 1,000,000. Round to the nearest 10, 100 or 1,000. Round within 100,000. Round within 1,000,000.Count in 2s, 5s, 10s and 3s. Addition and Subtraction <i>In this unit, children will learn:</i> Mental strategies. Add whole numbers with more than four digits. Subtract whole numbers with more than four digits. Round to check answers. Inverse operations Multi-step addition and subtraction problems. Multiplication and Division <i>In this unit, children will learn:</i> Multiples. Common multiples. Factors. Common factors. Prime numbers. Square numbers. Cube numbers Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiples of 10, 100 and 1,000. Fractions <i>In this unit, children will learn to:</i> Find fractions equivalent to a unit fraction. Find fractions equivalent to a non-unit fraction. Recognise equivalent fractions. Convert improper fractions to mixed numbers. Convert mixed numbers to improper fractions. Compare fractions less than 1. Order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions with the same denominator. Add fractions within 1. Add fractions with total greater than 1. Add to a mixed number. Add two mixed numbers. Subtract fractions.

	Subtract from a mixed number. Subtract from a mixed number - breaking the whole. Subtract two mixed numbers.
Science 	Materials (Chemistry) • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. • 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, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Forces (Physics) • 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.
PE 	Gymnastics OAA (Outdoor Adventurous Activities) Yoga (Autumn Term One) Swimming (Autumn Term Two)
Geography 	Spatial Sense (Autumn Term One) <i>By the end of this unit, children will know:</i> • To be able to read and understand how to use a range of maps. • To understand that cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south. • To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres. • To use coordinates to locate places on a map. • To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface. • To interpret a relief map and know that it shows the height of land. Mountains (Autumn Term Two) <i>By the end of this unit, children will know:</i> • To know that a mountain is a large landform that rises above surrounding land. • To know that the Alps are the largest mountain range in Western Europe. • To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's tallest mountain (above sea level) • To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America. • To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range.
History 	Baghdad 900CE (Autumn Term One) <i>By the end of this unit, children will know:</i> • The Islamic Empire spread rapidly after Mohammad's death. • Baghdad is a city that was built a long time ago near the river Tigris by Caliph AlMansur was the leader of the Abbasid Caliphate.

	• Many people came to Baghdad to trade and to study. • Many important books were translated into Arabic by scholars in Baghdad. • In 1258 CE, Baghdad was invaded and much of the city was destroyed. The Early British Empire (Autumn Term Two) <i>By the end of this unit, children will know:</i> • Great Britain had an empire from the 16th to the 20th century. • Many monarchs were involved in growing the British Empire. • Britain traded with countries all over the world. • European trading nations increasingly fought over who controlled trade. • The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries. • When the Mughal Empire collapsed, European nations fought for control of India. • Britain was victorious during the Seven Years War and gained territory from France. • Britain gained land in North America, Africa, the Philippines and India.
Art 	Style in Art Artists: George Stubbs, Edvard Munch & Vincent Van Gogh • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing and painting with a range of materials • To know about great artists and designers in history. Islamic Art and Architecture Islamic Art: The Dome of the Rock, The Alhambra, the Taj Mahal and Hagia Sofia. • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay • To know about great artists, architects and designers in history.
Music 	This term, children will learn about: Pulse and Metre <i>By the end of this unit, children will:</i> • To explore steady beats known as 'pulse', and rhythm. • To explore how music is organised and look at music with 2, 3, 4 and 6 beats in a bar. • To recognise and identify how many beats are in each bar for different pieces of music. Timbre <i>By the end of this unit, children will:</i> • To know the basics of body percussion such as clapping and stomping rhythms. • To explore different rhythms in percussive music. • To compose and perform a body percussion piece.
Spanish 	This term, children will learn: To recall some basic greetings and how to say our name, as well as some simple vocabulary to describe yourself. To learn the months of the Year. Introduce yourself by your name, age and birthday. To say which country you live in and the language you speak. To learn six masculine and feminine pets and the indefinite articles 'un/una'. To learn about adjective position and agreement when describing a pet's colour.