



# St. Nicholas at Wade Primary School

## ◆ Year 5 Curriculum Overview ◆

2023-24



	Term 1 (7 Weeks)	Term 2 (6 Weeks)	Term 3 (6 Weeks)	Term 4 (6 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
<b>Cornerstones Driver</b>	A Child's War	Frozen Kingdom	Blood Heart	Pharaohs	Darwin's Delights	
<b>Enrichment / Engage</b>	Dover Castle	Iceberg Observation	Pig Heart Dissection	Living Histories Egyptian Workshop	Monkton Nature Reserve	
<b>Whole School</b>	Harvest	Remembrance	Chinese New Year / Pancake Day	Mother's Day / Easter / World Book Day	EID Sports Day	Father's Day Transition
<b>Guided Reading</b>	Rose Blanche / There's a Boy in the Girls' Bathroom	Shackleton's Journey	Pig Heart Boy	Floodland	The Last Wild	
<b>Talk for Writing</b>	<b>Please see detailed English Overview for a more detailed English overview, including SPaG coverage</b>					
	<b>Fiction:</b> Character and Dialogue  <b>Non-Fiction:</b> Discussion	<b>Fiction:</b> Setting and Atmosphere  <b>Non-Fiction:</b> Information	<b>Fiction:</b> Suspense  <b>Non-Fiction:</b> Recount (Newspaper)	<b>Fiction:</b> Action  <b>Non-Fiction:</b> Instructions	<b>Non-Fiction:</b> Persuasion  <b>Non-Fiction:</b> Recount - Autobiography	<b>Fiction:</b> Openings and Endings  <b>Non-Fiction:</b> Explanation
<b>Maths</b>	<b>In every term address children will receive additional teaching and recall activities, based on prior learning – 'Rapid Recall'</b>					
	Week 1-3: Number - <b>Place Value</b> Week 4-5: Number - <b>Addition and Subtraction</b> Week 6-8: Number - <b>Multiplication and Division A</b> Week 9-12 Number - <b>Fractions A</b>	Week 1-3: Number - <b>Multiplication and Division B</b> Week 4-5: Number - <b>Fractions B</b> Week 6-8: Number - <b>Decimals and Percentages</b> Week 9-10: Measurement - <b>Perimeter and Area</b> Week 11-12: <b>Statistics</b>	Week 1-3: Geometry - <b>Shape</b> Week 4-5: Geometry - <b>Position and Direction</b> Week 6-8: Number - <b>Decimals</b> Week 9: Number - <b>Negative Numbers</b> Week 10: Measurement - <b>Converting Units</b> Week 12: Measurement - <b>Volume</b>			
<b>RE</b>	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? <i>CORE LEARNING</i>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1)	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2)

**Courage**

**Resilience**

**Honesty**

**Kindness**

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<b>Science</b>		<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>- Give reasons for classifying plants and animals based on specific characteristics.</li> <li>- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>- Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>- Learn about an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – The Second World War.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – 1914 (Shackleton’s Antarctic Expedition).</li> </ul>		<ul style="list-style-type: none"> <li>Learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared - Ancient Egypt.</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>		<ul style="list-style-type: none"> <li>- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>- Human geography, including: types of</li> </ul>	

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	<p>- Name and locate the counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land - use patterns; and understand how some of these aspects have changed over time.</p>	<p>Meridian and time zones (including day and night).</p> <p>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>- Use maps, atlases, globes and</p>		<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
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		digital/computer mapping to locate countries and describe features studied.				
<b>Art</b>	Chalk Pastels – Blitz Pictures	Watercolours – Northern Lights  Block Printing – Inuit Art	Observational Drawings – Pig’s Hearts			Observational Drawings – Flowers and Wildlife
<b>Design Technology</b>	Anderson shelters				Clay – Hieroglyphics Canopic jars	
<b>Computing</b>	<b>Online Safety</b>	<b>Health and Wellbeing</b>	<b>Privacy and Security</b>	<b>Online Relationships</b>  <b>Online Bullying</b>	<b>Copyright and Ownership</b>  <b>Managing Online Information</b>	<b>Self-Image and Identity</b>  <b>Online Reputation</b>
	<b>Computing</b>	<b>Sharing Information</b>	<b>Vector Drawing</b>	<b>Video Editing</b>	<b>Flat-File Databases</b>	<b>Selection in Physical Computing</b>  <b>Selection in Quizzes</b>
<b>PE</b>	<b>imoves – Jive</b>  <b>TSC:</b>	<b>Gymnastics</b>  <b>TSC:</b>	<b>Gymnastics</b>  <b>TSC:</b>	<b>Netball</b>  <b>TSC:</b>	<b>Tennis</b>  <b>TSC:</b>	<b>Rounders</b>  <b>TSC:</b>
<b>Music Charanga</b>	<b>Living on a Prayer</b>	<b>Classroom Jazz 1</b>	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel-Air</b>	<b>Dancing in the Street</b>	<b>Reflect, Rewind and Replay</b>
<b>MFL – French</b>	Unité 1 Luc est le professeur    Unité 2 Le vrai professeur    Unité 3 J’ai les cheveux noirs et longs    Unité 4 Une lettre au Père Noël    Unité 5 Joyeux Noël ! Unité 6 Quel temps fait-il ?    Unité 7 Combien de paquets ?    Unité 8 J’ai trente-deux paquets    Unité 9 Luc et Sophie font les devoirs    Unité 10 C’est délicieux Unité 11 Je vais aller en vacances    Unité 12 Dans la salle de classe    Unité 13 J’adore le football    Unité 14 Il est grand et gros					

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