

Year 5 National Curriculum Objective Coverage

Please see PHSE, Sanskrit, Yoga, Spanish overviews on the curriculum link

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Autumn 1 IPC Unit:-The Great, Bold and the brave	Autumn 2 IPC Unit:- Myths and Legends	Spring 1 IPC Unit:- Go with the Flow (River Ganges Focus)	Spring 2 IPC Unit:- Space explorers	Summer 1 IPC Unit:- What a wonderful world	Summer 2 IPC Unit:- The holiday show
English (Spoken Language, Reading, Writing, Handwriting)	The Butterfly Lion Biography/Autobiography Narrative (fantasy) Diary Entry Information Text Significant Authors	The Lion, The Witch & The Wardrobe Narrative (film) Fables, Myths and Legends (Narrative - comics) Recounts (link with Topic) Instructional Text	Street Child Narratives (Historical setting) Information Text/Research (link with River Ganges) Non Chronological Reports (link with Topic)	Mufaro's Beautiful Daughters Narratives (stories from other cultures) Persuasion Text Explanatory Text The Highwayman Narrative Poetry: Playscripts Drama	The Fib - and other short stories Narrative (stories with issues and dilemmas) Recount Discussion/Balanced Argument Performance Poetry-Slam	Way Home - Libby Hathorn and Gregory Rogers Setting Descriptions Narrative Poetry Poetry Recital (learn poems by heart)
Grammar	Subordinate clauses/conjunctions/noun phrases/adverbials/verbs: present/past Perfect/Relative clauses/ Punctuation	Conjunctions/ clauses Relative clauses Prepositional phrases Tenses Apostrophes Adverbials	Complex sentences Sentence starters/adverbials/ Relative clauses/verbs/modal verbs/figurative Language	Verbs/active & passive/apostrophes/ Conjunctions/relative clauses	Multi-clause sentences/embedded clauses/tenses/ Apostrophes/punctuation	Passive voice Relative clauses Punctuation Adjectives and adverbs Modal verbs Conjunction
Maths	Number Place Value Addition and Subtraction	Multiplication and Division Statistics Solve comparison, sum and	Fractions Decimals Number: Fractions	Decimals Percentages Number: Decimals Read,	Geometry: Angles Geometry: Shapes Geometry: Position	Prime Numbers Perimeter and area Measures and Volumes

	<p>Number - place value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Number- addition and subtraction Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p>	<p>difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables. Number - multiplication and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>	<p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 + 45 = 65 = 1 \frac{15}{25}$]. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Number: Percentages Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25 Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc. Time at the</p>	<p>and Direction Measuring: Converting units</p>	
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				beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.		
History	<p>-The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. 	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>About societies that are well-known for their myths and legends</p> <p>About myths and legends from our host country</p> <p>About major events in the past</p>		<p>About what people in the past used to think about the Earth, Sun and Moon</p> <p>About Galileo and his findings about the Earth, Sun and Moon</p> <p>About the constellations and the stories that they tell</p> <p>How to make a timeline to show some of the important events in the history of astronomy and space</p>		<p>A local history study</p> <p>Examples</p> <p>An in-depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Geography	<p>Geography</p> <p>Human and physical geography:- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider</p>	<p>Geography</p> <p>(focus is on Greece) 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</p>	<p>Geography</p> <p>How the shape of the river is always changing How it changes the land through which it flows What happens when it floods What uses people make of rivers</p>	<p>Geography</p> <p>About the geographical features of Mars How we can prove that there was once water on Mars</p>	<p>Geography</p> <p>About different regions and environments around the world How to use different types of map to find out information About the forces and processes that shape our planet About extreme weather events and how they affect people and</p>	<p>Geography</p> <p>About a tourist attraction in our local area About the role of our local Tourist Information Centre How maps can give us tourist information About tourism and its impact on regions, countries and cultures How we can create an eco-friendly, sustainable holiday resort</p>

	world				localities About the possible causes of climate change and its effects on our planet How man-made changes can alter/change our local environment	
Music	Music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣develop an understanding of the history of music.	Music How to write and perform our own Greek chorus ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music	Music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.	Music improvise and compose music for a range of purposes using the inter-related dimensions of music	Music -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣develop an understanding of the history of music.	Music ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
Art & DT	Art About Greek and Roman art How to create our own piece of art in a Roman style and Greek Style.	ART How different artists have been influenced by myths and legends About the art of Ancient Greece How to turn characters from myths and legends into comic book superheroes How to produce our own piece of art to represent a story we have written	D&T Build a Bridge About different types of bridges and how they are built How to build our own bridge to span a gap and support a weight	D&T About the technology that is being used to explore Mars How to design and make our own vehicle to explore a planet's surface	Art How 'Impressionists' saw the world Why Japanese printed art was so special How Abstract art developed How art and music influence each other	ART How feelings and emotions can inspire artists What local artists feel about the home or host country How we can show our feelings through art
Computing	Computing - 3D Designer How to create and manipulate 3D models using a range of tools How people use ICT professionally in their jobs and for leisure purposes. How to	Making The News Print, broadcast and online journalism How we can crop and resize images to create a photo story How we can edit news stories to suit an online website	Weather and Climate what copyright is and how it affects the ways we research and use information on the internet How to use inputs and	Switched On How to give instructions to an on-screen robot How to create a flow chart to show a sequence of operations How to write a program	What A Wonderful World How to program an online quiz to test our knowledge of biomes	Fairgrounds How to use collaborative software for researching and sharing our learning How to use control technology to design, write and debug programs for a

	<p>conduct a successful internet search and be discerning in evaluating whether the results are reliable</p> <p>How to share information that we have discovered through collaborating and communicating with others online</p> <p>How to use and combine a variety of software to present data and information, with an awareness of the intended audience</p> <p>How to design and write computer programs using sequences of instructions and variables, inputs and outputs.</p>		<p>outputs to program an interactive online quiz about 'Weather and Climate'</p> <p>Why it's important to be respectful when leaving comments and feedback online</p>	<p>to control a sequence of lights and motors</p> <p>How we use a computer to sense light, temperature and sound</p>		<p>fairground ride simulation</p> <p>How to use sequence, selection and repetition in programs to create different design features for our fairground ride simulations</p> <p>How to use search engines effectively, and how to use technology respectfully and responsibly</p>
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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 	<p>NC: Forces</p> <ul style="list-style-type: none"> 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. 	<p>NC: Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>NC: Animals including Humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.

	<p>tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> • 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, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> • 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, including changes associated with burning and the action of acid on bicarbonate of soda. 				
Spanish	<p>Learn new food/drink items in different contexts; say whether items are (un)healthy; extend answers about likes/dislikes of items with connectives; engage in role-plays about items in the present and past (preterit) tenses; understand the Spanish version of The Hungry Caterpillar</p>	<p>Discuss musical preferences with extended answers that include adjectives and connectives; say musical instruments played; practise role-plays in a shop; learn an adaptation of the song 'I Am the Music Man'; explore rhythm; work in groups to create a rap.</p>	<p>Learn to say the alphabet using the names of Spanish speaking countries; understand and use names for places in local area to follow and give directions; describe local area with adjectives and simple opinions; say places that are in local area</p>	<p>Learn some animals from rainforest, talk about the weather and seasons; verbs: can/ can't (run, fly, jump and swing); describe some animals.</p>	<p>Learn to name and describe the planets; construct complex sentences using verbs, nouns, adjectives, qualifying adverbs, connectives and prepositions; consolidate knowledge of the planets in a display at end of unit.</p>	<p>Plan their holidays in Spain: accommodation, transport, and places; going to; recap previous lessons through a project: make their own Spanish books.</p>
PSHE	Relationships		Health and Wellbeing		Living in the Wider World	
PRE	<p>Creation and Destruction</p> <p>Pupils will learn about the various creation stories from Hindu and Christian perspectives. In particular, pupils will discover how Krishna appears as the three different Vishnu forms to facilitate creation, and the roles of Shiva and Brahma. This is an interesting unit inspiring deep questioning and an opportunity to consider questions about</p>	<p>Symbols: Their Significance And Meaning</p> <p>Pupils will learn what symbols are and how they are used in human life, as both indicators of belief, as expression of experience and material form (through arts) and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates what the object is, although it is not the same thing). Pupils will explore a</p>	<p>Building and Sustaining Communities</p> <p>Pupils will take part in a practical activity to help build and sustain their class/school or wider community. They will need to explore, know, understand and evaluate the different aspects of community building by exploring the Vaishnava tradition and a Christian</p>	<p>Good Company, Personal Choice and Holy People</p> <p>Pupils will learn about the Hindu emphasis on keeping good company and the development of Sanga. They will learn how the principles of Bhakti yoga and teachings of Chaitanya, emphasise a self-disciplined approach to life, with connection with</p>	<p>Part 1: The Mahabharata And Leadership Part 2: The Mahabharata: Background To Arjuna's Dilemma</p> <p>Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, reading, research and the arts (including performance and dance). In particular there will be two foci: Part 1: will teach pupils about leadership, with an examination of the main characters in the story. They will know and understand what makes a bad leader, a good leader and an outstanding one; through character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story. Part</p>	

	<p>the meaning and purpose of life and our existence. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, natural and man made disasters).</p> <p>Pupils will need a good understanding of self as spiritual being; they will also need to have discussed issues of life and death from Year 4; they will need to understand what philosophy and theology means and show respect for different perspectives</p>	<p>variety of symbols from different religions. They will need to know about Krishnas material energy and His spiritual energy to be able to further understand about the importance of deities and symbols in the Vaishnava tradition, in particular that Krishna as a word is non-different from the all-attractive Divine form of Krishna.</p>	<p>tradition (both historic and current) and interview people from these groups where possible. They will develop an informed understanding of a society based upon Varnashrama Dharma and debate the positive and negative impact of this social structure in the past and present. They should be supported to ask deep questions like: Can a society be good if we do nothing to stop injustice in every form? Can we be free if there is a slave in the world Where does our community end? Who can join our community and who cannot? Pupils should explore more complex social issues like discrimination (e.g. religious segregation) and how far these people can be accepted into a community.</p> <p>Pupils will draw from KS1 learning about values. They will also build on the unit about Charity, Justice (in Year 3) and Chaitanya's Message (in Y4) The key question is: how inclusive can a society be? If we are all spiritual beings, that the real self is spirit, then how far do we judge, include, exclude people?</p>	<p>good spiritual company as a way to develop a sense of community and belonging. They will learn about holy people in the past and present. They will be given experiences that require them to practically exercise their agency and choice, through scenarios, drama and other creative pedagogic tools. They will undertake character studies to present to others to elicit and exemplify the importance of learning from holy people. Pupils will continue from the previous Unit, applying their knowledge about inclusion and communities to learning about and from religious traditions.</p>	<p>2: Pupils will understand the context of the BG and Arjunas dilemma. Pupils will be encouraged to explore his dilemma, relating to more contemporary issues and situations in school and the wider world. By the end of the unit pupils should have a good understanding of the story, the characters, the dilemmas, the choices and the impact of those choices on outcomes for each character. Pupils should be reminded about the key theological aspects including: atma, Karma, gunas, samsara, Krishna as God and sources of authority.</p> <p>Like the unit at the end of Year 4, this unit is vital to set a foundation for further theological knowledge, debate, discussion and analysis of the Hindu tradition. Pupils need a good understanding of the structure of the story, the characters and their relationships, their motivations and moral purposes and also how the BG is set within this epic narrative.</p>
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Physical Education						
Visits/Visitors	British Museum	Church Freshwater Company - Myths and Legends (Exit Point)	Freshwater Company - All about water (Entry Point) ISKCON Temple - Soho Street Temple	Science Museum - Space	ECO Visitor - in school Hainault Country Park	Local Travel Agent The Battle of Hastings