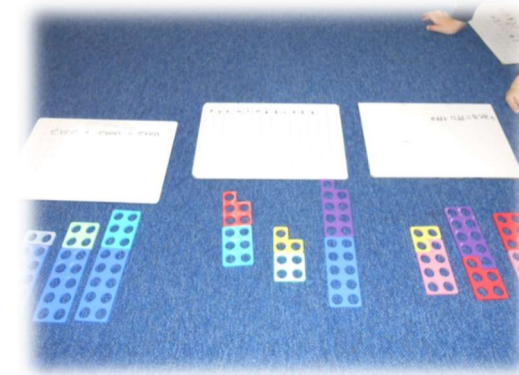


# Stakeford Primary School

## Year 5 Curriculum Information



# Stakeford Primary School

## Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation, aspirations, skills and knowledge** to become lifelong learners.


Our curriculum will provide us with:

S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	Time and support to ensure we are fluent readers, with a desire to read.	A firm foundation in basic skills so we have the building blocks for our future learning.	Knowledge of the wider world in which we live	Engaging and enjoyable learning experiences to inspire us.	Friendships, relationships and an understanding of self.	Opportunities to revisit and develop skills to help us excel.	Readiness for the next stage in education and life.	Determination and resilience to achieve our potential.



As a school we believe that reading is the key to unlock all learning. All English units are focused on a central text. Our school uses the Book Club reading scheme.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall.

Other curriculum subjects are taught across the year to ensure that over the whole of KS2, children visit the objectives of the National Curriculum in sufficient breadth and depth.

Topics in the table below marked with a  indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.

## Autumn Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	<b>Non-Fiction: Biographies</b> Children will develop skills in biographical writing, revisiting relative clauses and making notes.		<b>Darwin's Dragons</b> Children will engage in the following activities based on the shared text: diary writing; using parenthesis; letter writing; using impersonal language; narrative writing; biographical writing			<b>Poetry: The Lost Words</b> Children will focus on the use of alliteration, simile, metaphor and adverbials.		<b>Non-Fiction: Recounts And Diaries</b> Children will develop their understanding of relative pronouns and adverbs while writing diary entries.		<b>Shakespeare: The Tempest</b> Children will write diary entries developing a range of sentence types and an impersonal style.		<b>Poetry: Figurative Language</b> Children will consolidate their understanding of figurative language from units throughout this term.			
Maths	Place Value				Addition And Subtraction				Multiplication And Division		Fractions A				
Science	<b>Properties And Changes of Materials</b> Properties Of Materials; Keeping Cool; Brighter Bulbs; Disappearing Or Dissolving; Separating Mixtures; Irreversible Changes								<b>Forces</b> Fabulous Forces; Gravity; Air Resistance; Water Resistance; Friction; Marvellous Mechanisms						
History									<b>Were the Vikings raiders, traders or something else?</b> When and why did the Vikings come to Britain?; Were the Vikings raiders, traders or something else?; Where did the Vikings go? How did they get there?; Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?; What were the impacts of Viking raids and settlements on local communities in Britain?; What were the Vikings achievements and how did they impact the world?						
Geography	<b>Mountains</b>  Where do mountains come from?; How do mountains affect life?; How do we show mountains on maps?; What is the Eryri (Snowdonia) region like?; What are the Rocky Mountains like?; How are the Rocky Mountains and Eryri affected by tourism?														
Art/DT	<b>Global Food</b>  Where Ingredients Come From; Food Groups; A Cup Of Rice; Mexican Food; Chinese Food; German Food								<b>Wildlife - Birds</b> Drawing Birds In Pencil; Drawing Feathers; Printing feathers; Making Textured Clay Tiles; Modelling Newspaper Birds; Finishing Newspaper Birds						
Computing	<b>Sharing Information and Creating media</b> Systems; Computer Systems And Us; Searching The Web; Selecting Search Results; How search results Are Ranked; How Are Searches Influenced?								<b>Creating Media Vector Drawing</b> The Drawing Tools; Creating Images; Making Effective Drawings; Layers And Aspects; Manipulating Objects; Creating A Vector Drawing						
Music	<b>Sea Shanties</b> Explore sea shanties, beat, rhythm, chords, bass, dot notation								<b>Intro to Song Writing</b> Explore structure (verse/chorus), hook, lyric writing, melody						
RE	<b>Forgiveness</b> What Is Forgiveness?; Forgiveness In Judaism; Yom Kippur (Judaism); Forgiveness In Buddhism; Comparing Forgiveness In Buddhism And Judaism; A Symbol For Forgiveness								<b>The True Meaning Of Christmas</b> Explanation; Love; Power And Vulnerability; Christmas Cards; Carols; Christmas Debate						
PE	<b>Swimming:</b> Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.														

Spanish	<b>Spanish Greetings</b> Introductions; Saying goodbye; Greetings day and night; How are you?; Learning a finger rhyme?; Puppet parade	<b>Where Do You Live in Spain?</b> Spanish cities; Who I am and where I live; Different places to live; Listening for information; Who lives where?; Seng a postcard.
PSHE	<b>Be Yourself</b> You Are Unique; Let It Out;; Uncomfortable Feelings; The Confidence Trick; Do The Right Thing; Making Amends	<b>Safety First</b> You Are Responsible; What Are The Risks?; Making Your Mind Up; In An Emergency; Home, Safe And Sound; Outdoors - Playing It Safe


Spring Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<b>Non-Fiction: Newspapers</b> Children will learn to use direct/reported speech whilst creating news reports		<b>The Barnabus Project</b> Children will engage in the following activities based on the shared text: creating atmosphere and mood in writing; setting and character descriptions; write an adventure story; newspaper report; news report script				<b>Non-Fiction: Informal Letters</b> Children will learn to use parenthesis whilst developing informal letter writing skills		<b>The Night Bus Hero</b> Children will engage in the activities based on the text including letter writing.		<b>Poetry: Free Verse</b> Children will write a range of poems based on examples by Paul Cookson.	
Maths	Multiplication And Division		Fractions B		Decimals And Percentages		Perimeter And Area		Statistics		Shape	
Science	<b>Earth And Space</b> Spherical Bodies; The Planets; Geocentric Versus Heliocentric; Night And Day; Night And Day International; Movement Of The Moon						<b>Animals, Including Humans</b> Humans Timeline; Growth Of Babies; Puberty, Changes In Old Age; Gestation Periods; Life Expectancy					
History	<b>What was life like in Tudor England?</b> Henry VIII - fair ruler or tyrant?; Why did Henry VIII have so many wives?; Why was Anne Boleyn executed?; How did Queen Elizabeth I use a royal progress?; What can inventories tell us about life in Tudor times?; What did John Blanke have in his inventory?											
Geography							<b>Latitude, Longitude and Time Zones</b> What is a cartographer and what do they do? How can latitude and longitude be used to locate places? Why is latitude so important? Why is longitude so important? How do latitude and longitude affect how people live? Where would you travel and why?					
Art/DT	<b>The Seaside</b> Drawing Fish In Pen; Drawing Shells In Colour; Printing Fish In Colour; Weaving Seaside Scenes; Making Fish Lanterns; Finishing Fish Lanterns						<b>Programming Adventures</b> Floor Robots; Designing Adventures; Exploring Materials; Designing An Adventure Map; Making An Adventure Map; Robot Adventures.					
Computing	<b>Creating Media - Video Editing</b> What Is A Video?; Filming Techniques; Using A Storyboard; Planning A Video; Importing And Editing Video; Evaluating A Video						<b>Data and Information - Flat File Databases</b> Creating A Paper Based Database; Computer Databases; Using Databases; Using A Search Tool; Comparing Data Visually; Databases In Real Life					
Music	<b>Three Little Birds</b> Explore reggae, riffs, offbeat, chords, D major triad, bassline, unison, harmony						<b>Building A Groove and Epoca</b> Explore beat, rhythm, basslines, riffs; texture, articulation, rhythm, tango					
RE	<b>Why Do Hindus Try To Be Good?</b> What is Brahman?; What is atman?; Samsara: why is atman important?; How does dharma affect the way that someone might live their life?; What example does Gandhi set about how to live?; Why do Hindus try to be good?						<b>Peace</b> Introduction To Peace; Peace Across Religions; Comparisons Across Religions; Inner Peace; Community Cohesion; Peace Symbols					
PE	<b>Swimming:</b> Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.											

Spanish	<b>Spanish Numbers and Ages</b> Counting to six; Ten little fingers; how many?; How old are you?; Asking questions?; Festivities in Spain	<b>Shapes and Colours</b> Colours; Describing shapes; Gaudi mosaics; Tile hunt; Tiles of Alhambra; Tile designs
PSHE	<b>Diverse Britain</b> Identities; Communities; Respecting the law; Local government; National government; Making a difference;	<b>VIPs</b> People We Love; Think Before You Act; It's OK To Disagree; You Decide; Secrets; False Friends

Summer Term

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<b>Non-Fiction: Information Texts</b> 🌐 Children will learn about the structure and style of non-chronological reports, researching their topic.		<b>Cosmic</b> Children will engage in the following activities based on the text: writing dialogue, reports and persuasive texts.		<b>Non-Fiction: Auto-biography</b> Children will complete autobiographical writing whilst developing their use of multi-clause sentences.		<b>The Explorer</b> 🌐 Children will engage in the following activities based on the shared text: diary writing; exploring personification; experimenting with sentence structure; writing a non-chronological report; taking/making notes; paragraph cohesion; writing narrative (including a sequel)			Transition Activities		
Maths	Shape		Position And Direction		Decimals			Negative Numbers	Converting Units		Volume	
Science	<b>Living Things and Their Habitats</b> Making New Plants; Mammals; Jane Goodall; Metamorphosis; Comparing Life Cycles						<b>Scientists And Inventors</b> David Attenborough; CSI; Mission To The Moon; The Solar System; Eva Crane; Stephanie Kwolek; Leonardo Da Vinci; Stonehenge					
History	<b>What is the legacy of the ancient Greek civilisation?</b> Who were the ancient Greeks and when did they live?; Who lived on Mount Olympus?; How was Ancient Greece governed?; Did the ancient Greeks give us democracy?; How do the ancient Greek philosophers influence us today?; What is the legacy of the ancient Greeks?											
Geography							<b>Food Distribution and Climate</b> 🌐 Where does our food come from?; What is climate change and how does it affect our food supply?; Are food miles important?; Fieldwork enquiry (what do we want to find out, What does it show, What is the outcome)?					
Art/DT	<b>Structures: Bridges</b> Arch and beam bridges; Spaghetti truss bridges; Building bridges; Finalising bridges.						<b>South And Central American Art</b> Clay Monkeys; Making Picture Puzzles; Catching Dreams; Mural Mash Up; Tropical Collage; Candombe Drums					
Computing	<b>Programming Selection in Physical Computing</b> Connecting Crumbles; Combining Output Components; Controlling With Conditions; Starting With Selection; Drawing Designs; Writing And Testing Algorithms						<b>Programming Selection in Quizzes</b> Exploring Conditions; Selecting Outcomes; Asking Questions; Designing A Quiz; Testing A Quiz; Evaluating A Quiz					
Music	<b>Baloo Baleerie</b> Explore lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment						<b>Balinese Gamelan and Ternary Form</b> Explore Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music					
RE	<b>Why is the Torah so important to Jewish people?</b> What can we find out about Jewish communities in the Midlands and further afield?; What do Jews believe about God?; What is a Sefer Torah?; Are there particular laws that Jewish people need to follow?; What happens during worship at a synagogue?						<b>Why do some people believe in God and some people not?</b> How many people believe in God?; Is God real? What do people think?; Why do people believe or not believe in God?; What do people say about science and believing in God?; What impact does believing in God have on how people think and live?;					
PE	<b>Swimming:</b> Lessons will be taught by qualified instructors and will cover the following: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations.											

Spanish	<b>Classroom Objects</b> Follow the instructions; Un or una?; What classroom items do you have?; I do not have...; What is in your school bag?; En mi mochila	<b>Journey Around Latin America</b> Introduction to Latin America; Adonde vas?; Como vas?; Days of the week; Travelling teddy; Puppet show
PSHE	<b>It's My Body</b> Your Body Is Your Own; Exercise Right, Sleep Tight; Taking Care Of Our Bodies; Harmful Substances; How We Think And Feel About Our Bodies; Healthy Choices	<b>One World</b>  Global Citizens; Global Warming; Energy; Water; Biodiversity; In Our Hands