Curriculum Overview – Year 5 (2023-2024)

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|  | Autumn Term 1 | Autumn Term 2 | | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Theme | Tudor Tales | | | Ancient Greece | | Protest and Politics (The Civil Rights  Movement) | |
| English | * **Narrative -** The Tempest (4 weeks) * **Biography -** Historical Figures (3 weeks) * **Playscript -** Shakespeare Text – Twelfth Night (3 weeks) * **Poetry -** Sonnets/Romeo and Juliet (2 weeks) | | | * **Narrative -** Greek Myths (3 weeks) * **Newspaper Report -** Ancient Olympics (3 weeks) * **Writing Week** - (4 days) * **Persuasion -** Sparta/Athens Battle cry (3 weeks) * **Biography -** Famous Ancient Greeks (3 weeks) | | * **Recount -** Civil Rights Movement (4 weeks) * **Persuasive Letter -** Civil Rights (2 weeks) * **Discussion -** Civil Rights Ruby Bridges (4 weeks) * **Biography -** Famous Civil Rights Person (3 weeks) | |
| Maths | * Geometry * Place value - Number * Addition and subtraction | * Multiplication and division * Problem solving Multiplication and division * Fractions | | * Fractions * Decimals * Percentages | * Percentages * Geometry * Position and   movement | * Position and   movement   * Measure * Area and perimeter * Volume | * Volume * Multiplication and division * Area and perimeter * Problem solving * Geometry * Roman numerals |
| Science | Forces  Properties and changes of materials | | | Animals including humans  Living things and habitats | | Earth and Space | |
| Art | Fashion Design – Shakespearean Sock Puppets | | | Typography and maps inspired by Grek Civilisation / Myths | | Set design – Shadow Puppet Making and Performance | |
| Design and Technology | Tudor Coin Purse - sewing | | | Frame structures – Tents for soldiers | | Civil Rights Banner – exploring with textiles | |
| Geography |  | | | Locational Knowledge and Physical Geography-Greece | | Locational & Place Knowledge -USA | |
| History | Tudor England | | | Ancient Greece | | Black History (Civil Rights Movement) | |
| RE  Birmingham Agreed Syllabus | Caring for others, animals and the environment  Sharing and being generous | | Being loyal and steadfast  Being hopeful and visionary | Being open, honest and truthful  Being attentive | Participating ad willing to lead  Being modest and listening to others | Being temperate, self-disciplined and seeking contentment  Being accountable and living with integrity | Being imaginatory and exploratory  Appreciating beauty |
| Personal  Development | No Outsiders (Equality)   * Recognise when someone needs help     Respectful Relationships   * Expressing opinions, listening, and responding respectfully * Understand different types of relationships     Caring Friendships   * Understanding support * Being confident with expressing concerns     Being Safe   * Keeping secrets and reporting concerns * Recognising and managing dares     Emotional Literacy | | | No Outsiders (Equality)   * Exchange dialogue and express and opinion * Consider appropriate responses to racist behaviour * Making difficult decisions and justifying actions     Respectful Relationship   * Understand how and why laws are made * Anti-social behaviour and consequences * Understanding rights and responsibilities in my local community * Exploring rights and responsibilities in sustaining   the environment    Families and people who care for us | | No Outsiders (Equality)   * Explore friendships     Drugs and safety   * Dealing with loss * Understand the effects of alcohol on the body * Understand the effects of smoking * Recognise the difference between helpful and harmful drugs * Explore online safety and sharing pictures online * Discuss and explore the future * Explore how choices affect others * Harassment (online and face to face) – What is it and what to do   if I experience or see it | |
|  | • Encourage, hope, support others, understand human rights, welcome differences, and accept change. | | | * Understanding the role money   plays in my life and the life of others.   * Understanding the meaning of   tax    Emotional Literacy   * Futures, expressing an opinion respectfully and feelings | | SRE- Puberty   * Explore the emotional and physical changes occurring in puberty * Understand that male and female puberty changes in more depth * Explore the impact of puberty on the body and physical hygiene | |
| PE (Get Set 4 PE Scheme) | Basketball | | Hockey | Dance | Athletics | Swimming | Golf |
| Computing (Kapow) | * Computing systems and networks – Search engines * Programming – Music | | | * Data Handling – Mars Robot 1 * Programming – Microbit * Online Safety | | * Creating media – Stop, motion, animation * Skills Showcase – Mars Robot 2 | |
| Music  (Charanga  Scheme) | Livin’ on a Prayer  (singing, playing instruments,  improvising and composing and  listening to and  appraising other classic rock songs) | | Glockenspiel 2  (playing an instrument and  reading musical notation) | Classroom Jazz 1  (listening to, appraising and performing) | The fresh prince of bel air (singing and playing instruments) | Dancing in the street and  Glockenspiel  (singing and playing instruments) | Reflect, rewind and replay (listen and appraise, singing improvisation,  composition, share and perform) and  composition using  Garage Band |
| MfL | Seasons  Ice-Creams | | | Presenting Myself  My Family | | At the Tea Room  At the Café  At the Restaurant  My Home | |