




## Year 5 New Curriculum Plans 2022/23

<p style="text-align: center;"><b>AUTUMN TERM: Our UK Adventure 7 weeks + 7 weeks</b></p> 	<p style="text-align: center;"><b>SPRING TERM: In the Beginning 6 weeks + 6 weeks</b></p> 	<p style="text-align: center;"><b>SUMMER TERM: Time Travellers 6 weeks + 7 weeks</b></p> 
<p><b>En: Writing to Entertain:</b> Art of noticing poem about the Yorkshire Landscape/Atmospheric setting description</p> <p><b>Writing to Persuade:</b> Persuasion leaflet about Yorkshire</p> <p><b>Writing to Inform</b> Non-Chronological report about dragons</p> <p>Ma:</p> <p><b><u>Number: Place Value</u></b></p> <ul style="list-style-type: none"> <li>I can read, compare and order numbers to 100,000</li> <li>I can round numbers to the nearest 10, 100 and 1000.</li> <li>I can use negative numbers</li> </ul> <p><b><u>Number: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>I can add and subtract 2 4-with one or more exchanges.</li> <li>I can estimate and check answers using the inverse.</li> <li>I can complete multi step problems.</li> </ul> <p><b><u>Number: Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>Find multiples and factors of numbers.</li> <li>Understand the terms prime and square.</li> <li>Multiply by 10, 100 and a 1000</li> </ul> <p><b><u>Perimeter and Area</u></b></p> <ul style="list-style-type: none"> <li>Measure perimeter</li> <li>Recap perimeter of rectangles and rectilinear shapes.</li> <li>Calculate perimeter.</li> <li>Area of rectangles, compound shapes, irregular shapes.</li> </ul> <p>Sc: <b><u>Properties and Changes of Materials.</u></b> Compare and group together everyday materials on the basis of</p>	<p><b>En: Writing to Entertain:</b> Character description – mysterious character on the edge of dark/foggy location. Atmospheric suspense writing – introduction and cliff hanger.</p> <p><b>Writing to inform:</b> News Reports – King Tut and Cleopatra. (Factual -Links with History/Topic)</p> <p>Ma:</p> <p><b><u>Multiplication and Division (weeks 1 – 3)</u></b></p> <ul style="list-style-type: none"> <li>Multiply 2, 3 &amp; 4 digit numbers by 1 digit number.</li> <li>Multiply 2, 3 &amp; 4 digit numbers by 2 digit number.</li> <li>Divide 2, 3 &amp; 4 digit numbers by 1 digit</li> </ul> <p><b><u>Fractions (weeks 4 -7 )</u></b></p> <ul style="list-style-type: none"> <li>What is a fraction?</li> <li>Equivalent fractions</li> <li>Fractions greater than 1</li> <li>Improper / mixed number fractions</li> <li>Compare and order fractions less than/more than 1</li> <li>Add fractions/ mixed numbers</li> </ul> <p><b><u>Decimals and Percentages</u></b></p> <p>Sc: <b><u>Living Things and their Habitats: Lifecycles/Life processes in plants and animals.</u></b> How do plants reproduce? Is it the same for all plants? Are all life cycles the same?</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul> <p><b><u>Animals, including Humans:</u></b> Describe the changes as humans develop into old age.</p>	<p><b>En: Writing to Entertain:</b> Flash-forward narrative writing – Alien landing</p> <p><b>Writing to Inform:</b> Instructions Discussion Unit – Margaret Hamilton – computer software designer – discussion re women in science/technology in the 60s.</p> <p>Ma:</p> <p>(1 lesson per week – Geometry – <b><u>Position and Direction</u></b>)</p> <p><b><u>Decimals</u></b> Addition and subtraction of decimals including whole numbers. Multiplying and dividing decimals by 10, 100 and 1000</p> <p><b><u>Geometry – Properties of Shape</u></b> Identifying, ordering and comparing angles Measuring and drawing angles Calculating angles on a straight line and around a point Calculating lengths and angles in shapes Regular/irregular polygons *Converting measures including Kg, Km and units of time</p> <p>Sc: <b><u>Earth and Space.</u></b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.</li> </ul> <p><b><u>Forces.</u></b></p>

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 materials, including metals, wood and plastic

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.

### **Geography: We live in Bradford, but what is the rest of Yorkshire like?**

Children will be able to:

Identify and locate parts of Yorkshire on a variety of maps

Identify and locate Yorkshire towns and cities a variety of maps

Describe human and physical features of Yorkshire

Latitude and longitude

Hemispheres, Equator, Prime Meridian, read and write co-ordinates.

### **U.K. What is beyond Yorkshire?**

Children will be able to:

Identify and locate parts of UK on a variety of maps

Identify and locate towns and cities in the UK on a variety of maps. Use compass points.

Understand what settlements are and talk about different sizes of settlements

Locate, identify and name seas surrounding the UK.

Describe human and physical features of regions of the UK e.g.

South West, South East, East of England, Midlands, Wales, North East, North West, Borders, Highlands & Islands, Northern Ireland etc. Assessment.

**\*\*Bolton Abbey Trip**

### **Geography: Human Geography**

Children will be able to:

Describe and understand types of settlement and land use; economic activity including trade links, and the distribution of natural resources, through a study of 4 different civilizations, and then, more specifically, through a study of areas of ancient Egypt.

#### **Physical geography:**

Children will be able to:

Use maps, atlases, globes and computer mapping to locate countries and describe features studied in the locations of 4 different civilizations, and then, more closely, at different areas in ancient Egypt.

History:

#### **How did Civilization begin?**

Children will be able to :

Talk about civilizations using historical vocabulary.

Ask historical questions and find a wide variety of sources to answer them.

Compare civilizations and notice any connections between them.

Sort and order historical information according to different time periods/civilizations.

Talk about why there might be different accounts of history.

Name 4 early civilizations and say which part of the world they were in and when.

Talk about how 4 civilizations were ruled.

Describe the achievements of 4 great civilizations.

Describe clues from 4 past civilizations that we can still see today.

Choose how to present information for an audience.

#### **What is Howard Carter's Legacy to the history of Ancient Egypt?**

Children will be able to:

Talk about Howard Carter's childhood and education.

Discuss his relationship with Lord Canarvon, and how this contributed to his education.

Confidently discuss the personal attributes Howard carter possessed, which enabled him to pursue a specific career path.

Understand the historical significance of Howard Carter's

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

**\*\*Space themed Magma Workshop/Trip**

G: Covered in previous terms.

H: SUT1: Who is Neil Armstrong and what is his contribution to the lives of the people of Bradford?

SUT2: Who are Ptolemy, Alhazen and Copernicus, and what is their legacy to our understanding of the universe today?

#### **Significant People for Big Book :**

Neil Armstrong, Buzz Aldrin, Michael Collins.

Margaret Hamilton – Software developer.

DT:

Small make: CAMS Spinning planet.

Big Make: Sewing a solar system of fabric planets.

Art:

Drawing: Begin to draw using different perspectives – Barry Langroyd Hanson

Painting/Colour: Develop an increasing sophistication in the use of tone to describe objects when drawing from observation – oil pastel drawings of fruit.

Analyse and evaluate an artists' use of tone through the medium of paint/colour – Experiments with oil pastel and discussion of examples by Cassatt, Renoir, Degas.

Printmaking: Link printmaking to International week - Build up layers and colours/textures effectively.

Choose inks and overlay colours.

Experiment with using batik safely. (Dye on fabric with a wax resist). Use PVA or wax crayon.

Sculpture:

Create 3D sculpture using wire and Modroc.



History: **Significant changes in British history**

Short study of soldier (N Peacock) for remembrance week.  
(Make poppies and visit cenotaph.)

**Significant People for Big Book :**

Jack Cornwell (Navy - one of the youngest people to get the Victoria Cross)

Mary Cassatt – American artist and printmaker.

DT: Big Make: Vegetable curry eaten inside a Yorkshire pudding and Yorkshire Parkin slices as part of our UK experience day.

Small make: Sew a bag to take with us on our adventure. Link to art/Textiles

Whole School Art/DT – Make 3D fabric reindeers as part of build up to Christmas.

Year 5 – Decorate glass baubles using mixed media to hang on school Christmas Tree.

**Art: Drawing:**

Use a variety of source material for their work.

Work in a sustained and independent way from observation, experience and imagination using a developing understanding of line – Sketches of Bolton Abbey.

Explore drawing using the continuous line method – outdoor sketching.

**Painting:**

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Select and mix some colours to depict their own thoughts, feelings and intentions – Richard O’Neil paintings plus colour work.

**Printmaking:**

Develop knowledge and understanding of texture through practical making activities in sketchbook.

**Textiles / Collage:**

Join fabrics in different ways, including stitching.

Use different grades and uses of threads and needles. Link to DT Small make – drawstring bag.

Plan a sculpture through drawing and other preparatory work in sketchbook – Link to soldier in History section.

MFL: Year 5: 13 lessons

**Broaden their vocabulary and develop their ability to**

discoveries.

Take part in debate and discussion to evaluate the significance and legacy of Howard carter’s discoveries to our understanding of Ancient Egypt.

Present their understanding through discussion and in written form.

**\*\* Mummification Workshop**

**Significant People for Big Book :**

Howard Carter – Egyptologist

Vera Rubin – Astronomer - Discovered dark matter

DT: Joining together fabrics using different stitches – Link to Egypt topic.

Whole school Art/DT – Design and make 3D decorated eggs to display on a tree outside the building at Easter.

**Art: Drawing:**

Compose original drawings by adapting and synthesising the work of others - Richard O’Neil, Cezanne and Barry Langroyd Hanson.

Use a sketchbook to develop ideas (including working from 2D to 3D) – Throughout all sessions.

Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape – O’Neil pictures – perspective in Summer term.

**Painting:**

Work on preliminary studies to test media and materials in their sketchbook.

Create imaginative work from a variety of sources to further their knowledge and understanding – O’Neil pictures, colour mixing experiments.

**Textiles / Collage:**

**Printmaking:**

Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing - Civilizations seals/Egyptian figures – Link to topic.

Choose the best printing method appropriate to task.

Organise their work in terms of pattern, repetition, symmetry or random printing styles – Experiments with block printing, civilizations – Link to topic.

Use a range of media to extend and build up layers and create

MFL:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

Broaden their vocabulary and develop their ability to understand new words, including using a dictionary.

Write short texts on familiar topics.

Use knowledge of basic grammar to enhance or change the meaning of phrases.

Read carefully and show understanding of words, phrases and simple writing.

SUT1: Discussing food, saying you are hungry, giving your own and other people’s opinions about singular and plural foods using conjunctions. (5 Lessons)

SUT2: Saying which sports you play and do.

Giving opinions on different sports, and saying which sports you do in different weathers.

Saying what clothes you wear to do different sports. (5 Lessons)

Mu: Dancing in the street 6 lessons

Reflect, rewind, replay 6 lessons

P.E: Athletics/Rounders/Cricket

Co: KAPOW

Programming 2: Micro:bit 5 Lessons

Creating media: Stop Motion Animation 6 Lessons

R.E: *Why do some people believe in God and some not?*

**Unit U2.11 Thematic Diocesan syllabus**

What does it mean for Muslims to follow God? **Unit U2.9**

**Islam - Thematic Diocesan syllabus**

**Mosque Visit \*\***

PSHE: Young Leaders Award

\*\*Year 5/6 Production

understand new words.

Write short texts on familiar topics.

Use knowledge of basic grammar to enhance or change the meaning of phrases.

Read carefully and show understanding of words, phrases and simple writing

Engage in conversations to seek and give information.

- Refer to recent experiences or future plans, everyday activities and interests.

- listen and respond showing understanding by joining in

- Speak in sentences using familiar vocabulary



<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

AT1: Describe yourself verbally and in writing in Spanish.

Say and write your name, age and birthday in Spanish. (5 lessons)

AT2: Say where you live, your nationality and which language you speak (4 lessons)

Describing pets with more colours and joining descriptions with a conjunction (5 lessons)

Mu:

Living on a prayer 6 lessons

Classroom jazz 6 lessons

P.E: Gymnastics / Netball Sports UK plans

Co: KAPOW

Online safety (5 Lessons)

Computing systems and networks: Search engines (6 Lessons)

R.E.

**Creation/Fall Unit 2B.2** *Creation and Science: Conflicting or Complimentary?* UC

**Incarnation Unit 2B.4** *Was Jesus the Messiah?* UC

PSHE: KAPOW

Families and Relationships (8 Lessons)

Health and Wellbeing (7 Lessons)

more intricate collage – Egyptian printmaking assemblage – link to topic.

Sculpture / 3D

Make progress in their ability to describe the different qualities involved in modelling form and space in 3D. Use a range of recycled, natural and manmade materials. Work in groups and on different scales – Clay seals plus fabric printing and sewing and wax resin – link to topic.

MFL: Language Angels [www.languageangels.com](http://www.languageangels.com)  
heatonbd9

ST1: Describing clothes, saying which clothes you do and don't have, and joining descriptions with a conjunction. (5 Lessons)

ST2: Describing parts of the head and face using colours and sizes. Describing a monster's head and face using conjunctions. (5 Lessons)

Skills: Use knowledge of basic grammar to enhance or change the meaning of phrases. Read carefully and show understanding of words, phrases and simple writing.

Mu: Make you feel my love 6 lessons

The fresh prince of Bel-air 6 lessons

P.E: Swimming/Dance/Orienteering Sports UK plans

Co: KAPOW

Programming Music (5 Lessons) using Scratch

Data Handling – Data transfer and binary code

R.E:

**Gospel Unit 2B.5** *What would Jesus Do?* UC

**Salvation Unit 2B.6** *What did Jesus do to save Human beings?* UC

**R.E. DAY:** *What will make our city/town/village a more respectful place?* **Unit U2.12 Thematic Diocesan syllabus**

PSHE: KAPOW

Citizenship (6 lessons)

Economic Wellbeing (6 Lessons)

**Year 5 Geography – to be worked into termly plans by Y5 Teachers**

Locational knowledge	Place knowledge	Places of significance	Human geography	Physical geography	Geographical skills and fieldwork
<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these have changed over time.</p> <p>Identify the position and significance of <b>latitude, longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <b>the Prime/Greenwich Meridian and time zones, incl. day and night.</b></p>	<p>Understand geographical similarities and differences by studying the human and physical geography of <b>two regions of the UK</b> (excluding Yorkshire).(tbc)</p>	<p><b>tbc</b> – specific UK cities, counties and regions; plus significant places linked to History topics.</p>	<p>Describe and understand types of settlement and land use; and economic activity, <b>including trade links</b>, through a study of <b>Egypt</b>. (tbc)</p>	<p>Climate zones, biomes and vegetation belts</p> <p><i>Review hot and cold areas of the world (Y2).</i></p>	<p>Use <b>the 8 points of a compass, begin to use 4- and 6-figure</b> grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world.</p> <p>Use maps, atlases and globes, <b>and digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. <b>Begin to use digital technologies for this purpose.</b></p>

<b>Chronological understanding</b>	<b>Range and depth of historical knowledge An overview of world history</b>	<b>Investigation and Interpretations of history</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>	<b>Historical periods</b>
I can sequence events in the time studied	I can give a broad overview of life in Britain in periods studied and some major events from the rest of the world	I can compare accounts of events from different sources – fact or fiction	I can identify primary and secondary sources and give reasons for my choice of source	I can recall, select and organise historical information	<b>Y5</b> A study of an aspect in British history that extends knowledge beyond 1066 WWI Significant changes in British History – powerful dynasties
I can place the current study on a time line in relation to other studies done	I can examine causes and results of great events and the impact on people and explain them using evidence	I can offer some reasons for different versions of events and am aware that no single source gives the full answer to questions about the past	I can use a range of evidence to build up a picture of an aspect of a past event	I can communicate my knowledge and understanding using: Discussion, Drawing pictures Drama/role play, Making models Writing ICT	<b>Y5</b> The achievement of an early civilisation - Ancient Egyptians
I can use relevant terms and period labels e.g: <i>social, religious, political, technological, cultural</i>	I can describe the social, ethnic, cultural or religious diversity of the past	I can link sources and work out how conclusions were arrived at	I can make deductions about the past using sources of evidence	I can select and organise information to produce structured work, making appropriate use of dates and terms.	<b>Y5</b> A non-European society that provides contrast with British History – e.g Mayan, Benin, Islamic
I can make comparisons between different times in the past	I can compare an aspect of life with the same aspect in another period	I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion	I can understand how knowledge from the past is constructed from a range of sources	I can use appropriate historical vocabulary to communicate: <i>dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</i>	<b>Y6</b> Ancient Greece – study of Greek life and achievements and their influence on the western world
I can use dates and terms accurately in describing events	I know key dates, characters and events of time studied	I am aware that different evidence will lead to different conclusions	I can bring knowledge from several sources together in a fluent account	I can use original ways to present information and ideas	<b>Y6</b> A non-European society that provides contrast with British History – e.g Mayan, Benin, Islamic
I understand the concepts of continuity and change over time, representing them along with evidence on a timeline	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children	I can confidently use the library and internet for research	I can refine lines of enquiry as appropriate		<b>Y6</b> A study of an aspect in British history that extends knowledge beyond 1066 - Victorians - Independent study

## Progression in History - Upper KS2

