Year 5 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and Reading	**Street Child** - Write a narrative using dialogue, action and description -Descriptive devices -Use senses to create imagery -Expanded noun phrases -Plan and write a non-chronological report -Relative Clauses -Parenthesis **Retrieve information from the text**	**Alex Rider – Stormbreaker** - Write an adventure story. - Adverbials of time, place or manner - Develop characters through description, action and speech - Plan and write a police report - Use formal and technical language within my descriptions. -Subordinating conjunctions **Make predictions**	**Cosmic** - Write a science fiction story. -Build suspense -Create an effective setting -Develop characters through dialogue and action -Write a report about space. -Emotive language to appeal to the reader -Adverbials o place or time -Metaphors **Make comparison and connections**	**Wolf Brother** **Stone, Bronze and Iron Ages** - Write a fantasy story -Effective setting descriptions -Develop characters using dialogue and action -Rhetorical questions -Personification -Write an encyclopaedia entry. -Semi-colons -Subordinating conjunctions -Use different types of parenthesis **Summarise**	**Guardians of the Wild Unicorns** - Write an adventure story. -Setting description -Develop characters through dialogue and action - Plan and write a persuasive letter -Adverbial of sequence -Formal language -Cohesive paragraphs **Make inferences from the text**	**Kensuke's Kingdom** -Write an adventure story. -Figurative language -Adverbials -Parenthesis to add extra information -Plan and write a holiday brochure -Persuasive devices -Modal verbs - Passive voice **To say whether a testament is true or false**
Curriculum	**Scream Machine** Develop children's knowledge of mechanisms and forces. Children learn about the properties of materials, pulleys and prototypes.	**Off with Her Head!** Develop children's knowledge of the Tudor dynasty. Children learn about Henry VIII and his marriages, life and legacy.	**Stargazers** Develop children's knowledge of the Solar System. Teach children about the Moon, planets and significant individuals, including Galileo and Newton.	**Pharaohs** Develop children's knowledge of ancient Egypt. Teach children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.	**Beast Creator** Develop children's knowledge of living things and their habitats. Children learn about identification keys, food chains and some of the deadliest beasts on the planet.	**Time Travellers** Develop children's knowledge of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Science Theme (In Curriculum)	**Earth and Space** **Forces** -Explore types of forces such as gravity, friction, water resistance and air resistance. - Form links between the mass and weight of objects - Use newton meters to measure the force of gravity. - Identify different mechanisms, including levers, gears and pulleys.	**Investigation Skills** -Asking questions and using different types of scientific enquiries to answer them -Simple practical enquiries, comparative and fair tests -Making systematic and careful observations -Using results to draw simple conclusions, make predictions, suggest improvements and raise further questions -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	**Earth and Space** **Forces** -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 -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Living things and their Habitats** -Describe their local environment -Observe life-cycle cha changes in plants, gardens or and animals in the local environment. -Find out about the work of naturalists and animal behaviourists	**Living Things and their Habitats** -Learn about the life cycles of plants, mammals, amphibians, insects and birds -Identify different types of mammals and their different life cycles -Explore metamorphosis in insects and amphibians, comparing their life cycles. **Science Week: Properties and Changes of Materials** - Name different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. - Sort and classify objects according to their properties.	**Animals including Humans** - Sort living things into groups -Generate questions about animals. -Identify vertebrate groups and the characteristics of living things. -Suggest how to have a positive effect on the local environment. -Name some endangered species.
Maths	**Decimal fractions** Describe and write decimal numbers with tenths in different ways Compare and order decimal numbers with tenths and hundredths Use knowledge to calculate with decimal numbers within and across one whole Use their knowledge to calculate with decimal numbers using mental calculations and column methods Round a decimal number with tenths and hundredths to the nearest whole number and tenth Use knowledge of decimal place value to convert between and compare m and cm Solve problems Calculate with decimal numbers up to and bridging one tenth Read and write numbers with up to 3 decimal places	**Negative numbers** Interpret numbers greater than and less than zero in different contexts Read and write negative numbers Explain how the value of a number relates to its position from zero Identify and place negative numbers on a number line Use knowledge of positive and negative numbers to calculate intervals Explain how negative numbers are used on a coordinate grid Use knowledge of positive and negative numbers to interpret graphs **Short multiplication and division** multiply two-digit number by a single-digit number using partitioning and representations, developing to regrouping, expanded and then short multiplication Use estimation to support accurate	**Area and scaling** Explain what area is and can measure using counting Make different shapes with the same area and compare Measure the area of flat shapes area using square cm and m Calculate the area of a rectangle using multiplication Solve problems Compare and describe lengths Use knowledge of multiplication and division to solve comparison and change problems Compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time) **Calculating with decimal fractions** Explain the effect of multiplying and dividing a number by 10, 100 and 1,000 Use their knowledge of	**Calculating with decimal fractions** Explain the relationship between multiplying by 0.1 dividing by 10 and multiplying by 0.01 dividing by 100 Explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions Explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers **Factors, multiples and primes** Explain what 'volume' is using a range of contexts including units and calculation Explain what a cube number is Explain how to calculate the volume of compound shapes Solve problems Explain the use of the commutative and distributive laws when multiplying three or more numbers	**Fractions** Explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit and non-unit fractions) Multiply a proper fraction by a whole number (within and greater than a whole) Multiply a mixed number by a whole number (product is within and greater than a whole) Find a unit fraction of a quantity Explain the relationship between finding a fraction of a quantity/ multiplying/dividing a whole number by a unit fraction Find a non-unit fraction of a quantity (mental and written calculation) Multiply a whole number by a proper fraction Find the whole when the size of a non-unit and unit fraction is known	**Converting Units** Apply memorised unit conversions to convert between units of measure Convert from and to fraction and decimal fraction quantities of larger units derive common conversions over 1 Carry out conversions that correspond to 100 parts Solve measures problems involving different units Understand and use approximate equivalences between metric units and common imperial units Convert between miles and kilometres Solve problems involving converting between units of time **Angles** Compare the size of angles where there is a clear visual difference Use the terms acute, obtuse and reflex

	Compare and order numbers with up to 3 decimal places **Money** Explain and represent whole pounds and pence as a quantity of money Convert quantities of money between pounds and pence Add commonly used prices Calculate the change due when paying whole pounds or notes Use the most efficient and reliable strategy to find the change when purchasing several items	calculation Multiply a three-digit number by a single-digit number using partitioning and representations, developing to regrouping, expanded and then short multiplication Divide a two-digit number by a single-digit number using partitioning and representations, developing to exchanging and remainders, expanded and then short division Solve short division problems accurately when the hundreds digit is smaller than the divisor Use efficient strategies of division to solve problems	multiplication and division by 10/100/1,000 to convert between units of measure (length, mass and capacity) Explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths and hundredths) Use knowledge of multiplying decimal fractions by whole numbers to solve measures problems	Explain what a factor is and how to use arrays and multiplication/division facts to find them Explain how to systematically find all factors of a number Use a complete list of factors to explain when a number is a square number Identify a prime number or a composite number Identify a common factor or a prime factor of a number Identify a multiple or common multiple of a number Use the factor pairs of '100' to solve calculations efficiently	Use representations to describe and compare two fractions Solve equivalent fractions problems Explain the relationship within families of equivalent fractions Explain and represent how to divide 1 into different amounts of equal parts Identify and describe patterns within the number system Compare fractions with decimals Recall common fraction-decimal equivalents	Use a unit called degrees (°) as a standard unit to measure angles Estimate the size of angles in degrees using angle sets Measure the size of angles accurately using a protractor
RE	Recap of major world religions, faiths, prayer and the significance of faith and religion to believers.	**Why do some people believe God exists?** **Strand:** Believing **Questions in this thread:** Who is Christian/Muslim/Jewish and what do they believe? What do different people believe about God? Do we need to prove God's existence? **Religions and worldviews:** Christians, non-religious e.g. Humanist	**What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)** **Strand:** Believing **Questions in this thread:** Which people are special and why? Why is Jesus inspiring to some people? What is so radical about Jesus? **Religions and worldviews:** Christians	**If God is everywhere, why go to a place of worship?** **Strand:** Expressing **Questions in this thread:** Which places are special and why? What makes some places sacred? Why do people pray? Should religious buildings be sold to feed the starving? **Religions and worldviews:** Christians, Hindus and Jewish people	**What does it mean to be a Muslim in Britain today?** **Strand:** Living **Questions in this thread:** Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Religions and worldviews:** Muslims	**Justice and Freedom** Read a range of stories, from different world religions, examining the concepts of justice and freedom. Learn how key figures in history were informed and influenced by their own religious beliefs. Examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. Consolidate understanding of freedom and justice by examining which, if either, is more important, using their learning in this unit to debate this question.
PE	**Netball**	**Football**	**Tag Rugby**	**Athletics**	**Rounders**	**Tennis**
Music Sequencing/term taught varies across the year but all covered.	**Year 5** **Key genre/person/song(s)** Film Kristen-And. Lopez Let it go Frere Jacques **Listening** Listen to high quality music, note the elements of music that are used and appraise a piece of music, suggesting context, style and instrumentation using musical language.	**Storytelling/Acting** Confidently work with a group and individually in order to represent various musical styles through movement and storytelling.	**Composing** Compose a short piece of music individually using formal written notation including crotchets, minims and quavers. (Recorders)	**Notation** Follow a conductor to read and perform basic formal notation on a stave on the recorder using crotchets, minims, quavers and semi-breves. **Performing** Perform a short piece of music individually reading formal written notation including crotchets, minims and quavers.	**Understanding** Use increasing knowledge of musical language in order to discuss the structure and form of music within its cultural context. This is used to aid compositions and performance and to appraise time keeping.	**Singing** Sing with increased awareness of others, in time, correct pitch and with changing dynamic contrast. Can keep part in a two part song.
Computing Sequencing/term taught varies across the year but all covered.	**Online Safety** (Digital Literacy) **3D Modelling** (Information Technology)	**Word Processing** (Information Technology)	**Databases** (Information Technology) **Concept Maps** (Information Technology)	**Coding** (Computer Science)	**Spreadsheets** (Information Technology)	**Game Creator** (Computer Science)
PSHE/RHE Sequencing/term taught varies across the year but all covered.	**PSHE** – Keeping Safe – Peer Pressure **RHE** – Growing and Changing Children's views **No Outsiders!** – To learn from our past.	**PSHE** –Keeping Healthy – Smoking **RHE** – Anger **No Outsiders!** – To justify my actions.	**PSHE** – Growing and Changing – Puberty **RHE** – Growing and Changing – Puberty **No Outsiders!** – To recognise when someone needs help.	**PSHE** –Being Responsible – Looking Out for Others **RHE** – Feelings and Emotions - Jealousy **No Outsiders!** – To appreciate artistic freedom.	**PSHE** – Computer Safety – Image Sharing **RHE** – Feelings and Emotions – Image Sharing **No Outsiders!** – To accept people who are different from me.	**PSHE** – The Working Wold – Enterprise A World Without Judgement – Inclusion and Acceptance **RHE** – Feelings and Emotions – Children's Views **No Outsiders!** – Review and Recap