



Park View Primary School

Curriculum Overview for Year 5



PSHE - developing the whole child and modern British values

<p>New Beginnings:</p> <ul style="list-style-type: none"> • How to develop, celebrate and maintain a variety of healthy relationships, within a range of social/cultural contexts • To value their gifts and talents • How to recognise and manage emotions within a range of relationships <p>Getting on and falling out:</p> <ul style="list-style-type: none"> • Consider the qualities of becoming good friends • Practise using 'peaceful problem solving' • How to respect equality and diversity in relationships. 	<p>Going for Goals:</p> <ul style="list-style-type: none"> • Taking responsibility • Persistence (keeping going) • Resilience: Setting and achieving goals <p>Good to be me:</p> <ul style="list-style-type: none"> • Understanding feelings – how they lead us to behave the way we do • Self-awareness – feeling good about myself • Managing my feelings; standing up for myself 	<p>Relationships:</p> <ul style="list-style-type: none"> • Respect for self/others and the importance of responsible behaviours & actions. • About rights and responsibilities as members of groups and as citizens. • To respect equality and to be a productive member of a diverse community. <p>Changes:</p> <ul style="list-style-type: none"> • Talk about opinions and explain views that affect themselves and society • Recognise how people's emotions change as they grow up and how to deal with feelings towards themselves, family and others in a positive way • Celebrate the range of national, regional, religious and ethnic identities • Reflect how actions affect people and to try to see things from others' points of view
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English	Art & Design	Computing	P.E.
<p>Reading</p> <ul style="list-style-type: none"> • Read a broad range of genres • Reading & discuss a broad range of genres & texts • Identifying & discussing themes • Make recommendations to others • Learn poetry by heart • Draw inference & make predictions • Discuss authors' use of language • Retrieve & present information from non-fiction texts. • Formal presentations & debates <p>Writing</p> <ul style="list-style-type: none"> • Secure spelling • Use a thesaurus • Legible, fluent handwriting • Plan writing to suit audience & purpose • Develop character, setting and atmosphere in narrative • Use organisational & presentational features • Use consistent appropriate tense • Proof-reading and perform own compositions <p>Grammar</p> <ul style="list-style-type: none"> • Use expanded noun phrases • Use modal & passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Give well-structured explanations • Command of Standard English • Consider & evaluate different viewpoints 	<ul style="list-style-type: none"> • Combine a range of media within a piece of work and explain the desired effect • Create a monochromatic collage which incorporates texts • Use simple rules of perspective in drawings of figures and buildings • Compose a photograph with an emphasis on textual qualities, light and shade • Use printing techniques • Compare and comment on ideas/methods/approaches in own and other's work from different genres 	<ul style="list-style-type: none"> • Select, use and combine a variety of software, on a range of digital devices and explain how email and online discussion areas are used for communication and collaboration • Begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions • Design and create/use a range of programs to accomplish given goals • Understand the need for online safety and accuracy when searching for and selecting information 	<ul style="list-style-type: none"> • Understand how power and stamina is developed and how this improves performance • Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence • Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group

Maths	Design & Technology	Geography	R.E.
<p>Number/Calculation</p> <ul style="list-style-type: none"> • Secure place value to 1,000,000 • Use negative whole numbers in context • Use Roman numerals to 1000 (M) • Use standard written methods for all four operations • Confidently add & subtract mentally • Use vocabulary of prime, factor & multiple • Multiply & divide by powers of ten • Use square and cube numbers <p>Geometry & Measures</p> <ul style="list-style-type: none"> • Convert between different units • Calculate perimeter of composite shapes & area of rectangles • Estimate volume & capacity • Identify 3-d shapes • Measure & identify angles • Understand regular polygons • Reflect & translate shapes <p>Data</p> <ul style="list-style-type: none"> • Interpret tables & solve questions about line graphs <p>Fractions</p> <ul style="list-style-type: none"> • Compare & order fractions • Add & subtract fractions with common denominators, with mixed numbers • Multiply fractions by units • Write decimals as fractions • Order & round decimal numbers • Link percentages to fractions & decimals 	<ul style="list-style-type: none"> • Use various sources of information, clarifying/sharing ideas through discussion, labelling sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs • Explain what times of year foods are particularly seasonal • Name and select appropriate tools for a task and use them with precision • Test and evaluate products against a detailed design specification and make adaptations as they develop the product • Build models incorporating switches to turn on/off 	<ul style="list-style-type: none"> • Produce accurate scaled maps • Explain how physical and human processes lead to diversity and change in places • Use 4- & 6-figure grid references • Recognise and describe the physical and human features of places • Explain how things change by referring to physical and human features of the landscape • Compare and use geographical features on different types of maps • Choose the best method of recording observations and measurements including sketch maps, plans, graphs and digital technologies 	<ul style="list-style-type: none"> • Continue to follow locally-agreed syllabus for RE • See RE LTP (separate document)

Curriculum Themes:	Science	History	Music	Languages (French)
<ul style="list-style-type: none"> • Alchemy Island • Stargazers • Revolution! • Beast Creator • Pharaohs (Ancient Egypt) • Time Traveller 	<ul style="list-style-type: none"> • Life cycles of plants & animals • Describe changes as humans develop & mature • Classify materials according to a variety of properties • Understand mixtures & solutions • Know about reversible changes; identify irreversible • Understand location and interaction of Sun, Earth & Moon • Introduce gravity, resistance & mechanical forces 	<p>British History (taught chronologically)</p> <ul style="list-style-type: none"> • The Victorians <p>Broader History Study</p> <ul style="list-style-type: none"> • Ancient Egypt - A study of Egyptian life 	<ul style="list-style-type: none"> • Listen to and comment on the work of musicians and composers, indicating own preferences • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions • Create simple rhythmic patterns with an awareness of timbre and duration • Perform from simple notation on tuned/untuned instruments • Explain how different musical elements have been used to create mood and effects • Improvise and notate musical phrases to develop compositions 	<ul style="list-style-type: none"> • Listen & engage in conversations, expressing opinions • Use accurate pronunciation • Present ideas & information orally • Describe people, places & things • Understand basic grammar, e.g. gender • Broaden vocabulary through practice