St Matthew's C of E Primary School Curriculum Plan – Year 5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Questful RE	**Life as a journey** – Pilgrimage (Trip to Chester Cathedral) Hajj, Wailing Wall Jesus the teacher	Christmas – Gospels of Matthew and Luke	Exploring the lives of significant women in the Old Testament – Jewish festival of Purim	Easter – Why do Christians believe Easter is the celebration of victory?	Pentecost – What happened next?	Loss, Death and Christian hope (End of life rituals) **Buddhism, Hinduism**
Reading Unit	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends, Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Writing Text	Where Once we Stood	FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Purpose	Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate Recount: Letter Purpose: To recount	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Discussion: Balanced Argument Purpose: To discuss
Maths	Place Value, Addition and Subtraction	Multiplication, Division, word problems	Graphs, Fractions, Time	Decimals, Percentages, Geometry	Position, Measurements	Area, Volume, Roman Numerals
Science	Earth and Space **Why does the moon change shape?** 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 Earth Describe the Sun, Earth and Moon as approximately spherical bodies	Forces **How does a plane fly?** Explain that unsupported objects fall towards 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		Properties and Changes of Materials **Why can't you change all materials back to their original form?** Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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		Living Things and Habitats **How is the lifecycle of a plant different to that of an animal?** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals (including sexual and asexual reproduction in

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	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	levers, pulleys and gears, allow a smaller force to have a greater effect		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	plants and sexual reproduction in animals)
	Living Things and Habitats Plants – Ongoing observations of plants grown using asexual reproduction (e.g. from cuttings) and comparing with plants grown from seed				Animals including humans Puberty (PSHE) Describe the changes as humans develop to old age
	Working Scientifically (Upper Key Stage Two) •Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate •Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			•Using test results to make predictions to set up further comparative and fair tests •Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations •identifying scientific evidence that has been used to support or refute ideas or arguments.	
Geography	**Raging Rivers (including a study of the River Mersey)** **Human and Physical Geography** ***Where does the River Mersey go?*** Describe and understand key aspects of: physical geography, including: earthquakes and rivers. Pupils should be taught to 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, and digital technologies	**Geographical skills and Fieldwork** Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		**Globe Trotters… We're off to North America** ***How does life differ in Cuyahoga Falls to life in Stockport?*** **Locational Knowledge** Pupils can locate North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region within North America **Geographical skills and Fieldwork** Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Shakes and Quakes** ***What happens when there is an earthquake?*** **Human and Physical Geography** Describe and understand key aspects of: physical geography, including: earthquakes and rivers

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<table>
<tr><td></td><td colspan="5">Subject Context
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</td></tr>
<tr><td rowspan="2">History</td><td></td><td>Mysterious Mayans
How did the Maya develop such an advanced civilisation?
Pupils should be taught about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</td><td colspan="2">The Victorians
What did the Victorians do for Great Britain?
Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Examples (non-statutory):
a significant turning point in British history, for example, the first railways or the Battle of Britain</td><td></td><td></td></tr>
<tr><td colspan="5">Subject Context
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</td></tr>
<tr><td>PE

Get Set 4 PE</td><td><u>Cricket & Swimming</u>
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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.</td><td><u>Tennis & Swimming</u>
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
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.</td><td><u>Gymnastics</u>
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<u>Swimming</u>
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.</td><td><u>Dance</u>
Perform dances using a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Yoga</u>
Pupils learn poses that challenge their balance, flexibility and strength. They learn how to use their breath to hold poses, move within poses and transition from pose to pose.
Pupils explore how to link poses to create a flow and develop leadership skills to create, refine and lead their own flow</td><td><u>Football & Athletics</u>
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</td><td><u>Rounders</u>
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</td></tr>
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Art & Design Design & Technology	**Mayan Printing** To improve their mastery of art and design techniques with a range of materials – printing. - design and create printing blocks/tiles; - develop techniques in mono, block and relief printing; - create and arrange accurate patterns; Key vocabulary: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;	**Painting** To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	**Sculpture** To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; Key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast.	**Hydraulic Viking head** Construction and Pulleys **Using Design, Make & Evaluate framework**	**North American Cafe** food **Using Design, Make & Evaluate framework** • understand and apply the principles of a healthy and varied diet; • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Drawing** To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
Computing	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Introduction to vector graphics	Programming B – Selection in quizzes
	-To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results	-To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check	-To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data	-To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with	-To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program

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	-To explain how search results are ranked -To recognise why the order of results is important, and to whom	-To consider the impact of the choices made when making and sharing a video	whether a condition has been met -To design a physical project that includes selection -To create a program that controls a physical computing project	-To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	-To apply what I have learned about vector drawings	-To design a program which uses selection -To create a program which uses selection -To evaluate my program
Music	**Ukulele Tuition**	**Ukulele Christmas Performance**	**Ukulele Tuition**	**Ukulele Tuition**	**Ukulele Tuition**	**Summer Production**
	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.					
PSHE 1 Decision	Emotions	Keeping Healthy	Staying Safe & Computer Safety	World Without Judgement	Working World	Growing & Changing & Being Responsible
Spanish Language Angels	Intermediate Language – Do you have a pet? ¿TIENES UNA MASCOTA?		Intermediate Language – The date LA FECHA		Intermediate – Clothes LA ROPA	