**Year 5 Curriculum Overview**

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| **Year 5** | | **Autumn** | **Spring** | **Summer** |
| **Reading** | **Word reading** | NC Appendix 1 (NC p 43) | | |
| **Comprehension** | Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary  heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books  (NC p 43) | | |
| **Writing** | **Transcription** | Spelling programme (NC Appendix 1)  No Nonsense Spelling | | |
| **Composition** | Writing focusing on audience, purpose and form (NC p 47/48) | | |
| **VGP** | NC appendix 2 | | |
| **Speaking and Listening** | | 12 statutory statements (NC p17) | | |
| **Maths** | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages),  Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| **Science** | | The Earth and Beyond (solar system)  Get Sorted | Feel the Force (forces)  Circle of Life (life cycles) | Reproduction in plants and animals  Marvellous Mixtures (changes of state) |
| **History** | | Ancient Egypt | Tudors | Local History (Victorian Britain) |
| **Geography** | | * + East Africa Study - Mount Kilimanjaro   + (Kenya + Tanzania) | Shackleton – The Antarctic | The Human and Physical Geography of the Black Country |
| **Art and Design** | | Egyptian Art (Artist- Historic Examples)  Painting and relief art – 3D sculpture set onto a background | Portraits of power (Artist - Hans Holbein)  Observational drawing  Proportion and placement  Painting - explore acrylic paint | Half bust sculptures (Artist- Historic Examples)  3D clay sculpture – Half bust statue  Focus on figure and form |
| **DT** | | Mechanical Systems - Pulleys | Textiles - Combining different fabric shapes | Food - Celebrating culture and seasonality |
| **Computing** | | Researching and presenting information:  Black Death  Programming with Scratch: Sequence, repetition, input, selection | Programming with Scratch: Sequence, repetition, input, selection, loops, variables  Programming with 2code:  Sequence, input, repetition, selection, variables | Programming with Rapid Router:  Algorithms, decomposition, repetition, selection  Developing resilience  Design and creating an app with user input |
| **PE** | | Games  Gymnastics | Dodgeball/Benchball  Orienteering | Rounders  Athletics |
| **Music** | | Livin’ on a Prayer | The Fresh Prince of Bel-Air | Dancing in the Street |
| Charanga Musical School Programme (supported by Sandwell Music and Arts Service) | | |
| **RE** | | What does it mean for Christians to believe that God is holy and loving?  Why do Hindus try to be good? | Hindu, Jewish and Islamic Prayer-What? Where? How? When? Why?  What do Christians believe Jesus did to ‘save’ Human Beings? | How do Christians decide how to live? What would Jesus do?  What will make our community in Sandwell a more respectful place? |
| Statutory subject in all year groups.  Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | |