

YEAR 5 CURRICULUM 2017-18

	AUTUMN (7/7 weeks)		SPRING (6/5 weeks)		SUMMER (7/6)	
Topic	Meet the Greeks (Ancient History) Martin Luther King (BHM)		Victorians (British History)		Eco-Warriors/ India	
RE	1: What is the importance of symbols, beliefs and teaching in Hinduism? (7 weeks) 2: Remembrance (2 weeks) 3: Christmas through music and art (4 weeks)		1: People from the Old testament (LDBS) OR What would Jesus do? (6 weeks) 2: Monastic tradition (2 weeks) 3: What happens in churches at Easter? (LDBS) (3 weeks)		1: Understanding faith ... in our class, school and local community ... (7 weeks) 2: What is Buddhism?	
Science	Earth and Space/ Forces		Properties and changes of materials		Living things and their habitats Living things including humans	
ICT	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular		Computer Science – Espresso coding: solve problems by decomposing them into smaller parts; use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; use logical reasoning to detect and correct errors in algorithms; understand computer networks including the internet; appreciate how search results are ranked Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer network offer for collaboration; be discerning in evaluating digital content ICT – cross-curricular: combine a variety of software to accomplish given goals; select, use and combine software on a range of digital devices; analyse data; evaluate data; design and create systems.		Computer Science – Espresso coding: solve problems by decomposing them into smaller parts; use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; use logical reasoning to detect and correct errors in algorithms; understand computer networks including the internet; appreciate how search results are ranked Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer network offer for collaboration; be discerning in evaluating digital content ICT – cross-curricular: combine a variety of software to accomplish given goals; select, use and combine software on a range of digital devices; analyse data; evaluate data; design and create systems.	
Art/DT	Sculpture- Greek pots Drawing -		Collage – Easter collage using reclaimed materials Textiles – weaving from reclaimed materials		Drawing - flowers Printmaking- William Morris style prints	
Music	Don't Stop Believin' Five Gold Rings		Classroom Jazz 1 Benjamin Britten – A Tragic Story		Stop! Reflect, Rewind and Replay	
PSHCE	Being Me in my World	Celebrating Differences (including Anti-Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Ed.)
PE	Games (Invasion games) Gymnastics (Lessons 1-3) Gymnastics (8 Action Sequences) Games (Basketball 2)		Games (Netball) Dance (Ideas into movement- Sports Jam) Dance (Compositional principles - Cheerdance) Games (net/wall games)		Games (Athletics) Games (Striking and Fielding)	
French	Rigolo 1 (Lgfl)		Rigolo 1 (Lgfl)		Rigolo 2 (Lgfl)	
Trips and Visits	Groovy Greeks@ Hackney Empire (Oct) British Museum		Ragged School Museum		T Junk modeling musical instruments The Toy Project	
Text Based	Fiction: Greek Myths NF: Ancient Greece/ Greek Gods March On (BHM)		Street Child Other texts: Oliver Twist		Weslandiar Walle (book and film) Eco-Warriors (NF)	

Literacy Texts			
WC reading texts	Jason and the Golden Fleece/ Pandora's box Martin Luther King biography	Street Child	The Garbage King
Promotion of British Values SMSC	Democracy – what it is and where it originates from Tolerance of others with different faiths or beliefs Mutual respect	Rule of Law – how things have changed for us since the Victorian times Tolerance of others with different faiths or beliefs Mutual respect	Tolerance of those with different faiths or beliefs Mutual respect
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].		
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]		
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]		
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused		
Terminology for pupil	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		

*For detailed information regarding the NC for your year group, see separate planning documents.