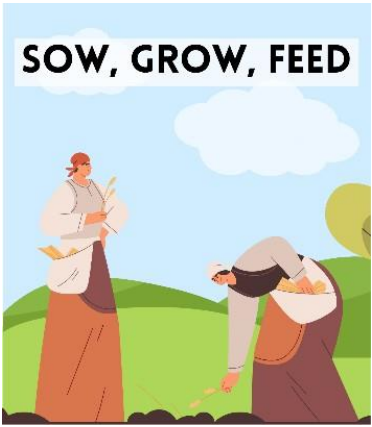
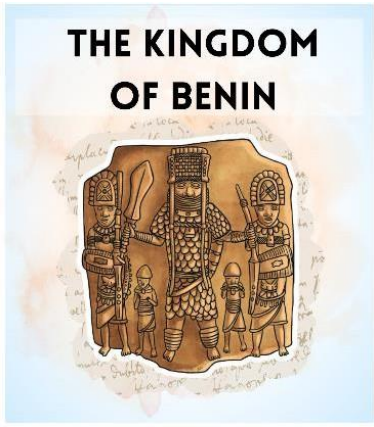

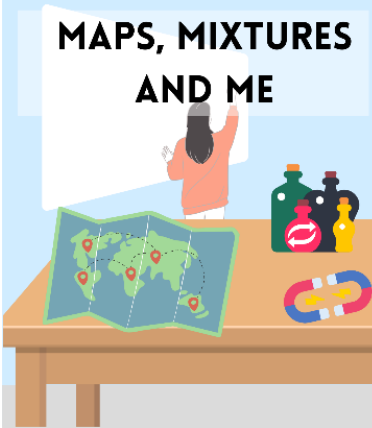

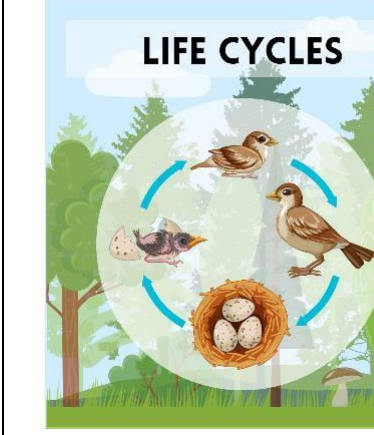

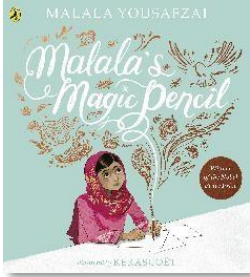

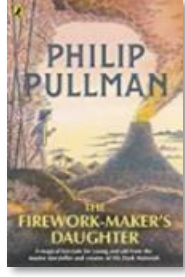
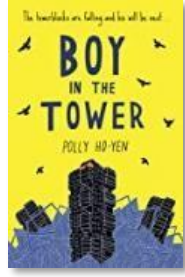
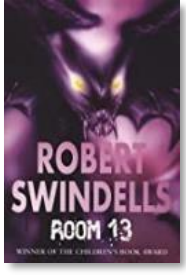


YEAR FIVE CURRICULUM

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Project Focus	Geography	History	Science	Science	Geography	Science
Breadth of project	Climate, climate change, biomes, farming and food	Monarchy, peace and conflict in a contrasting society, trade	Space, the solar system, Galileo Galilei and gravity	Properties and changes of materials Globalisation: how countries are connected by trade	Describing changes in humans as they develop to old age Cities, Seas and Land use	Life cycles of a mammal, an amphibian, an insect and a bird Reproduction in animals
Core Texts						
Project Hook	Visiting local Allotments on a field trip to explore local land use	Children will explore the struggles and achievements of historic and contemporary black women from the past 250 years through the 'Her Story' Bigfoot workshop	Children will see the stars and planets up close in visit from a Planetarium	Chemistry grouping and classifying materials workshop	Staff Baby Photos challenge City art tour focussed on Identity (Bexley Street Warrior Girl)	Investigation into the fauna and flora in the school grounds
Visits and Visitors	Allotment visit KPMG sustainability workshop Visit to Skelton Grange	Leeds Museums Workshop Leeds African Communities Trust visit	Planetarium visit Leeds Playhouse workshops Leeds Road safety Team Leeds Playhouse 4 weeks workshop	Co-operative High School chemistry visit.	Local area and city centre geography field work	Dside visit Leeds Sailing Centre Whitby Writers Chair Person
Leeds Links	Local walk to the allotment Skelton Grange visit Supermarkets and Kirkgate Market Dside visit	Links with Leeds African Communities Trust – a Leeds based charity who we will raise money for throughout the half-term	Leeds Playhouse workshops Leeds Road safety Team	Link to inspiring women of Leeds inc. Barnbow Lasses, Nicola Adams, Jane Tomlinson	Leeds Carers visit Leeds United visit Leeds school poetry competition	Leeds Sailing Centre



YEAR FIVE CURRICULUM

<p>English</p>	<p>Reading Core Texts Non-Fiction Climate Rebels Fiction The Rescue of Ravenwood</p> <p>Reading Skills Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts. Recognise the main ideas in paragraphs and can usually summarise them using key vocabulary from the text. Draw inferences from their independent reading and explain thinking, returning to the text to support opinion</p> <p>Spelling 'ough' words, Year 5 spellings, silent letters</p> <p>Grammar and punctuation Children will: Use brackets Uses relative clauses beginning with who, which, where, when, whose, that. Use adverbials of time and place to link across paragraphs Identify language including figurative language and sometimes discuss and evaluate the impact of language.</p> <p>Writing genre and published pieces Climate Rebels Greta diary entry The Rescue of Ravenwood Setting Description 500 word writing competition Sow, Grow, Feed Enquiry Questions showcase of learning for Parents' Evening</p>	<p>Reading Core Texts Non Fiction Benin 900-1897 Fiction Malala's Magic Pencil</p> <p>Reading Skills Identify language including figurative language and sometimes discuss and evaluate the impact of language. Draw inferences from their independent reading and explain thinking, returning to the text to support opinions Identify between fact and opinion.</p> <p>Spelling Distinguishes and correctly spells most confusing pairs (homophones)</p> <p>Grammar and punctuation Children will: Use subordinating conjunctions (as, because, since, although) Use expanded noun phrases Use inverted commas Create multi-clause sentences Effectively and appropriately use repetition – Power of three Begins to use higher order punctuation correctly , - () a range of modal verbs</p> <p>Writing genre and published pieces Malala's Magic Pencil Story- write a magical children's story to share with younger pupils</p> <p>Persuasive speech to put Malala Yousafzai - £20 note</p> <p>Benin How did Trade change Benin? Explanation text</p>	<p>Reading Core Texts Non Fiction Dr Maggie's Grand Tour of the Solar System Fiction Cosmic</p> <p>Reading Skills Retrieve and record relevant Explain how meaning is enhanced through choice of words and phrases. Draw inferences from their independent reading and explain thinking, returning to the text to support opinions Can discuss the impact of an author's figurative language choice on a reader information</p> <p>Spelling Distinguishes and correctly spells most confusing pairs (homophones) Spell most words with prefixes and suffixes correctly. (ed, er and ing) Uses prefixes to generate new verbs (re and pre)</p> <p>Grammar and punctuation Organise writing into a coherent and logical sequence of paragraphs. Describe settings, character and atmosphere and begin to experiment with integrating dialogue to convey character and advance the action. Identifies which word, phrase or clause needs parenthesis. Understands whether brackets, dashes or commas are more appropriate. Uses a thesaurus to introduce more detailed and precise vocabulary. Uses expanded noun phrase to convey precise and detailed information.</p> <p>Writing genre and published pieces Cosmic Character description leading to prequel</p> <p>Dr Maggie's Grand Tour of the Solar System Informative tour guide</p>	<p>Reading Core Texts Non Fiction Rad Women Worldwide Fiction The Firework Maker's Daughter</p> <p>Reading Skills Recognise the main ideas in paragraphs and can usually summarise them using key vocabulary from the text. Identify language including figurative language and sometimes discuss and evaluate the impact of language. Draw inferences from their independent reading and explain thinking, returning to the text to support opinions</p> <p>Spelling Homophones, 'ie and ei' words, Year 5 spellings</p> <p>Grammar and punctuation Children will: Use expanded noun phrases to convey precise and detailed information. Use organisational and presentational devices to structure text and to guide the reader (for examples, bullet points and headings) Describe settings, character and atmosphere and begin to experiment with integrating dialogue to convey character and advance the action. Use adverbials of time, place and number.</p> <p>Writing genre and published pieces Rad Women Worldwide Write a 'Leeds Ladies' chapter for the library – Nicola Adams, Jane Tomlinson, the Barnbow Lasses.</p> <p>The Firework Maker's Daughter Fantasy fiction Explanation text on liquids, solids and gases</p>	<p>Reading Core Texts Non Fiction Talking Turkeys Fiction The Boy in the Tower</p> <p>Reading Skills Prepare, read aloud and perform poems and play scripts Retrieve and record information and identify key details. Make inferences from the text, explain and justify with evidence from the text.</p> <p>Spelling 'ful' suffix and proofreading strategies, Year 5 spelling words</p> <p>Grammar and punctuation Children will: Subordinating conjunctions Relative clauses Effective use of formal language Punctuating direct / reported speech Using conditional sentences Using figurative language</p> <p>Writing genre and published pieces The Boy in the Tower Report on Mental Health and Young Carers</p> <p>5 part dystopian story</p> <p>Talking Turkeys Poetry Slam Benjamin Zephaniah</p>	<p>Reading Core Texts Fiction Room 13 The Nightmare Man</p> <p>Reading Skills Identify/explain how information/narrative content is related and contributes to meaning as a whole Retrieve and record information and identify key details. Make inferences from the text, explain and justify with evidence from the text.</p> <p>Spelling proofreading strategies, Year 5 spelling words silent letters, homophones</p> <p>Grammar and punctuation Edit and improve writing by considering purpose and audience Use brackets Uses relative clauses beginning with who, which, where, when, whose, that. Use adverbials of time and place to link across paragraphs Identify language including figurative language and sometimes discuss and evaluate the impact of language.</p> <p>Writing genre and published pieces Room 13 Visitors information booklet about Whitby (hook for the upcoming Y6 residential)</p> <p>Suspense story based on the Nightmare Man workshop</p>
<p>Maths</p>	<p>Place Value: Understand, order and compare numbers up to 1,000,000</p> <p>Addition and Subtraction: whole numbers using the column method up to 4 digits checking with the inverse operation</p>	<p>Multiplication and Division: Factors, multiples, prime, squares and cubes. Multiply and divide by powers of ten.</p> <p>Fractions: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1</p>	<p>Multiplication and Division: Formal methods for multiplication up to 4-digit by 2-digit and division up to 4-digit by 1-digit and dividing with remainders.</p> <p>Fractions: Add, subtract and multiply fractions and finding fractions of an amount.</p>	<p>Decimals and Percentages: Decimals up to 3 decimal places, comparing ordering and rounding. Percentages as fractions and decimals and equivalence.</p> <p>Perimeter and Area: Measure perimeter of shapes, rectilinear and counting. Area of rectangle, compound shapes and irregular shapes.</p>	<p>Properties of Shape: Draw and find angles accurately. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Position and Direction Reflection and translation with coordinates</p>	<p>Decimals: Adding and subtracting decimals below and above one and adding and subtracting wholes and decimals. Decimal sequences. Multiplying and dividing decimals by powers of 10.</p> <p>Measurement: Converting Units Use, read, write and convert between standard units, converting measurements of length, mass,</p>



YEAR FIVE CURRICULUM

				Statistics Draw line graphs, read and interpret line graphs, read and interpret tables and two-way tables, read and interpret timetables		volume and time from a smaller unit of measure to a larger unit Measurement: Volume Compare and estimate volume and capacity Place Value Understand negative numbers, count in negative numbers Compare and order negative numbers
Science	Plant Reproduction and lifecycles Children will: -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals	Forces Children will: -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Earth and Space; Forces Children will: -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 -describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties and Changes of Materials Children will: -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 -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 -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -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.	Animals including Humans Children will: -describe the changes as humans develop to old age. Forces -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Living Things and their Habitats Children will: -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -describe the life process of reproduction in some plants and animals.
DT	Cooking and Nutrition Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Children will: Create a cooked salad using locally sourced ingredients	Textiles Combining different fabric shapes (including computer-aided design using Cricut) Children will: Design a bag to promote a charity campaign				Mechanical Systems Pulleys, gears or cams Children will: Design and build a mechanism to help Ade pull food from the bottom of his building up to the top.
History		Benin 900-1897 Children will: -know Benin traded metals, ivory, food and palm oil and this is how the kingdom grew. - describe the role of an Oba as ruler of Benin. - know Eweka was the first Oba of Benin chosen by his father. - describe that peace was disrupted and the city damaged by conflict when Oba's were	Significant People Children will: - know that Galileo helped prove that the planets orbit the Sun. - explain how the Catholic Church punished Galileo for his theory. - Recognise that the Scientific Revolution was a period that showed the emergence of modern science.		The History of Leeds -understand the origin of Leeds is rooted in the woollen cloth trade -know that according to historical sources Leeds had a population of at least 200 people in 1086	

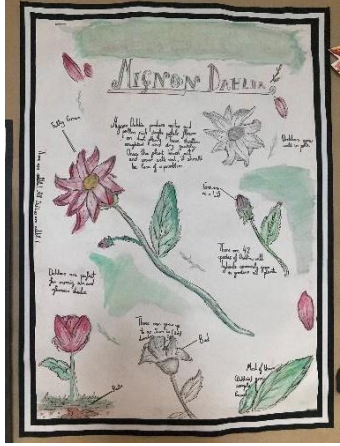
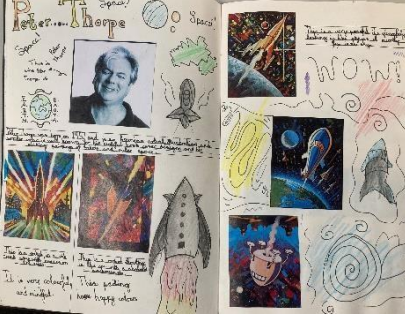




YEAR FIVE CURRICULUM

		<p>challenged .</p> <ul style="list-style-type: none"> - describe what happened in Benin in 1897. 	<ul style="list-style-type: none"> -describe how Newton developed the theory of gravity. 			
Geography	<ul style="list-style-type: none"> - There are three main types of farming: arable, pastoral and mixed - Leeds is in a temperate climate zone - Within climate zones, there are biomes. A biome is a region that has certain climate and weather patterns and therefore different plants and animals can survive there - Name 3 types of biomes: Rainforest, Savanna, Deserts, Mediterranean, Temperate Forests, Grasslands, Taiga, Tundra - Describe and understand key aspects of minerals and water of soil - Solar irrigation is an environmentally friendly farming technique - Describe some things that contribute towards climate change: deforestation, food production, population - Use a 6-figure grid reference 	<p>Describe natural resources, climate and trade links in Africa</p>	<ul style="list-style-type: none"> - Describe and understand key aspects of natural resources (solar power) - Understand that the earth is changing due to climate change - Name some of the increased damage to the planet: global warming, desertification, pollution and deforestation. 	<ul style="list-style-type: none"> - Globalisation is the process whereby countries become connected through trade and culture - Transporting goods to and from the factory includes huge distances - A raw material is grown in the ground and usually sold by weight - Use atlases, maps and globes to locate countries using longitude and latitude coordinates. 	<ul style="list-style-type: none"> - Use digital technologies to create a digital maps of local area - Name cities and counties in the UK - Know that topography is the land features of a place, such as mountains, hills, rivers or valleys. - Identify the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	
Computing	<p>Esafety:</p> <p>Banter Business</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>Creating Media:</p> <p>Children will plan, capture and edit their video to produce a short film. Children will create a stop motion animation of seed dispersal using iMotion app.</p>	<p>Esafety:</p> <p>All that glistens</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>Creating Media:</p> <p>Children will create images in a drawing program by using layers and groups of objects. Children will use paint.net to design a bag design for a charity.</p>	<p>Esafety:</p> <p>Sharing Personal Information</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>Programming</p> <p>Children will explore conditions and selection using a programmable microcontroller. Children will sequence a series of instructions for programmable toys to negotiate a created 'moon terrain' avoiding obstacles and deep craters using codable Lego.</p>	<p>Esafety:</p> <p>Community Spirit</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>Computing systems and Networks:</p> <p>Children will recognise IT systems in the world and in school and look at how some can enable searching on the internet. Children will go on a network hunt around school to see what things we use to help us connect to devices and the internet.</p>	<p>Esafety:</p> <p>Perfect Purchase?</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p>Data and Information:</p> <p>Children will use a database to order data and create charts to answer questions. Children will collect data about different longitude and latitude of different countries</p>	<p>Esafety:</p> <p>Improving Online Profiles</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>Creating Media:</p> <p>Children will plan, develop and evaluate 3D computer models of physical objects using BlockCAD. Children will look at debugging their own coding to ensure that the minibeast is correct.</p>



YEAR FIVE CURRICULUM

<p>Art</p>	<p>Painting Children will: -study the life and work of Georgia O'Keefe. -use watercolours to produce a detailed field drawing.</p> 		<p>Sculpture Children will: -learn about Burmantofts Pottery and explore using sculpture to represent 'space and place', -create their own tiles.</p> 	<p>Large Scale Art collage Children will: -make a large piece of multimedia art -design an official animal of Mount Merapi -study the artist Eileen Agar</p> 	<p>Drawing Children will: -use one point perspective to create a drawing of Leeds in the style of artist Grant Haffner -study the architect George Corson.</p> 	
<p>Music</p>		<p>Performing Children will: -learn the chords and how to play songs on a tuned instrument (ukelele) Sing and play musical instruments with increasing accuracy, fluency, control and expression. -play and perform in solo and ensemble contexts. Leeds Town Hall concert and Christmas show</p>		<p>Composing Children will: improvise and compose music for a range of purposes using the interrelated elements of music. Use and understand staff and other musical notation</p>	<p>Listening and Appraising Children will: -Listen with attention to detail and recall sounds with increasing aural memory. 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</p>	
<p>PE & Sport</p>	<p>Outdoor Adventurous Activity (OAA) Children will: -demonstrate the skills required to complete orienteering tasks Health Related Fitness Children will: -understand the benefits of regular exercise, showing determination and resilience</p>	<p>Tag Rugby Children will: -develop passing and moving in a game scenario Gymnastics Children will: -work with a partner going over and under each other and apparatus Gymnastics -perform a sequence where the start and end points are clearly defined</p>	<p>Netball Children will: -learn to play a high 5/netball related game Dance – Best of British Children will: -copy, repeat, rehearse and refine simple dance moves</p>	<p>Basketball Children will: -develop understanding of zonal and man-to-man defending. Show understanding of all techniques learned Sports Hall Athletics Children will: -learn each of the components that lead to inter and intra competitions Swimming Children will: -follow Swim England School Swimming Framework Awards</p>	<p>Rounders Children will: -apply consistent rounders rules in conditioned games and play small sided games using a standard rounders pitch layout Handball Children will: -learn the key concepts of an up and coming game while developing their understanding of attacking and defending as a team.</p>	<p>Cricket Children will: Learn to play and officiate the game of cricket and understand the scoring system required across different versions of the game Athletics Children will: Children will develop a range of athletic skills and apply these within inter and intra competitions Swimming Children will: Children will follow Swim England School Swimming Framework Awards</p>



YEAR FIVE CURRICULUM

RE	<p>Islam Key question: Key Question - Why are some places and journeys special? Children will learn about special places, pilgrimage and Mecca</p>	<p>Christianity Key Question: Why are some places and journeys special? Children will understand the influence Christianity has on the way individuals live their lives.</p>	<p>Christianity and Islam Key Question: Should we forgive each other? Children will discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions. Islam/Christianity</p>	<p>Sikhism Key Question: How do Sikhs show commitment? Children will observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities;</p>	<p>Christianity Key Question: What values are shown in codes for living? Children will understand the main beliefs of Christians and some of the different ways in which these are interpreted;</p>	<p>Christianity and Sikhism Key Question: What values are shown in codes for living? Children will consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>
PSHE	<p>Physical health and wellbeing Children will learn about role models and how the media can manipulate advertisements and images Self-belief Mind Mate</p>	<p>Mental health and emotional wellbeing Children will learn about how to deal with different feelings Relationships and Sex Education Children will learn about the changes that occur during puberty and about the roles and responsibilities of carers and parents I know what mental health is</p>	<p>Keeping safe and managing risk Children will learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) Solving problems and restorative justice</p>	<p>Drugs, alcohol and tobacco Children will learn about different influences Being the same/being different I know why families are important</p>	<p>Careers, financial capability and economic wellbeing Children will learn about the world of work and how you can manage your money Unhealthy relationships</p>	<p>Relationships and Sex Education Growing up and changing Life changes</p>
Innovate and Enrich	<p>Tasting of local products from the farmers market and local allotment Online safety- Dside</p>	<p>Links with Leeds African Communities Trust</p>	<p>Leeds Playhouse performance for parents Whole class solar system role play Now Press Play</p>	<p>Dside visit Drugs and alcohol Road safety team visit Bike ability Orienteering on site</p>	<p>Art gallery show case with East St Arts for local community members Local area art walk</p>	<p>Visit the school pond Planting in the raised beds</p>

