

Year: 5

Curriculum Overview 2023-2024

Term: Summer

	<u>Summer 1:</u> Everything Local-Past and Present						<u>Summer 2:</u> Everything Local-Past and Present					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	Explorers (Wordsmith)						The Lost Happy Endings and The Princess Blanket by Carol Ann Duffy					
English - Genres	Explanation		Diary writing			Residential	Novels and stories by significant children's author					
English - Objectives / Skills	<ul style="list-style-type: none"> Consider and make a list of the skills and qualities needed to be an explorer. To improve a piece of factual text- up level. Discuss how to take notes and be successful at this. To be able to make notes and take down the main points whilst watching a short documentary about The Amazon rainforest. Look at and identify the key features of an advertisement. Create an advert for The Explorer Times to encourage a junior explorer to join a new expedition to the rainforest. Who is the bravest between Ellen or Helen? Make a judgement. Discrete Year 5 grammar curriculum and comprehension lessons. 		<ul style="list-style-type: none"> Look at and identify the key features of a diary through reading the diary of an Antarctic explorer What makes an effective diary Plan a diary by noting and developing initial ideas, drawing in reading and research where necessary Group ideas into paragraphs Use cohesive devices to link ideas Draft and write selecting appropriate grammar and vocabulary Evaluate and edit and improve to engage the reader 				<p>To look and identify different book covers and genres. Predict titles from blurbs. To investigate the effect of vocabulary on a reader by:</p> <ul style="list-style-type: none"> Looking at various chosen and identifying why they were chosen. What imagery do they conjure up? Metaphors Similes Imaginary phrases Alliteration Emotive language Noisy words Hyperbole Onomatopoeia Expanded noun phrases Fronted Adverbials <p>Create own imaginary phrases in relation to the events of the first part of the book. Make predictions using clues from the text. Identify precise language in the text. Create own character using precise language using the text as a guide. Discrete Year 5 grammar curriculum and comprehension lessons.</p>					
Science – Unit	Living things and their habitats – life cycles		Living things and their habitats – life cycles				Animals including humans –growth and development					
Science - Objectives / Skills	<ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals. 		<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 				<ul style="list-style-type: none"> describe the changes as humans develop to old age. 					

History/Geography Unit	Local Geography Unit		Local History Unit	
History/ Geography Objectives / Skills	<ul style="list-style-type: none"> Local Study of Fetcham and Leatherhead and compare and contrast with Whitstable. To carry out a town survey of Leatherhead. Identify the River Mole flowing through Leatherhead on a map as a reference point and Oakfield school. Show the route taken to walk into the town. Identify key features along their journey including the floodplain, fire station, bridge, water station, leisure centre, train station and using a key, add these to a map. Carry out a survey of residential and business premises along the high street. Collate the types of shops found and group them. Present as a bar chart. Carry out a traffic survey of the number and types of cars travelling through the town during a 15 minute window. Present as a bar chart. Using a local OS Landranger map 187. Use 6 figure grid references to locate settlements and physical geography. Use the OS key to find the correct symbols of these features. Create their own 6 figure grid references. Identify Whitstable and Canterbury on a map of the United Kingdom. Label oceans and seas: major cities including capital cities. Using Aerial and satellite photographs, to give six figure references for specific areas. Use the key and symbols. Compare and contrast town surveys including the purpose of the buildings found along the high street and the traffic surveys. Make a judgement as to the type of area, people who live there or visit this area – the purpose of the town and why it grew up there. <p>Compare the traffic, types of roads and number of roads within an area. Evaluate the impact of the tourists and visitors to the island have on these roads and small towns and villages. How important is tourism to their livelihoods? What types of jobs do their parents do?</p>		<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. Why is Leatherhead called Leatherhead? To compare and contrast maps of Leatherhead and Fetcham (Including the school) from 1693 to the present day. To hypothesise why Leatherhead became a settlement where it did. Why the football club is called The Tanners? To reach a conclusion as to why the football club is called The Tanners. What connects Leatherhead football club to Therfield school? To explain why both The Tanners and Therfield school have a swan on their emblems. How did Septimus Welling help the poor? To evaluate the Census evidence over a period of 40 years and make reasoned judgements as to what happened to Septimus Welling. To empathise with a child who had been sent to the Workhouse. How did Moulds start the Great Fire of Leatherhead? To critique the evidence of the fire service in the early 1900's and compare to contemporary evidence and photographs. Where do you spend your pocket money? To justify the chronological order of the same type of sweets over a period of time. Eleanor or Edmund? Who would be your most interesting Tudor person living in leatherhead? To evaluate and critique the evidence available about Sir Edmund Tylney and Eleanor Rummin. Looking now and on with Love and Laughter 2020. 	
ICT – Unit	PowerPoint – linking slides using hyperlinks (making a quiz)		Coding - Kodu	Internet Safety
ICT - Objectives / Skills	<p>Pupils...</p> <ul style="list-style-type: none"> Use hyperlink tool to link to another slide Design a quiz using hyperlinks, shapes, text boxes <p>Add sound to an animation</p>		<p>Pupils...</p> <ul style="list-style-type: none"> Launch Kodu, open and save projects Moving your robot <ul style="list-style-type: none"> Repeating behaviours 	<p>Pupils...</p> <ul style="list-style-type: none"> Media choices Private and personal information Our online tracks Keeping games fun and friendly Be a super digital citizen
RE – Unit	Hinduism – why should Hindus live a good life?		Thematic – What does it mean to live a good life?	
RE - Objectives / Skills	<ul style="list-style-type: none"> What do we mean by a 'good life'? What might that look like for me? 		<ul style="list-style-type: none"> Does it matter how we live? What do you think a 'good life' is? How have our school [vision and] values helped to shape what it means to live a good life in school? 	

	<ul style="list-style-type: none"> How does belief in Brahman have an impact on how Hindus (Sanatanis) live? What do different Hindus (Sanatanis) say What is samsara and what impact does living a good life have on karma? What do different Hindus (Sanatanis) say? What are my 'duties' in life? How does doing 'dharma' help Hindus to live a good life? How does the story of Rama and Sita show what's important to many Hindus (Sanatanis)? Does celebrating Diwali as a community make a difference? <p>Why should Hindus (Sanatanis) live a good life?</p>		<ul style="list-style-type: none"> What have we learned about the things different religious and nonreligious people believe about living a good life? What does this mean in the way that people live as part of their community and our world? What do some people in our local communities say about living a good life? How are ideas about living a good life the same? Or different? <p>What does it mean to you to live a good life? What's influenced your thinking? What difference does it make?</p>
PHSE – Unit	Relationships		Changing me
PHSE - Objectives / Skills	<ul style="list-style-type: none"> To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends To understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean To understand how to stay safe when using technology to communicate with my friends 		<ul style="list-style-type: none"> To be aware of my own self-image and how my body image fits into that To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally To describe how boys' and girls' bodies change during puberty To understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) To identify what I am looking forward to when I am in Year 6
ART- Unit	At the Pantomime (PlanBee)		
ART - Objectives / Skills	<ul style="list-style-type: none"> To explore design features of a pantomime. (C) Able to design a set for a particular pantomime scene. To be able to design a set for a particular pantomime scene. To be able to create a model set for a pantomime based on a design. To be able to design costumes for pantomime characters and costume accessory for a pantomime. To be able to design a costume accessory for a pantomime. (C) Make a shoebox set To be able to evaluate a finished product. 		

DT- Unit			Baking Bread (PlanBee)
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DT - Objectives / Skills			<ul style="list-style-type: none">● To investigate and evaluate bread products according to their characteristics.● To learn how bread products are an important part of a balanced diet and can be eaten in different ways.● To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects.● To be able to design a new bread product for a particular person or event. To be able to design a new bread product for a particular person or event.● To be able to make bread based on a plan and design. To be able to make bread based on a plan and design.● To be able to evaluate a finished product.		
PE- Unit	Striking and fielding and outdoor athletics				
PE - Objectives / Skills	Striking and Fielding <ul style="list-style-type: none">● To sometimes strike a bowled ball.● Begin to develop a wider range of skills● use these under some pressure.● Use tactics effectively in a competitive situation.		Outdoor Athletics <ul style="list-style-type: none">● Choose the best pace for a running event.● Perform a range of jumps showing some technique.● Show control at take-off in jumping activities.● Show accuracy and good technique when throwing for distance.● Understand how stamina and power help people to perform well in different athletic activities.● Lead a partner through short warm-up routines		
Maths – Unit	Measurement		Fractions, decimals and percentages		
Maths - 12Objectives / Skills	The order that the objectives are taught may vary depending on the needs of the children Pupils will be taught to: <ul style="list-style-type: none">● convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)● understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints		<div>Geometry</div> <div>Review and consolidate Autumn and Spring term</div> <div><ul style="list-style-type: none">● solve problems involving converting between units of time● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.● solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.● round decimals with two decimal places to the nearest whole number and to one decimal place● read, write, order and compare numbers with up to three decimal places● solve problems involving number up to three decimal places</div> <div><ul style="list-style-type: none">● Identify 3-- D shapes● Identify, measure and draw angles● Distinguish between regular and irregular shapes● Identify and describe a shape after a reflection or translation</div>		

			<ul style="list-style-type: none"> recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. 	
Further Learning and Cultural Capital Experiences	See whole school calendar for activities Observe apple trees		<p>2 days in Leatherhead-walk into town each day to support the Local unit.</p> <p>Residential trip to Canterbury</p> <p>Therfield sport and science morning</p>	