



YEAR 5 CURRICULUM OVERVIEW

BRIDGEWATER PRIMARY SCHOOL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Kensuke's Kingdom by Michael Morpurgo The Explorer by Katherine Rundell		Holes by Louis Sachar Secrets of a Sun King by Emma Carroll		Wonder by RJ Palacio Wild Boy by Rob Lloyd Jones	
Core texts						
Writing genres covered throughout the year	Character Description, Informal Letter, Newspaper Article, Poetry, Setting Description, Narrative, Diary entry, Recount, Discursive Argument.					

MATHS			
Programme of study (Statutory requirements)- Most children will			
<p>Data</p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average. <p>Measures</p> <ul style="list-style-type: none"> convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre) understand and use basic equivalences between 	<p>Number, place value, approximation and estimation</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication and division</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs 	<p>Geometry-property of shape</p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and cuboids, from 2-D representations know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees identify: multiples of 90° angles at a point on a straight line and ½ a turn (total 180°) angles at a point and one whole turn (total 360°)

<p>metric and common imperial units and express them in approximate terms</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • recognise and estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water) • solve problems involving converting between units of time • solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • compare and order fractions whose denominators are all multiples of the same number • recognise mixed numbers and improper fractions and convert from one form to the other • add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$) • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <p><u>Decimals and fractions</u></p> <ul style="list-style-type: none"> • read and write decimal numbers as fractions (e.g. $0.71 = 71/100$) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • 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. <p><u>Decimals, fractions and percentages</u></p> <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 hundred, and as a decimal fraction 	<ul style="list-style-type: none"> • solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • 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. 	<p>reflex angles, and compare different angles</p> <ul style="list-style-type: none"> • draw shapes using given dimensions and angles • state and use the properties of a rectangle (including squares) to deduce related facts • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p><u>Geometry-position, direction, motion</u></p> <ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
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	<ul style="list-style-type: none"> 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 with a denominator of a multiple of 10 or 25. 		
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YEAR 5						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY			How can we rediscover the wonders of Ancient Egypt?			Victorian Manchester
GEOGRAPHY	What's so special about the USA?	Why should the rainforest be important to us all?			The River Nile	
ART	Drawing and Printing Robert Rauschenburg Roy Lichtenstein USA inspired print Printing - Art gallery trip		Drawing and Sculpture Alice Kettle Betye Saar Ancient Egyptian inspired textile hangings		Drawing and Painting Georgia O'Keefe Floral painting	
DT		Mechanisms Pop-up books		Textiles Stuffed toys		Cooking and Nutrition Developing a recipe

SCIENCE CHALLENGE	Will we ever send another man to the moon? (Earth and Space)	How different will you be when you are as old as your grandparents? (Animals Including Humans)	Could you be the next CSI investigator? (Materials)	Do all plants and animals start life as an egg? (Living things and Their Habitats)	Can you feel the force? (Forces)	
COMPUTING	Coding	Concept maps	Online Safety Spreadsheets	3D modelling	Databases	Game creator
PE	Manchester United Basketball	Manchester United Dodgeball	Manchester United Handball	Manchester United Hockey	Manchester United Tennis	Manchester United Tag Rugby
MUSIC	RC Pitch Singing Ostinato and rhythm Composition	RC Pitch Singing Ostinato and rhythm Composition	RC Rhythm Work, Drum sticks Singing, Comparing Piano works from different composers	RC Rhythm Work, Drum sticks Singing, Comparing Piano works from different composers	RC Rhythm Work, Drum Sticks on pads Singing, Comparing Piano works from different Mozart and Debussy	Charanga-Blackbird Unit
PSHE	Being me in my world -I understand my rights and responsibilities as a British citizen.	Celebrating Difference -Explore cultural differences and understand the terminology racism.	Dreams and Goals - Explore dreams and goals of a young person from a different culture.	Healthy Me -Explore eating problems (disorder) which can develop	Relationships - Explain how to stay safe when using technology to communicate and	Changing Me including SRE -Understand how a girl/boy's body changes during

	-I can empathise with people in this country whose lives are different to my own	-Explain the differences between direct and indirect types of bullying. -Support children who are being bullied / Encourage those using bullying behaviours to make other choices.	-Reflect how these relate to my own.	including body image pressures. -Understand health risks related to smoking and consuming alcohol. -Know what to do in emergency situations including the recovery position.	recognise risks which may arise. -Discuss what having a boyfriend / girlfriend means and exploring the feelings of jealousy.	puberty -Physical and emotional changes occurred during male and female puberty. -Understand that teenage years mean growing responsibilities. Transition to Year 6.
RE	U2.1 Why do some people believe God exists? (Christian and non-religious)	U2.4 If God is everywhere, why go to a place of worship? (Christians, Hindus and/or Jewish people) Christmas-How is the birth of Jesus celebrated in a place of worship?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (Christians) Easter-Spring 2-What did Jesus' teachings throughout his life and death teach Christians today?	U2.6 What does it mean to be a Muslim in Britain today? (Muslim)	U2.9 What can be done to reduce racism? Can religion help? (Christians, Muslims, non-religious ideas (other examples are referenced and can be selected and developed by the school))	U2.1 Why do some people believe God exists? (Christian and non-religious)
MFL	Ourselves (Salford Language Scheme)	Celebrations (Salford Language Scheme)	School (Salford Language Scheme)	Weather (Salford Language Scheme)	Hobbies (Salford Language Scheme)	Holidays (Salford Language Scheme)