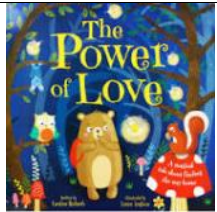
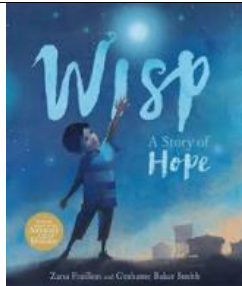


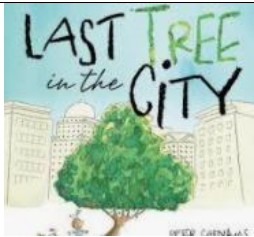
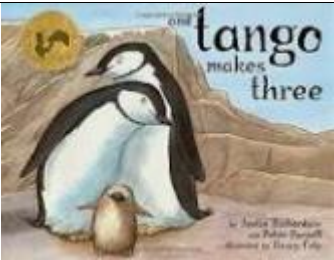

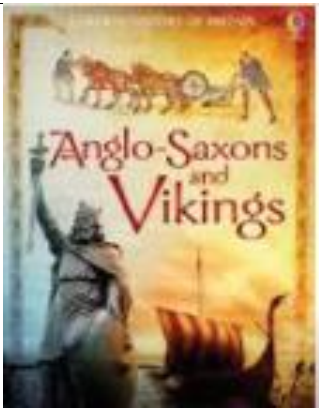
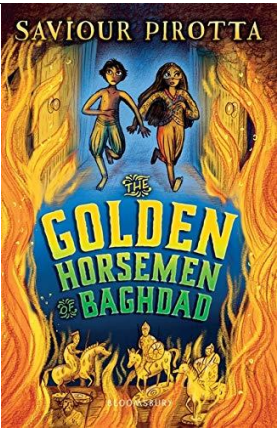
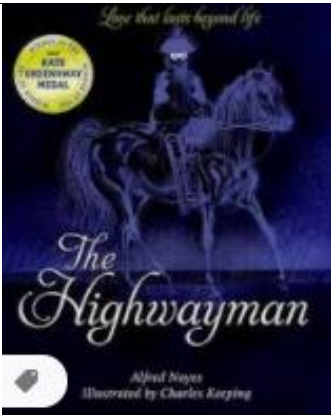
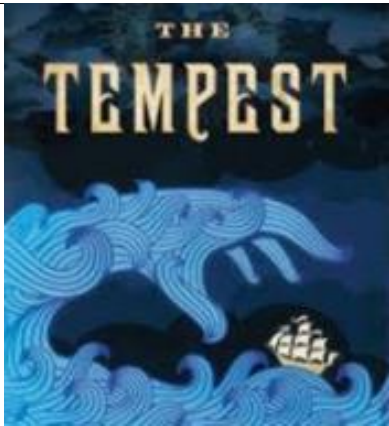





**Year Group Curriculum Plan
Year 5**

2023/2024 Core Value	Autumn 1 Respect	Autumn 2 Hope	Spring 1 Support	Spring 2 Opportunities	Summer 1 Love	Summer 2 Achievements
RE Focus	God: What does it mean if God is holy and loving? -To understand that knowing God is a personal relationship. -To identify biblical texts. -To explain connections between biblical texts and Christian ideas of God. -To understand what Cathedrals show about what Christians believe about God. -To show Christians put their beliefs into practice in worship. -How could ideas about God make a difference in the world today.	Incarnation: Was Jesus the Messiah? -To investigate the qualities of a saviour. -To examine evidence to suggest Jesus was the Messiah -To explore the true meaning of Christmas. -To investigate how Christians bring peace, good news and show Jesus' love at Christmas. -To create a modern day messenger sent from God.	What does it mean for Muslims to follow God? - To explain Muslim beliefs about God. - Understand, with depth and nuance, the many beliefs and rituals to develop an appreciation for religions.	Salvation: What difference does the resurrection make for Christians? -To outline the timeline of the 'big story' of the Bible, explaining the ideas of Incarnation and Salvation. -To suggest meanings for resurrection accounts. -To compare their ideas with ways in which Christians interpret these texts. -To explain connections between Luke 24 and the Christian concepts of Sacrifice, -Resurrection, Salvation, Incarnation and Hope, using theological terms. -To understand the impact of salvation.	People of God: How can following God bring freedom and justice?	Gospel: What would Jesus do to save human beings?
Key P4C Texts		 Black History				 Pride
PHSE Focus	How can friends communicate safely? <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family 	How will we change and grow? <ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	How can we help in accident or emergency? <ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what 	What decisions can people make with money? <ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	What makes up a person's identity? <ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not 	What jobs would we like? <ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university

	<ul style="list-style-type: none"> how to respond if a friendship is making them feelworried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 		has happened to an adult or the emergency services		<p>correspond with their biological sex)</p> <ul style="list-style-type: none"> about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
British Values Focus	Democracy	Mutual Respect	Individual Liberty	Rule of Law	Mutual Respect and Tolerance of those of different faith.	
English Focus Text(s)						
English Focus	<p>Freedom for Bron (writing an opening narrative including setting and character descriptions)</p> <ul style="list-style-type: none"> -To be able to understand and write expanded noun phrases -To be able to write using figurative language (simile, metaphor, personification) -To be able to understand and write prepositional phrases (as adverbials) -To be able to understand and write adverbials - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -To predict what might happen from details stated and implied 	<p>Anglo Saxons and Vikings (Non Chronological Report)</p> <ul style="list-style-type: none"> -To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -To use commas to clarify meaning or avoid ambiguity in writing (pickup through marking feedback – teach comma rules within lessons on adverbials, sub clauses etc) -To distinguish between statements of fact and opinion -To retrieve, record and present information from non-fiction -To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>The Golden Horsemen of Baghdad</p> <p>To understand the purpose and audience of the text and how this differs from a non fiction text.</p> <p>Use retrieval and inference skills to delve deeper into the initial chapters</p> <p>Explore a word carpet to understand new vocabulary</p> <p>Identifying speech and use drama skills to re-enact sections to understand the emotions involved in the dialogue</p> <p>Identify verb tenses</p>	<p>Narrative Poetry and emotive diary writing</p> <p>The Highwayman – Alfred Noyes</p> <ul style="list-style-type: none"> -To read books that are structured in different ways and reading for a range of purposes -To increase children's familiarity with a wide range of books (narrative poem) -To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -To ask questions to improve their understanding -To draw inferences such as inferring characters' feelings, thoughts and 	<p>The Tempest by William Shakespeare building up to letter writing</p> <ul style="list-style-type: none"> -To use commas to clarify meaning or avoid ambiguity in writing -To use hyphens to avoid ambiguity -To use brackets, dashes or commas to indicate parenthesis -To use semi-colons, colons or dashes to mark boundaries between independent clauses -To use a colon to introduce a list -To use passive verbs to affect the presentation of information in a sentence -To use the perfect form of verbs to mark relationships of time and cause 	<p>Classic / Contemporary fiction:</p> <p>Drama – Linked to</p> <ul style="list-style-type: none"> -To choose the appropriate voice and tense -To use tense Consistency -To manage different levels of formality

Maths Focus	- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	-To provide reasoned justifications for their views. -To recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Understand prepositional phrases and how these can be used to enhance our writing Explore and identify model verbs to suggest degrees of possibility Understand a range of synonyms and homophones and use them correctly Develop and integrate dialogue to convey characters and advance the action	motives from their actions, and justifying inferences with evidence -To Predict what might happen from details stated and implied -To identifying how language, structure and presentation contribute to meaning		
	<p>Number: Place Value -To read and write numbers to 1,000,000. Understand the PV headings and the relationship between them.</p> <p>Number Addition and Subtraction</p> <p>Number: Multiplication and division</p> <ul style="list-style-type: none"> - identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers - 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 - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) 	<p>Number: Multiplication and division</p> <ul style="list-style-type: none"> • multiply numbers up to 4 digits by a one- or two-digit number using a formal 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 formal written method of short division and interpret remainders appropriately for the context 	<p>Fractions</p> <ul style="list-style-type: none"> -To be able to convert between: Equivalent fractions, Improper fractions and mixed numbers -To compare and ordering fractions. -To be able to answer calculations involving fractions. -To be able to find fractions of quantities. 	<p>Decimals and percentages</p> <ul style="list-style-type: none"> -To understand decimals up to 2dp. -To be able to convert between decimals as fractions. -To understand thousandths. -To order and compare decimals. -To compare percentages, fractions and decimals. Calculations involving decimals. <p>Measurement</p> <ul style="list-style-type: none"> -To be able to convert units -To understand units of measurement for length, mass, capacity and time. -To answer measuring volume problem solving 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> -To consolidate and apply knowledge of area and perimeter -To be able to calculate area and perimeter of squares, rectangles and compound shapes. 	<p>Geometry</p> <ul style="list-style-type: none"> -To know properties of shapes – 2D and 3D -To identify and measure angles. -Geometry position and direction including translations. <p>Statistics</p> <ul style="list-style-type: none"> -To interpret charts, tables and line graphs
Science Focus	<p>Forces</p> <ul style="list-style-type: none"> -To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 	<p>Earth and Space</p> <ul style="list-style-type: none"> -To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -To describe the movement of the Moon relative to the Earth. -To describe the Sun, Earth and Moon as approximately spherical bodies. 	<p>Properties & changes of materials</p> <ul style="list-style-type: none"> -To compare and group together everyday materials on the basis of their properties. -To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. 	<p>Living Things & their habitat</p> <ul style="list-style-type: none"> -To recognise that living things can be grouped in a variety of ways. -To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> -To describe the changes as humans develop to old age. 	

	-To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	-to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun.	-To use knowledge of solids, liquids and gases to decide how mixtures might be separated. Give reasons, for the particular uses of everyday materials, including metals, wood and plastic. -To 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.	-To recognise that environments can change and that this can sometimes pose dangers to living things.		
History	History -Who conquered Britain? Exploring how invasions from Saxons and Vikings led to cultural, geographical and social changes in England. -Invasion games / investigating Ash trees (important to Viking culture		History Exploring the origins of Islamic civilisation -To explore the origins of Islam civilisation.		DT -To use a circuit and incorporate buzzers to design and make an alarm to protect a valuable artefact.	
Geography		Geography North American Adventure. -Exploring the physical geography, biomes, culture, locational information and major human features of the continent		Geography Natural Disasters -To explore the physical processes, locations and impact of earthquakes, volcanoes, wildfires and tsunamis	Geography Field Study -To use mapping skills to plan and conduct a study of the Aire Valley mapping land usage and investigating the impact of flooding in this region. - To make 3D relief maps of Baildon using contour	
Art		Art Andy Warhol -To explore pop art screen prints in the style of Andy Warhol				Art Study of Banksy - To create a piece of street artwork inspired by Banksy
Design Technology			Electronics Circuits incorporating buzzers Design and make an alarm to protect a valuable artefact	Textiles Join materials using a running and back stitch -To plan, design and make Easter felt gifts	Cooking and Nutrition - Design and make chicken and vegetable Halloumi kebabs	
Music Focus	Mountain Tales – Programme Music 1 Mussorgsky and Greig -To create music to tell a story set on a mountain.		Samba - Cyclic patterns and polyrhythms part 1 -To perform as a class samba band, composing samba pieces in groups.		Tuned percussion – part 2 -To perform, compose and improvise on glockenspiels and xylophones, developing notation reading skills.	

			-To learn how to order food in a restaurant, or in a shop			
Curriculum Enhancement	Viking Immersive Day	Visiting Places of worship ROBINWOOD		Geocaching		Visiting Denso Marston Nature Reserve
Home Learning Opportunities	Investigate local place names that have Viking or Saxon links.			Create a building that is resistant to high winds, flooding and heavy rain.	Create a photo trail or map of your route to school.	Use cardboard to create a contour map.