

## YEAR 5 CURRICULUM OVERVIEW (LTP) (Class 11/12)



	Term 1 (8 Weeks)	Term 2 (7 Weeks)	Term 3 (6 Weeks)	Term 4 (5 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
Topic title	Alchemy Island	Pharaohs	Stargazers	Off with Her Head!	Beast Creator	Scream Machine
Super Start (hook)	Guest visitor as 'Alchemist' or 'Alchemist's Apprentice'.	A shadow play mummification scene.	Visit an observatory or planetarium.	Meet 'Elizabeth I' on her deathbed.	Visit to tropical house.	Visit a fairground, theme or adventure park.
Fabulous Finish (learning celebration)	Home/School Learning Exhibition. Fundraising event. 'Science Fair'.	Home/School Learning Exhibition. Fundraising event. 'Museum'.	Home/School Learning Exhibition. Fundraising event. 'Astronaut Training'.	Home/School Learning Exhibition. Fundraising event. 'Museum'.	Home/School Learning Exhibition. Fundraising event. 'Welcome to the Jungle'.	Home/School Learning Exhibition. Fundraising event. 'Fairground Attraction'.
First Hand Experiences	Trip (Harry Potter Studios). Visitor - 'science expert'.	Trip - (Weston Park Museum). Historical artefacts.	Trip (Jodrell Bank). Planetarium.	Trip (Manor Lodge). Historical artefacts. Visitor - 'in role'.	Trip (Aston Butterfly House/local greenspace). Visitor - 'creatures'.	Trip (fairground, theme or adventure park). Visitor - 'science expert'.
Maths	<p style="text-align: center;">Power Maths</p> <p style="text-align: center;">Unit 1 - Place Value within 100,000</p> <p style="text-align: center;">Unit 2 - Place Value within 1,000,000</p> <p style="text-align: center;">Unit 3 - Addition &amp; Subtraction</p> <p style="text-align: center;">Unit 4 - Graphs &amp; Tables</p> <p style="text-align: center;">Unit 5 - Multiplication &amp; Division (1)</p> <p style="text-align: center;">Unit 6 - Measure - Area &amp; Perimeter</p>		<p style="text-align: center;">Power Maths</p> <p style="text-align: center;">Unit 7 - Multiplication &amp; Division</p> <p style="text-align: center;">Unit 8 - Fractions (1)</p> <p style="text-align: center;">Unit 9 - Fractions (2)</p> <p style="text-align: center;">Unit 10 - Fractions (3)</p> <p style="text-align: center;">Unit 11 - Decimals &amp; Percentages</p>		<p style="text-align: center;">Power Maths</p> <p style="text-align: center;">Unit 12 - Decimals</p> <p style="text-align: center;">Unit 13 - Geometry - Properties of Shapes (1)</p> <p style="text-align: center;">Unit 14 - Geometry - Properties of Shapes (2)</p> <p style="text-align: center;">Unit 15 - Geometry - Position &amp; Direction</p> <p style="text-align: center;">Unit 16 - Measure - Converting Units</p> <p style="text-align: center;">Unit 17 - Measure - Volume &amp; Capacity</p> <p style="text-align: center;"><i>(This coverage allows 10 additional lessons that can be used based on teacher judgement).</i></p>	
English (POR Books)	<p><u>Tom's Midnight Garden</u></p> <p>Writing in Role (Diary Entries)</p> <p>Setting Description</p> <p>Scripts</p> <p>Create a graphic novel</p>	<p><u>The Red Pyramid</u></p> <p>Chronological Reports</p> <p>Fact Files</p> <p>Research Skills</p> <p>Mystery Stories</p> <p>Play Scripts.</p>	<p><u>Cosmic</u></p> <p>Writing in Role</p> <p>Poetry</p> <p>Playscripts</p> <p>Story Writing</p> <p><u>Cosmic Disco</u></p> <p>Poetry</p>	<p><u>Treason</u></p> <p>Riddles</p> <p>Poetry</p> <p>Notes for discussion and debate</p> <p>Letters</p> <p>Narrative writing</p>	<p><u>The Last Wild</u></p> <p>Newspaper Report</p> <p>Writing in Role</p> <p>Scripts</p> <p>Narrative</p>	<p><u>Clockwork</u></p> <p>Letter writing</p> <p>Comic strip</p> <p>Character summaries</p> <p>Newspaper report</p> <p>Argument</p> <p>Narrative</p>

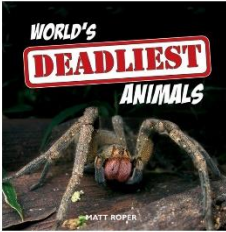
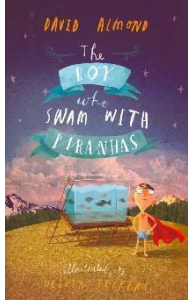
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Charnock Hall Primary Academy  
A L.E.A.D. Academy

			 			<p><u>The London Eye Mystery</u> Diary/Journal Entries Persuasive Speech Explanatory Booklet Police Report Formal Letter Newspaper Report Television News Speech Poetry Advertisement Narrative</p>  
<p>Book Study</p>	<p>(Fiction) A Wizard of Earthsea</p> 	<p>(Nonfiction) Ancient Egyptians Explore!</p> 	<p>(Nonfiction) Why is there life on Earth?</p> 	<p>Terrible Tudors</p> 	<p>(Fiction) Flanimals</p> 	<p>(Nonfiction) All about Physics</p> 



					<p>(Nonfiction) World's Deadliest Animal</p> 	<p>(Fiction) The Boy who Swam with Piranhas</p> 
Science	<p><b><u>Materials and their Properties</u></b></p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and</p>		<p><b><u>Space</u></b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the</p>		<p><b><u>Living Things</u></b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as</p>	<p><b><u>Forces</u></b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>

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	<p>changes of state are reversible changes.</p> <p>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.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>		<p>Earth and the falling object.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Explain that unsupported objects fall towards the</p>		<p>displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>materials, including metals, wood and plastic.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>
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			<p>Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>			
RE (Discovery R.E)	<p><u>Sikhism</u> How far would a Sikh go for his/her religion?</p>	<p><u>Christianity</u> Is the Christmas story true?</p>	<p><u>Hinduism</u> How can Brahman be everywhere and in everything?</p>	<p><u>Christianity</u> Did God intend Jesus to be crucified and if so was Jesus aware of this?</p>	<p><u>Sikhism</u> What is the best way for a Sikh to show commitment to God?</p>	<p><u>Christianity</u> What is the best way for a Christian to show commitment to God?</p>
History		<p><u>Ancient Civilisations</u> Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><u>British History Beyond 1066</u> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>The Tudors</u> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Tudors)</p>		
Geography	<p><u>World Climate Zones</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><u>Map Work</u> Locate the world's countries, using maps to</p>	<p><u>Human Geography</u> Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Look closely at the River Nile and the use of the river).</p>	<p><u>Map Work</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Human Settlement Patterns</u> Describe and understand key aspects of human geography, including: types of settlement (Look at Henry VIII's homes)</p> <p><u>Map Work</u> Name and locate counties and cities of the United Kingdom, geographical</p>	<p><u>Map Work</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Fieldwork</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>	<p><u>Human Settlement Patterns</u> Describe and understand key aspects of human geography, including: types of settlement (Look at Rollercoasters across the UK).</p> <p><u>Comparing different Geographical Regions</u> Understand geographical similarities and differences</p>

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	<p>focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>			<p>regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
Art	<p><b><u>Exploring different techniques and mediums</u></b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>PRINTING - using string, foam, card or lino. William Morris designs.</p>	<p><b><u>Studying the Life of Great Artists</u></b></p> <p>Find out about great artists, architects and designers in history.</p> <p>Make and use a sketch book that includes pockets and flaps.</p> <p>Explain how an idea has developed over time. (Car design, clothing and styles &amp; phones.</p> <p><b><u>Exploring different techniques and mediums</u></b></p> <p>Improve their mastery of art and design techniques, including drawing, painting</p>	<p><b><u>Exploring different techniques and mediums</u></b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>PAINTING</p> <p>Combine a range of media within a piece of work and explain the desired effect.</p>	<p><b><u>Famous Artists and Creating Portfolios</u></b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Make and use a sketch book that includes pockets and flaps.</p> <p>Find out about great artists, architects and designers in history.</p> <p>Use simple rules of perspective in drawing figures and buildings (link to History visit to Manor Lodge).</p>	<p><b><u>Exploring different techniques and mediums</u></b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Compose a photograph with emphasis on textural qualities, light and shade. (Take photographs of bugs).</p>	<p><b><u>Exploring different techniques and mediums</u></b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Explain how an idea has developed over time. (car design, clothing and styles &amp; phones including fairground rides/Roller Coasters.</p>

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		and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		PENCIL SKETCH WORK		
		SCULPTURE & CLAY WORK				
DT	<p><b><u>Assessing Design and Function</u></b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b><u>Designing and Making Circuits</u></b> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	<p><b><u>Tracing the Journey of Food.</u></b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b><u>Evaluating Design, Form and Function</u></b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<p><b><u>Using research to inform The Design Process</u></b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (Recycled material)</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p><b><u>Evaluating Ideas</u></b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p><b><u>Food Technology</u></b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Kneading, rubbing and mixing).</p> <p>Explain what times of year particular ingredients are in season.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to</p>

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		joining and finishing], accurately.				<p>improve their work. Do their meal contribute towards a balanced diet?</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>
PSHE	<u>Jigsaw: Being Me in my World</u>	<p><u>Jigsaw: Celebrating Differences</u></p> <p>Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>Think about the lives of people living in other places and times, and people with different values and customs.</p>	<u>Jigsaw: Dreams and Goals</u>	<u>Jigsaw: Healthy Me</u>	<u>Jigsaw: Relationships</u>	<u>Jigsaw: Changing Me</u>
	<p>Spanish <u>Do you have a pet? OR Rooms of the house.</u></p> <p>Asking and answering questions - Expressing likes and dislikes.</p>	<p>Spanish <u>What is the date?</u></p> <p>Play games (Simon Says? Bingo?)</p>	<p>Spanish <u>The Weather</u></p> <p>Write down sentences and a group piece of writing.</p> <p>Weather Song: Listen by heart and respond to the song then perform the song to the other class at a class assembly.</p>	<p>Spanish <u>Clothes</u></p> <p>Use a Spanish dictionary to check spelling and look up unknown words.</p>	<p>Spanish <u>The Romans</u></p> <p>Use accurate pronunciation so that others understand, self - correcting as necessary.</p>	<p>Spanish <u>The Olympics OR Habitats</u></p> <p>Recognise and understand infinitive verbs, nouns and adjectives.</p> <p>Describe the actions of a person or object using appropriate words or phrases.</p>



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<p>Physical Education</p>	<p><b>(OAA)</b> Team Building Games <b>(Games)</b> Hockey</p>	<p><b>Gymnastics</b> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Orienteering (OAA)</b></p>	<p><b>Dance</b> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>(Games)</b> Football</p>	<p><b>Dance</b> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>(Games)</b> Tennis</p>	<p><b>(Games)</b> Netball</p> <p><b>Athletics</b> Use, running, jumping, throwing and catching in isolation. Develop flexibility, strength, technique, control and balance.</p>	<p><b>(Games)</b> Rounder's <b>Athletics</b> (Use, running, jumping, throwing and catching in isolation. Develop flexibility, strength, technique, control and balance.)</p>
<p>Music</p>	<p><b>Playing and Performing</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory.</p>		<p><b>The History of Music</b> Develop an understanding of the history of music.</p>	<p><b>Perform, Review and Evaluate their own and others performances.</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		

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<p>Computing</p>	<p><b><u>Digital Photography, Debugging Programs and Gaming.</u></b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p><b><u>Programming and Stop Motion Animation</u></b></p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b><u>Research, Data Handling and Presentation</u></b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b><u>Research and Presentation</u></b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b><u>Digital Photography, Creating Digital maps, Effective online research, Logical Reasoning and Algorithms and Posters</u></b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
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						<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
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