

# Water Street Primary School

## Year 5 Curriculum Overview

September 2023 – July 2024

| Subject  | Autumn Term  | Spring Term   | Summer Term  |
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| Theme  | What Changed?<br>North America   | Ancient Egypt   | Contrasting UK locality<br>The South West: Devon and Cornwall<br>Coasts  |
| English:<br>Focus Texts<br>for Phillip<br>Webb<br>approach | <ul style="list-style-type: none"> <li>6 Ways to Look at the Moon: Poetry</li> <li>Where Once We Stood: Diary entries linked to Space</li> <li>Kidnap on the California Comet / Newspaper Reports</li> </ul>                                   | <ul style="list-style-type: none"> <li>Non Chronological reports – linked to History Egypt</li> <li>Secrets of the Sun King Letter Writing</li> </ul>                                 | <ul style="list-style-type: none"> <li>The Highwayman Poetry (classic narrative)</li> </ul>                                |
| SP & L   | <ul style="list-style-type: none"> <li>Each child to plan and deliver 2 presentations to the class: Hobbies and Interests and a Reading Shelfie</li> <li>School Council election speeches</li> <li>Learn and recite a poem by heart</li> </ul> |   |  |
| Spelling<br>Follow Purple<br>Mash Spelling<br>Scheme       | -assess previous years vocab<br>-revisit previous years words<br>-Y5/6 statutory words<br>-able/ ably -silent letters<br>- i:/ sound spelt ei after c and other consonants<br>-l before e after c<br>-ough                                     | Revisit Autumn words –<br>Y5/6 statutory words<br>-ough<br>-able<br>-homophones<br>-cious –<br>ancy<br>-Nouns that end in -ce/-cy and verbs that end in<br>-se/-sy<br>-Silent letters | Revisit Spring words<br>-Y5/6 statutory words<br>-homophones<br>-ably<br>-Common exception words<br>-Silent letters<br>-ly |

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| <b>Grammar and Punctuation</b>                                  | -using modal verbs or adverbs to indicate degrees of possibility<br>-using passive verbs to affect the presentation of information in a sentence<br>-using expanded noun phrases to convey complicated information concisely<br>-Parenthesis<br>– Use brackets, commas and dashes to show<br>-Modal Verbs<br>-Tenses (Past and present and present perfect form) Relative clauses<br>- Relative pronouns / Relative Clauses<br>– Using commas in a list, adverbial and clause<br>-Using commas to clarify meaning or avoid ambiguity in writing |  |   |
| <b>Maths</b><br>based on<br>White Rose<br>Maths Hub<br>planning | <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition &amp; Subtraction</li> <li>• Multiplication &amp; Division (incl prime numbers)</li> <li>• Fractions</li> </ul>  | <ul style="list-style-type: none"> <li>• Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Decimals / Percentages</li> <li>• Perimeter / Area</li> <li>• Statistics</li> </ul> | <ul style="list-style-type: none"> <li>• Properties of shape</li> <li>• Position and Direction</li> <li>• Decimals</li> <li>• Negative Numbers</li> <li>• Converting Units</li> <li>• Volume</li> </ul> |
| <b>Science</b>  | Earth in Space  | Forces<br>Living Things & Their Habitats   | Animals Including Humans<br>Properties & Changes of Materials   |
| <b>Computing</b><br>(Purple Mash<br>Planning)                   | E-Safety<br>Coding<br>Spreadsheets  | E-Safety<br>Data Bases<br>Game Creator   | E-Safety<br>Modelling<br>Concept Maps   |
| <b>History</b>  | <b>Local Study:</b><br>Skipton & the Industrial<br>Revolution   | <b>Ancient Civilisations:</b><br>An overview of Ancient Civilisations.<br>Ancient Egypt (Depth study)  | <b>Britain Since 1066 –</b><br>Monarchy & Democracy   |
| <b>Geography</b>  | <b>North America</b>  | <b>Biomes</b>  | <b>The South West</b><br>Devon and Cornwall   |

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| <b>Design Technology</b>  | <b>Textiles: Combining Different Fabric Shapes</b> <ul style="list-style-type: none"> <li>Basic stitches e.g. running stitch / back stitch</li> <li>How to join fabrics</li> </ul>  |   | <b>Food Technology:</b> <ul style="list-style-type: none"> <li>Celebrating Culture and Seasonality</li> </ul>                                  |
| <b>Art</b>  | Local Artist – Hockney<br><br>Self portrait   | Ancient Egyptian<br>People in Action  | Stephen Wiltshire drawing skills; <i>Line, Tone, texture, pattern</i><br><br>Basic clay modelling techniques.                                  |
| <b>Religious Education</b>  | North Yorks Scheme:<br><i>Why do some people believe God exists?</i><br><i>What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century?</i>  |   | North Yorks Scheme:<br><i>If God is everywhere, why go to a place of worship?</i><br><i>What does it mean to be a Muslim in Britain today?</i> |
| <b>Music</b><br>North Yorks Music Scheme:<br>Pulse, Pitch, Rhythm | Compose and fit together complex rhythms; Maintain a strong sense of pulse<br>Develop understanding of the history and context of music<br>Develop personal feelings about music, including using musical language; Critique other's work<br>Use a variety of musical devices when making music (eg timbres/ textures)<br>Combine rhythms, melodies and accompaniments to create music<br>Use voice and sounds when performing with others. (ensemble and solo) |   |  |
| <b>Physical Education</b>   | Dance<br>Athletics / Invasion Games   | Swimming<br>Gymnastics / Net Games  | Striking and Fielding Games<br>Invasion Games / Net Games  |
| <b>PSHCE / RSE</b><br>Follow Water Street Scheme of work          | -Rules<br>-Mental Health and Well Being: feelings/ emotional regulation<br>-Stereotypes: Media bias<br>-Online Safety   | -Me and My Future (money management/ careers and aspirations)<br>-Road Safety<br>-Friendships<br>-Online Safety | -UK Identity/ democracy<br>-Growing up: changes that take place<br>-Transition to Y6<br>-Online Safety   |

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| <b>French</b><br>Using the<br>North<br>Yorkshire<br>Scheme (SOL) | My family & birthdays (U13 & 14)<br>Animals (U15) | Café and Breakfast (U16)<br>Sports and Hobbies (U17) | Summer Holidays/ The beach<br>(U18) |
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