



Year 5 Curriculum Plan

Beechwood Primary School

| Term Theme | Autumn 1: The world we live in | Autumn 2 Crime and Punishment | Spring 1 Raging Rivers | Spring 2 The Tudors | Summer 1 Tudor Reading | Summer 2 Amazing Arts |
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| Reading | Here We Are by Oliver Jeffers Holes | Holes | Amazing Rivers River Boy | Treason | Treason / The Boy at the Back of the Class | The Boy at The Back of The Class / Arrival |
| English | Narrative - Character profile and narrative based on character from Here We Are by Oliver Jeffers Poetry - Eco Porty linked to Blue Extinction by Sarisha Mehta Information Texts - Space Themed | Narrative - linked to Holes Persuasive speech/ Letter Letter to close Camp Green Lake. | Non-Chronological Report - Rivers Narrative - River Boy Instructional- Science Experiment | Journalistic Writing linked to Tudors Biography - one of Henry's Wives/ a noted Tudor | Recount: Treason Play script - Shakespeare linked to MacBeth (The Witches Scene creating a magical potion) | Balanced Argument - Graffiti Narrative: The Arrival |
| Maths | -Number: Place Value -Number: Addition and subtraction -Number: Multiplication and Division A | -Number: Multiplication and Division A (Cont.) -Number: Fractions A -Consolidation | -Number: Multiplication and Division B -Number: Fractions B -Number: Decimals and Percentages | - Number: Decimals and Percentages (Cont.) -Measurement: Perimeter and Area -Statistics -Consolidation | -Number: Decimals (Cont.) -Number: Negative Numbers -Measurement: Converting Units -Measurement: Volumes -Consolidation | -Number: Decimals (Cont.) -Number: Negative Numbers -Measurement: Converting Units -Measurement: Volumes -Consolidation |

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| Science | Earth and Space - Describe the movement of the earth, and other planets, relative to the sun in the solar system - describe the movement of the moon relative to the earth - Describe the sun, earth and moon as approximately spherical bodies - use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky | Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Properties and changes of material - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - 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, including changes associated with burning and the action of acid on bicarbonate of soda | | Living things - describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals | Animals including humans - describe the changes as humans develop to old age |
| Computing | Computing System & Networks - Systems and Searching 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 use search technologies effectively, appreciate how results are selected and ranked, and be | Creating Media - Video Production 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 | Programming A - Selection in Physical Computing design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output | Data & Information - Flat File Databases 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 | Programming B - Selection in Quizzes design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output | Creating Media - Introduction to Vector Graphics 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 |

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| | discerning in evaluating digital content | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| Geography | <p>What impact does sustainability have on our lives? (Sustainability)</p> <p>Sticky Knowledge</p> <p>What is sustainability?</p> <p>How does renewable and non-renewable energy compare?</p> <p>How can we conserve resources to ensure there is enough?</p> | | <p>How do rivers impact people differently across the world? (Physical Geography)</p> <p>Sticky Knowledge</p> <p>What is the water cycle?</p> <p>What are key aspects of a river?</p> <p>How are rivers used by different regions?</p> | | | <p>How does my local area and my region fit into the wider world? (Place)</p> <p>Sticky Knowledge</p> <p>How is the land used in Woodley?</p> <p>What are the geographical features of Woodley?</p> <p>a sketch map of Woodley?</p> |
| History | | <p>How have the changes in crime and punishment affected society over time?</p> <p>(Crime and punishment)</p> <p>Sticky Knowledge</p> <p>How did punishment differ between the Roman and Tudor eras?</p> <p>How was the justice system developed from the Victorian era to the 20th century?</p> <p>What is crime and punishment like today, compared with the past?</p> | | <p>What impact did the Tudor dynasty have on English society?</p> <p>(Monarchy and power)</p> <p>Sticky Knowledge</p> <p>Who were the Tudors?</p> <p>Why did Henry VIII split from the Roman Catholic Church?</p> <p>How did the reformation impact those across society?</p> | <p>What impact did the Tudor era have on modern day Reading?</p> <p>(Legacy)</p> <p>Sticky Knowledge</p> <p>How has the population changed in Reading since the Tudor Era?</p> <p>How did the dissolution of the monasteries impact Reading?</p> <p>What was the legacy of Hugh Faringdon?</p> | |

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| Art | <p>Famous Artist: Charles Schridde Leon Deller</p> <p>Medium: Paint, pastels, pencils pen</p> <p>Skill Development (sticky knowledge)</p> <p>Blending</p> <p>Mixing paint to create tones</p> <p>Using stencils</p> <p>Paint drip techniques</p> <p>Identifying background, foreground and middle ground</p> <p>Sketching</p> <p>Final Piece</p> <p>Retro-futurism art piece</p> | | <p>Famous Artist: Sir Frank Bowling Richard Picton</p> <p>Medium: Water colours, Acrylics, Collage</p> <p>Skill Development (sticky knowledge)</p> <p>To create collage, To paint water, To shade and colour water</p> <p>Final Piece</p> <p>To create a river landscape</p> | | | <p>Famous Artist: Keith Haring, Banksy, Maya Hyuk, Kashink</p> <p>Medium: Mixed media Sculpture</p> <p>Skill Development (sticky knowledge)</p> <p>Stencils, Create cartoon art, Tags</p> <p>Final Piece</p> <p>To create a sculpture in the style of Keith Haring</p> |
| DT | | <p>Mechanisms – pop up books</p> <p>Acquire / Research new skills</p> <p>Prototypes, V-Fold, Slide Floating Plane, Lift the flap</p> <p>Design</p> <p>A Christmas themed pop-up storybook</p> <p>Make</p> <p>To make a Christmas themed pop-up book</p> | | <p>Cooking – Vegetable pottage</p> <p>Acquire / Research new skills</p> <p>Hygiene, Chopping, Dicing, Slicing, Mixing, Cooking</p> <p>Design</p> <p>A vegetable based Tudor Pottage</p> <p>Make</p> <p>Make the vegetable based Tudor pottage</p> | | <p>Sewing – Stuffed animals</p> <p>Acquire / Research new skills</p> <p>Running stitch, Whip stitch, Back stitch</p> <p>Design</p> <p>To design a stuffed animal or cushion</p> <p>Make</p> <p>A stuffed animal or cushion</p> |

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| RE Discover | Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism | Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity | Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism | Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity | Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Humanism lesson | Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity |
| PE | Indoor: Dodgeball Outdoor: Rugby | Indoor: Swimming Outdoor: Fitness | Indoor: Dance Outdoor: Netball | Indoor: Gymnastics Outdoor: Golf | Outdoor: Cricket OAA | Outdoor: Athletics Tennis |
| Music Get Set for Music | Planets In this unit, pupils will compose music inspired by the planets Mars, Venus and Mercury considering mood and motif. Pupils are given the opportunity to listen and appraise the music of Gustav Holst, John Williams and Mike Oldfield, as well as the music of their peers. They learn how the use of motif and the inter-related dimensions of music combine to create an intended effect and are introduced to the use of chords, triads and major/minor tonality. | Africa In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers. | Vikings Using the 'Vikings' as a stimulus, pupils explore pulse, rhythm and notation through performance, improvisation and composition. Pupils work in groups to compose music from rhythm grids using the inter-related dimensions of music to create effect. Pupils sing with an awareness of pitch in two, three and four part rounds. | Rock and Roll In this unit pupils explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation. | Melodies of Divinity In this unit, pupils will be introduced to the mystical world and features of Hindustani Classical music of India. Pupils will have the opportunity to listen to a fusion of both Indian and Western music on their musical journey, identifying features and instruments. Pupils will work individually and as part of a group to sing, perform, compose and improvise on both tuned and untuned instruments with consideration of the features of Indian music including how to structure their music. Pupils will record their music using | Animal Kingdom In this unit, pupils explore features of harmony starting with the study of intervals then expanding to chords. By analysing and comparing music from both romantic and 20th century composers, pupils will explore how intervals and chords can be used to convey an intended effect before applying their knowledge and skills in composing their own music. |

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| PSHE Jigsaw | Being me in my world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Celebrating differences Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Dreams and Goals The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Healthy me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Changing me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| MFL | Review Y3 → Y4 (2-3 sessions) Emotions (3 sessions) | Body parts (4 sessions) At the doctor's (3 sessions) | Countries & cities (3 sessions) Travel around the world (3 sessions) | French speaking countries (2 sessions) Nationality and languages (3 sessions) | Numbers 50-100 (3 sessions) Euros (3 sessions) | At the supermarket (4 sessions) |
| Trips Experiences | | Winchester Science Museum | | | | Field Trip to Woodley Precinct and Woodford Park as part of the Local Area Study Fishbowl Day to Bulmershe |