



Year 5 - Curriculum Skills Overview 2022-2023



|   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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| <b>Art</b>                                  | Study Jackson Pollock<br>Describing some of the key ideas, techniques and working practices of a variety of artists   | Cave Art<br>mixing secondary colours<br>Applying technical skills to improve the quality of work.   | Islamic Art<br>Reflecting regularly on own work and making comparisons with the work of others   |  | War Artists<br>Describing some of the key ideas, techniques and working practices of a variety of artists  | War Artists<br>Describing some of the key ideas, techniques and working practices of a variety of artists   |
| <b>Computing</b>                            | Search Engines<br>Online safety   | Programming music<br><br>Online safety  | Data Handling  | Programming 2  | Creating media:<br>Stop motion animation   | Skills Showcase   |
| <b>Dance<br/>Gymnastics<br/>and Fitness</b> | <b>Football</b><br>Dribbling with the ball under some control.<br>Demonstrating technique when sending a ball under pressure<br><br><b>Gymnastics</b><br>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic | <b>Fitness</b><br>Demonstrate improved body posture and speed when controlled centre of gravity.<br>Balance<br>Change their position to body maintain a their bodies.<br>Identify the best pace for a set distance or | <b>Dance</b><br>Choreograph planned dances by using, adapting and developing actions and steps from dance styles.<br>Dynamics<br>Confidently use dynamics to express different<br>Space<br>Use direction and patterning to express different | <b>Gymnastics</b><br>Develop control and fluency in the straight, barrel, forward, straddle and backward roll.<br>Jumps Select a range of jumps to include in sequence work. | <b>Dance</b><br>Confidently use formations, canon and unison to express a dance idea. Perform dances expressively, using a range of performance skills, showing accuracy and fluency | <b>Yoga</b><br>Balance<br>Use their breath to maintain balance with their breath.<br>Flexibility<br>Develop flexibility by connecting their movement<br>Demonstrate increased control and strength when in and transitioning between poses.<br>Mindfulness<br>Understand that there are methods |

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|                | actions.<br>Inverted movements<br>Explore progressions of a cartwheel.<br>Balances<br>Explore symmetrical and asymmetrical balances  | time.<br>Strength<br>Demonstrate increased technique in body weight exercises.<br>Stamina<br>Use their breath to increase their ability to move for sustained periods of time                                     | dance styles.   |   |  | they can use to control how they feel   |
| <b>D.T</b>     | Papier Maché volcanoes   | Papier Maché volcanoes  |   | Labyrinths  | Anderson shelters  | World War 2 Cakes   |
| <b>English</b> | <b>Recount- Escape from Pompeii</b><br><br>Diary writing.<br><br>Information texts.  | <b>Comedy (Dahlesque story writing- The Twits)</b><br><br>Comedy story writing.<br><br>Christmas recount.   | <b>Classic literature- Greek myths</b><br><br>Setting description<br><br>Greek myth   | <b>Crime story newspapers- The Penguin Thief</b><br><br>Newspaper report<br><br>Poetry  | <b>Dramatic storytelling- Goodnight Mr Tom</b><br><br>Letters<br><br>Dramatic story writing  | <b>Science fiction stories- Space Battles.</b><br><br>Space story<br><br>Explanation text |
| <b>French</b>  | <b>Au Café</b><br>In this unit the children will learn how to:<br>• Order from a selection of foods from a French menu.<br>• Order from a selection of drinks from a French menu.<br>• Order a French breakfast. | <b>Chez Moi</b><br>In this unit the children will learn how to:<br>• Say whether they live in a house or an apartment and say where it is.<br>• Repeat, recognise and attempt to spell up to ten nouns (including | <b>Les Jeux Olympiques</b><br>In this unit the children will learn how to:<br>• Tell somebody in French the key facts of the history of the Olympics.<br>• Tell somebody in French the key facts of the modern Olympic games.<br>• Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.<br>• Say the nouns in French for key sports in the current Olympic games.<br>• Conjugate the irregular verb FAIRE | <b>Les Vêtements</b><br>In this unit the children will learn how to:<br>• Repeat and recognise the vocabulary for a variety of clothes in French.<br>• Use the appropriate genders and articles for | <b>La famille</b><br>In this unit the children will learn how to:<br>• Tell somebody the members, names and various ages of either their own or a fictional family in French.<br>• Continue to count in French, with the |   |

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|              | <ul style="list-style-type: none"> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul> | <p>the correct article for each) for the rooms of the house in French.</p> <ul style="list-style-type: none"> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul> | <p>enabling the students to say what sports they play and what sports they do not play.</p> <ul style="list-style-type: none"> <li>• Understand the concept of de la, de l' and du when you say you play a sport in French.</li> </ul>          | <p>these clothes.</p> <ul style="list-style-type: none"> <li>• Use the verb PORTER in French with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy</li> </ul> | <p>option of reaching 100, enabling students to say the age of various family members.</p> <ul style="list-style-type: none"> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> |   |
| <b>Games</b> | <p><b>Football</b></p> <p>Dribbling with the ball under some control.</p> <p>Demonstrating technique when sending a ball under pressure</p>  | <p><b>Netball</b></p> <p>Demonstrate clear technique when sending a ball under pressure</p> <p>Demonstrate good technique under pressure.</p> <p>Demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Dribble with</p>   | <p><b>OAA</b></p> <p>Problem Solving</p> <p>Explore tactical planning within a team to increasingly challenging tasks including map orientation.</p> <p>Explore a variety of communication methods with order to improve.</p> <p>Reflection</p> | <p><b>Tennis</b></p> <p>Develop the range of shots used in the games they play.</p> <p>appropriate to the game they are playing</p> <p>Use a variety of shots to keep a continuous rally.</p> <p>Rallying</p> <p>Footwork</p>  | <p><b>Athletics</b></p> <p>Apply fluency and coordination when running for speed in relay changeovers.</p> <p>Effectively apply speeds appropriate for the event.</p> <p>Develop power,</p>  | <p><b>Cricket</b></p> <p>Striking</p> <p>Develop over and underarm bowling technique.</p> <p>Select and apply long and short barriers appropriate to the situation.</p> <p>se with some consistency in game situations.</p> <p>Catching</p> |

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|                  |   | some control under pressure.   | Reflect on when they were successful at solving challenges  | Demonstrate effective footwork patterns to move around the court.   | control and consistency in jumping for distance.<br>Explore technique and rhythm in the triple jump.<br>Develop technique and power in javelin and shot put    | Explore catching skills (close/deep ball with increasing accuracy and consistency.<br>Striking<br>Strike a bowled the situation.<br>Consistently select and<br>Fielding<br>apply the appropriate fielding action for variety of throws under pressure.<br>Throwing<br>D |
| <b>Geography</b> | <b>Terrible Tremors- volcanoes, earthquakes, tsunamis.</b><br><br>Locate and name principal cities of Europe and North America from a map.<br><br>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.<br><br>Describe how | <b>Stone Age: Skara Brae.</b><br><br>Build knowledge of the UK in the past and present using the eight points of a compass, four-figure grid references, symbols and keys. | <b>Ancient Greece- Trade and human geography.</b><br><br>Locate countries within Europe.<br>Describe environmental regions, key physical and human characteristics.<br>Compare countries and major cities.<br><br>Describe and understand key aspects of human geography including trade, fair/unfair | <b>Local Area Study- Guildford</b><br><br>Build knowledge of the UK in the past and present using the eight points of a compass, four-figure grid references, symbols and keys. | <b>WW2- map work Europe, America and the Pacific.</b><br><br>Compare a region in UK with a region in N. America with significant differences and similarities. | <b>Orienteering, hemispheres, time lines and compass points</b><br><br>Outdoor learning   |

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|                | volcanoes and earthquakes are created and formed. Name some of the world's most famous volcanoes. |  | distribution of resources (Fair-trade).  |  |   |                                     |
| <b>History</b> |   | <p><b>The Stone Age</b></p> <p>Use subject related vocabulary – for example: legacy, period</p> <p>Identify significant changes within and across historical periods studied</p> | <p><b>Ancient Greece</b></p> <p>Use subject related vocabulary – for example: legacy, period</p> <p>Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this.</p> <p>Appreciate that there is not always a single answer to historical questions.</p> <p>Identifies links and changes within and across the time periods and localities studied.</p> |  | <p><b>World War 2</b></p> <p>Use subject related vocabulary – for example: legacy, period</p> <p>Select reliable sources of evidence to answer questions about the past.</p> <p>Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others.</p> <p>Describes causes and consequences of the main events, situations and changes in the period studied.</p> <p>Show awareness of social, cultural,</p> | <p><b>World War 2 continued</b></p> |

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|              |   |  |   |   | religious and ethnic diversities of societies studied in Britain and the wider world.  |  |
| <b>Maths</b> | Place value<br>Addition and subtraction<br>Multiplication and division A  | Multiplication and division A<br>Fractions   | Multiplication and division B<br>Fractions B<br>Decimals and percentages  | Decimals and percentages<br>Perimeter and area<br>Statistics  | Shape<br>Position and direction<br>Decimals  | Decimals<br>Negative numbers<br>Converting units<br>Volume   |
| <b>Music</b> | Study rock music<br>Livin' on a Prayer  | Classroom Jazz 1   | Study a pop ballad<br>Make You Feel My Love   | Old school hip hop<br>Fresh Prince of Bel Air   | Study Motown<br>Dancin' in the Streets   | Study classical music - various  |
| <b>PSHE</b>  | Families and relationships:<br>Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes. | Health and Wellbeing:<br>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation | Safety and the Changing Body:<br>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding. | Citizenship: An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community | Economic Wellbeing:<br>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace | Transition: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings. |
| <b>R.E</b>   | <b>Christianity:</b> How did  | <b>Christianity:</b> What  | <b>Islam:</b> How can a   | <b>Islam:</b> What are the  | <b>Christianity:</b> What is   | <b>Christianity:</b>   |

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|                | <p>Jesus' teachings challenge people?</p> <p><b>Reflecting</b> on the impact of Jesus' teachings on the people who heard them</p> <p><b>Empathising</b> by trying to identify with those who heard the teachings</p> <p><b>Investigating</b> by exploring art / texts to find out different things that Jesus taught about</p> | <p>can we learn about the Christian faith from the Chronicles of Narnia?</p> <p><b>Interpreting</b> the meaning of the allegory</p> <p><b>Evaluating</b> why ordinary people do bad things</p> <p><b>Analysing</b> the death &amp; resurrection of Jesus linked to Aslan</p> <p><b>Christianity:</b> Why is light an important sign at Christmas?</p> <p><b>Synthesising</b> by connecting light as a theme across religions</p> <p><b>Expressing</b> religious concepts and practices in relation to the symbolism of light</p> | <p>Mosque help us to understand the Muslim faith?</p> <p><b>Reflecting</b> on concepts such as submission or duty, and the challenges of living this way</p> <p><b>Empathising</b> by trying to understand prayer as practised by Muslims</p> <p><b>Investigating</b> the features of a mosque</p> | <p>pillars of Islam?</p> <p><b>Interpreting</b> the meaning of the pillars of Islam</p> <p><b>Analysing</b> the features of Islam</p> <p><b>Synthesising</b> by linking significant features of Islam together</p> <p><b>Christianity:</b> How do we know what happened at Easter?</p> <p><b>Analysing</b> the similarities between the Gospel accounts; distinguishing between opinion and fact</p> <p><b>Evaluating</b> issues of religious significance i.e. similarities and differences between the gospel accounts</p> | <p>a creed?</p> <p><b>Reflecting</b> on the beliefs held by Christians</p> <p><b>Empathising</b> by listening sensitively to the beliefs expressed by others.</p> <p><b>Investigating</b> creeds from different faiths</p> <p><b>Christianity:</b> How can churches help us to understand Christian belief?</p> <p><b>Interpreting</b> the symbolism involved in baptism and communion</p> <p><b>Evaluating</b> by describing the impact of the practices of baptism and communion</p> <p><b>Analysing</b> by identifying the differences between Christian denominations</p> | <p>WWJD? How do the beliefs of Christians influence their actions?</p> <p><b>Synthesising</b> by making links between Christian beliefs and the way that Christians live</p> <p><b>Applying</b> by demonstrating how Christian belief affects the daily lives of Christians.</p> <p><b>Expressing</b> their responses to Christian beliefs in action through art/writing</p> |
| <b>Science</b> | <p>Properties of materials- comparing materials based on their properties. Drawing conclusions. Reversible and irreversible changes</p> <p>Plan different types</p>  | <p>Light- investigating how light travels. Understanding reflection, refraction and shadow.</p>  | <p>Forces- Investigating the impact of forces -including gravity, reaction force, buoyancy, water resistance, air resistance and</p>   | <p>Forces- recording and analysing data. Planning scientific enquiries, identifying scientific evidence and reporting findings.</p>  | <p>Earth &amp; Space- exploring the structure of the Solar System. Understanding how day and night, lunar months and seasons happen.</p>  |  |

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|  | of scientific enquiries. |  | driving force. |  |  |  |
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