



Year 5 - Curriculum Skills Overview 2022-2023



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

	<p>actions. Inverted movements Explore progressions of a cartwheel. Balances Explore symmetrical and asymmetrical balances</p>	<p>time. Strength Demonstrate increased technique in body weight exercises. Stamina Use their breath to increase their ability to move for sustained periods of time</p>	dance styles.			they can use to control how they feel
D.T	Papier Maché volcanoes	Papier Maché volcanoes		Labyrinths	Anderson shelters	World War 2 Cakes
English	<p>Recount- Escape from Pompeii Diary writing. Information texts.</p>	<p>Comedy (Dahlesque story writing- The Twits) Comedy story writing. Christmas recount.</p>	<p>Classic literature- Greek myths Setting description Greek myth</p>	<p>Crime story newspapers- The Penguin Thief Newspaper report Poetry</p>	<p>Dramatic storytelling- Goodnight Mr Tom Letters Dramatic story writing</p>	<p>Science fiction stories- Space Battles. Space story Explanation text</p>
French	<p>Au Café In this unit the children will learn how to: <ul style="list-style-type: none"> • Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast. </p>	<p>Chez Moi In this unit the children will learn how to: <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including </p>	<p>Les Jeux Olympiques In this unit the children will learn how to: <ul style="list-style-type: none"> • Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE </p>	<p>Les Vêtements In this unit the children will learn how to: <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for </p>	<p>La famille In this unit the children will learn how to: <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the </p>	

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

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

	volcanoes and earthquakes are created and formed. Name some of the world's most famous volcanoes.		distribution of resources (Fair-trade).			
History		<p>The Stone Age</p> <p>Use subject related vocabulary – for example: legacy, period</p> <p>Identify significant changes within and across historical periods studied</p>	<p>Ancient Greece</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>World War 2</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>World War 2 continued</p>

					religious and ethnic diversities of societies studied in Britain and the wider world.	
Maths	Place value Addition and subtraction Multiplication and division A	Multiplication and division A Fractions	Multiplication and division B Fractions B Decimals and percentages	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
Music	Study rock music Livin' on a Prayer	Classroom Jazz 1	Study a pop ballad Make You Feel My Love	Old school hip hop Fresh Prince of Bel Air	Study Motown Dancin' in the Streets	Study classical music - various
PSHE	Families and relationships: 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: 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: 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: 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.
R.E	Christianity: How did	Christianity: What	Islam: How can a	Islam: What are the	Christianity: What is	Christianity:

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

	of scientific enquiries.		driving force.			
--	-----------------------------	--	----------------	--	--	--