



Curriculum Overview 2021/22

Year 5



English

In English, our children will continue to work on spelling patterns, following the Spelling Shed. We will also begin work on the Year 5/6 spelling list. Our children will continue to develop their sentence structure using new punctuation such as hyphens, semi-colons, and colons. There is a greater emphasis on grammar features too (for example, modal verbs, parenthesis and cohesive devices).

We will focus on creativity and use of different writing styles; looking at settings, language style, and character within their writing. We will study a full range of different genres of writing such as poetry, information texts and play scripts. Where possible our English lessons will link to the wider curriculum.

Reading

Reading is key and we have dedicated time for focused reading lessons at least three times each week. As a school we will continue to use the reading VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise) to help the children build sound comprehension skills. We will also have a class novel that teachers will read every day to the class. Something to excite and engage everyone in the wonder of a book!

Maths

There is an emphasis on using fractions, decimals, and percentages this year. We will develop our use of all written methods for addition, subtraction, multiplication, and division and use these within all problem solving activities. Throughout the year we will continue to explain our methods and reasoning and develop our use of protractors to measure and draw angles accurately.

Wider Curriculum



Autumn Term

Geographical Enquiry Theme

Explore Our United Kingdom

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| Why? Key questions for us to investigate | 1. How does the physical landscape of the UK impact on human life? |
| | 2. How is the climate of the UK influenced by its location? |
| | 3. How does the purpose of an atlas differ from the purpose of an OS map? |
| | 4. Why are tourists attracted to mountains? |
| | 5. How did trade links enable the UK/Derbyshire to develop their economy? |

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| Geography | Investigating the United Kingdom <ul style="list-style-type: none"> The climate of the UK and how this impacts on food production How we can use OS maps and show relief on a 2D maps Physical Geography – mountains (formation, location, climate) Human Geography – trade links and tourism in the UK | Science | Living Things and Their Habitats <ul style="list-style-type: none"> Life cycles (mammal, an amphibian, an insect and a bird) Reproduction in plants (sexual and asexual) and animals Properties and Changes of Materials <ul style="list-style-type: none"> Hardness, solubility, transparency, conductivity, magneticity Dissolving |
| PSHE | Myself and My Relationships <ul style="list-style-type: none"> Beginning and Belonging My Emotions Citizenship <ul style="list-style-type: none"> Working Together | French | <ul style="list-style-type: none"> Quelle est le date aujourd'hui? Quel temps fait-il? |
| RE | <ul style="list-style-type: none"> Why do some people think God exists? What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) | PE | <ul style="list-style-type: none"> Outdoor Adventurous Activity Net and wall games Swimming (Bakewell/Castleton) |
| Wellbeing | <ul style="list-style-type: none"> Marvellous Me Mindful Me | Computing | <ul style="list-style-type: none"> Digital Literacy (E-safety) Information technology Espresso Coding – Speed, Directions and Coordinates |



Spring Term

Historical Enquiry Theme

Discover The Industrial Revolution

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| Why? Key questions for us to investigate | 1. Why did Derbyshire play an important role in the Industrial Revolution? |
| | 2. Why were there so few workers' rights? |
| | 3. How did the industrial revolution impact on British culture? |
| | 4. What was life like as a child in Georgian/Victorian Britain? |
| | 5. How were gears, levers and pulleys used in mills? |

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| History | <p>Local History Study - Industrial Revolution</p> <ul style="list-style-type: none"> Focus on the area of Belper within Derbyshire and the impact on the location following the development of the mill site. <p>Victorian Britain</p> <ul style="list-style-type: none"> Comparison to modern life to that of the life of a child in Victorian Britain | PSHE | <p>Citizenship</p> <ul style="list-style-type: none"> Diversity and Communities <p>Healthy and Safer Lifestyles</p> <ul style="list-style-type: none"> Managing Safety and Risk Digital Lifestyles |
| Science | <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> Separating mixtures - filtering, sieving and evaporating Changing state – reversible/irreversible changes <p>Forces</p> <ul style="list-style-type: none"> Gravity, air resistance, water resistance and friction Mechanisms - pulleys, gears and levers | French | <ul style="list-style-type: none"> Les vêtements Les planètes |
| | | RE | What does it mean to be a Muslim today? (Visit to Derby Mosque) |
| | | PE | <ul style="list-style-type: none"> Invasion Games - tag rugby, football, basketball and netball Dance – Industrial Revolution Swimming (Bakewell/Castleton until half term; Dovedale/Hartington after half term) |
| Wellbeing | <ul style="list-style-type: none"> Community Me Challenge Me | Computing | <ul style="list-style-type: none"> Information Technology Data bases (Excel Spreadsheets) |



Summer Term

Creative Art and Design Theme

Create Expressions of Myself

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| Why? Key questions for us to investigate | 1. How do the styles of portraits alter over time? |
| | 2. How is fashion used as a form of self-expression? |
| | 3. How is a new food product brought to market? |
| | 4. How and why do we record musical compositions to share with others? |
| | 5. Why do animals have different methods of reproduction? |

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| Art | <ul style="list-style-type: none"> Comparison of portrait styles <ul style="list-style-type: none"> Rembrandt, Warhol, Picasso Creating self-portraits in different styles Clay busts | Science | <p>Earth and Space</p> <ul style="list-style-type: none"> Planets in our solar system Night and day Lunar Cycle <p>Animals Including Humans</p> <ul style="list-style-type: none"> Changes as human develop into old age (taught alongside RSE) |
| Music | <p>Musical portraits for self expression</p> <ul style="list-style-type: none"> Charanga - Fresh Prince of Bell Air Beat-boxing | | |
| Design Technology | <ul style="list-style-type: none"> Food and nutrition (peeling, chopping, slicing, grating, mixing spreading, kneading and baking) Sewing - design, stitch and evaluate | PE | <ul style="list-style-type: none"> Striking and Fielding - rounders and cricket Athletics Dance – Catwalk Swimming (Dovedale/Hartington) |
| PSHE | <p>Healthy and Safer Lifestyles</p> <ul style="list-style-type: none"> Relationships and Sex Education Healthy Lifestyles | Computing | <ul style="list-style-type: none"> Espresso Coding – Random Numbers and Simulations Digital Safety |
| French | <ul style="list-style-type: none"> Les jeux olympiques (intermediate level) Chez moi | RE | Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| Wellbeing | <ul style="list-style-type: none"> Independent Me Others and Me | | |

