**YEAR 5 CURRICULUM OVERVIEW**

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|  | **Autumn 1**  **7weeks** | **Autumn 2**  **7 weeks 2 days** | **Spring 1**  **6 weeks** | **Spring 2**  **6 weeks** | **Summer 1**  **6 weeks** | **Summer 2**  **7 weeks** |
|  | **NATURAL DISASTERS (EARTHQUAKES AND VOLCANOES)** | **THE STRUGGLE FOR ENGLAND**  Britain’s settlement by Anglo-Saxons  The Viking and Anglo-Saxon struggle for the Kingdom of England | **EARLY ISLAMIC CIVILISATION**  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization | **SPACE**  Movement of Earth relevant to sun  Movement of moon relevant to Earth  Spherical shape  Rotation of Earth, day & night, apparent movement of the sun. | **HARRY POTTER** | **SPAIN**  Europe: Spain (geographical similarities and differences) |
| **Events**  Charities  May be recognized  Religious celebration – assembly/party/RE teaching  Taught across school  Police visit  Assembly | NSPCC assembly  British Science Festival  Harvest Festival Sept/Oct  Rosh Hashanah  Yom Kippur  Birthday of Guru Nanak  21st Oct Show Racism the Red Card  10th Oct World Mental Health Day | 31st Oct Halloween  5th Nov Bonfire Night - Safety  11th/13th Nov Remembrance Day  24th Oct Diwali  19th Dec Hanukah  9th Dec Christmas Jumper Day/Christmas Dinner  24th/25th Dec Christmas  14th-18th Nov Anti-bullying week  18th Nov Children in Need  3rd Dec International Day of persons with Disabilities  Bonfire Safety | Chinese New Year  14th Feb Valentine’s Day  4th Feb Children’s Mental Health Week  9th Jan Aspirations Week  27th Jan Holocaust Memorial Day | 21st Feb Shrove Tuesday  22nd Feb Ash Wednesday  2nd March World Book Day  8th March Holi  19th March Mothering Sunday  23rd March Ramadan starts  2nd April Palm Sunday  14th April Vaisakhi  7th April Good Friday  6th – 13th April Passover  9th April Easter Sunday  Comic Relief/Sports Relief  8th March International Women’s Day  Drugs Awareness Talks | 22nd April Earth Day  22nd April Eid ul Fitr  23rd April St George’s Day  May Tour de Yorkshire  Vesak  8th May KS2 SATs testing week  KS1 SATs June  Internet Safety Talks | 10th June Queen’s birthday  18th June Father’s Day  29th June Eid ul Adha  Phonics screening  Sports Week  Transition  Year 6 Performance  Year 6 Fete for Yearbook |
| **Visits and visitors** | Team work 1hr each class  Oct Pulleys / Forces woodlands  Hindu Temple | Blackhills | The Art of Islamic Civilisation Workshop (Cartwright Hall) |  | Magic event day | Spanish Day  Baking at BUH – V. Armitage – June/July at BUH  Slack Line |
| **Jigsaw** | Being me in my world  Texts: I am Enough, Have you filled a Bucket? Be Kind  1. Help others to feel welcome  2. Try to make our school community a better place  3. Think about everyone’s rights to learn  4. Care about other people’s feelings  5. Work well with others  6. I know how to have a healthy mind - Mental Health Day  7. Choose to follow the Heaton Values - Show Racism the Red card (Friday)    Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: No Poverty, Quality Education | Celebrating difference  Texts: The Night Bus Hero – Bullying  1.Accept that everyone is different  2. Include others when working and playing  3. Anti-bullying week 14th-18th Nov  Know how to help when someone is being bullied  4. Try to solve problems  5. International Day of persons with Disabilities Fri 2nd Dec  5, 6. Try to use kind words x 2 wks  7.Know how to give and receive compliments  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Reduced Inequalities, Peace, Justice and Strong Institutions | Dreams and goals  Texts: Peace and Me by Ali Winter  The Librarian of Basra by Jeanette Winter  1. Stay motivated when doing something challenging  2. Keep trying even when it is difficult Aspirations Week  3. Work well with a partner or group  4. Have a positive attitude Holocaust Memorial Day 27th January  5. Help others to achieve their goals  6. I know how to have a healthy mind Children’s Mental Health Week 4th Feb-11th Feb  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Affordable Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities | Healthy me  1. Have made a healthy choice  2. Have eaten a healthy, balanced diet  3. Have been physically active International Women’s Day 8th March  4. Have tried to keep themselves and others safe  5. Know how to be a good friend and enjoy healthy relationships  6. Know how to keep calm and deal with difficult situations  Heaton Values Focus – Commitment  Skills Builder Focus – Staying Positive and Aiming High  SDGs: Zero Hunger, Good Health and Well-being, Clean Water and Sanitation | Relationships  1. Know how to make friends  2. Try to solve friendship problems when they occur  3. Help others to feel part of a group  4. Show respect in how they treat others  5. Know how to help themselves and others when they feel upset or hurt  6. Know and show what makes a good relationship  Heaton Values Focus – Integrity  Skills Builder Focus – Teamwork and Leadership  SDGs: Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Partnerships for the Goals | Changing me  1.Understand that everyone is unique and special  2. Can express how they feel when change happens  3. Understand and respect the changes that they see in themselves  4. Understand and respect the changes that they see in other people  5. Know who to ask for help if they are worried about change  6, 7. Are looking forward to change x 2 wks  Heaton Values Focus – Growth  Skills Builder Focus – Problem Solving and Creativity  SDGs: Gender Equality |
| **RE** | Why are some journeys and places special? | | What values are shown in codes for living? | | Should we forgive others? | What do Christians believe about the old and new covenants? |
| **Aspiration** | Meteorologist  Yasmeen Lari | Campsite Owner  Scouts  Greta Thundberg | Opticians | Engineer (Satellite / mobile phones) | BASF Jobs (not in 21\_22) but general Chemist as we also have Airedale Chemicals | Food Industry  Baker |
| **Main text** | The Caravan Pie Corbett  Character names- representation  Firework Maker’s Daughter – Class set/novel. | Beowulf Morpurgo (WT not class set)  Viking Boy – Class set | Aladdin WAGOLL  Golden Horsemen of Baghdad – WT / class set | Pink Goes Home (WAGOLL)  The Jamie Drake Equation  Christopher Edge (WT/class set) | Harry Potter and the Philosophers Stone (Extracts / class set) | Toro – Michael Morpurgo (E/WT?) Class set |
| **Supplementary texts** | Volcano Project X – Level 17.  Storm chasers – Project X  Running Wild Michael Morpurgo (Suspense text) E | Beowulf picture book | Varjack Paw (Suspense spine text) Class set  Aladdin/Arabian Nights  Ibn-a-Hytham (National Geographic Book)  Golden Horsemen of Baghdad | Cosmic Frank Cottrell- Boyce E  George’s Secret Key to the Universe – Stephen Hawking E | Harry Potter and the Philosophers Stone  Malala’s Magic Pencil  Alice in Wonderland  Beowolf | Toro – Michael Morpurgo (WT) |
| **Guided Reading** | National Geographic - Volcanoes - Information Text - web page - abridged  Prefixes  Isaac Newton - biography  Running Wild - Michael Morpurgo – extract  Newspaper extract – flood and Pakistan earthquake  Firework Makers Daughter - extract -  Tsunami poem - Moira Andrew  Yasmin Lari- Pakistani architect- Earthquake proof housing in Pakistan | Daily life of Anglo Saxon - GPS study book - info text  AS children - GPS study book - info text  Beowulf - Micheal Morpurgo - class novel - extract  Growing up AS/ AS food - GPS study book - info text  Dealing with questions - NFER - Yellow brick road  RE, Religion around the world, Hinduism - info text | Baghdad info text A3  Aladdin  Varjak Paw E of novel  End of the empire info text written by staff.  Golden Horsemen of Bagdad E of novel | Can we live in Space? -Mars exploration SATS paper  Cosmic E of novel  Far from home E of novel  George’s cosmic adventure E novel  Stargazers - SATS paper  Stephen Hawing biography  Annie Maunder biography  Mandir information text | Harry Potter and the Philosophers Stone (Apothecary)  Harry Houdini biography  Dynamo biography  Alice in wonderland – extract of novel | Eagle Strike – Anthony Horowitz E of novel (bull fight)  Mammals information text  Spain information text (3 differentiated columns web sie)  (Abraham biography  Rama and Sita) |
| **Story plot**  **Writing Technique** | Warning Story  **Cohesion** within a paragraph  Character emotional arc (creating reader empathy) | Overcoming a monster  **Cohesion** between paragraphs (adverbials of time/place) | Wishing Story  Maintaining tense with a  flash forward/flashback | Journey Sci-Fi  Cohesion between paragraphs (adverbials of time/place) | Rags to Riches | Travel Recount |
| **Toolkit focus** | Suspense (1 of 3)  -Dramatic connectives (FA manner) -to show something happening quickly  -Sound effects  -Powerful verbs to create urgency  -Vary sentence lengths for impact  -Exclamations for impact  -Balance short and long sentences.  -Use questions to draw reader in.  -Place character in lonely, dark place. | Suspense (2 of 3)   * Balance short and long sentences. * Place character in lonely, dark place. * Use fronted adverbials. * Use powerful verbs. * 3 verb sentences for action | *Endings (Moral of the story) – Link back to beginning*    Viewpoint of writer is established towards a character or event (ie reader is made to think the character is naughty, lucky, selfish etc).    Additional sentence level work to cover:   * Modal verbs (might find, could help, should share) * Dashes for parenthesis     Toolkits below are very similar to Harry Potter fiction.    Characterisation (1 of 2)     * -Show character through what they say * Speech verbs/adverbs (how it is said) * What is said * Show don’t tell     Setting (1 of 4)  (collated in poetry week):   * Use the 5 senses * Figurative language * Simile * Metaphor * Personification * Precise word choice to create a feeling * Onomatopoeia * Use well-chosen adjectives, similes/metaphor * Show things through the character’s eyes, e.g. she stared at…. * Create atmosphere by… * Describing the weather and time of day * Using the senses and concrete detail     Dialogue (1 of 1)   * Use precise speech verbs * Use said + adverb * Insert stage direction to show what a character is doing when speaking, e.g. “No,” he hissed, shaking his head in disgust. * Use only a few exchanges     Differentiation toolkit  SEND off Bsquared  Word Mats | Setting (2 of 4)  Use well-chosen adjectives/ vocabulary.  Use similes/ metaphor St 5  Show things through the character’s eyes eg. he stared at…  Describe settings to create atmosphere  Suspense (3 of 3)  Think about the character’s goal – what struggles will they meet on the way – problems  Short and long sentences  Questions to draw reader in  Scary sound effect  Glimpse of something  Dramatic connectives  Empty words  Powerful verbs  Lonely, dark place | Characterisation (2 of 2)   1. Develop character from beginning to end (nervous to very excited, sad to happy, worried to confident) 2. Show don’t tell to reveal character thoughts and feelings. 3. Show what they are like through what they say and do 4. Name reflects some element of the character. 5. Use a few descriptive details   Setting (3 of 4)   1. Describe things through the characters eyes 2. Figurative Language   -alliteration  -similes  -metaphors  -personification   1. Language to create atmosphere, mood and feelings. 2. Precise word choice 3. Unexpected details as a hook | Setting – creating atmosphere (4 of 4)  - Use the 5 senses  -Figurative language  Simile  Onomatopoeia  Personification  -precise word choice to create a feeling for the reader  **VLA Toolkit**  •Use well-chosen adjectives,  •Use senses  •Show things through the character’s eyes, e.g. I stared at....  •Describe only key objects  •Describe the setting to create atmosphere  •Describe the weather and time of day  Paint a picture for the reader |
| **Innovation and invention** | Imitate – caravan, lightning storm.  Innovation –  (consider only parts of story)  Characters warned not to go to a dangerous local place (park, reservoir, woodland, ) because of an impending storm or hurricane  Invention – new character go to a new setting (eg. Beach) and meet a new natural disaster (eg tsunami) . | Imitate - Beowulf  Innovation – change of hero and monster  Invention – Set in Bramhope with monster | Imitate – Midas and the golden wish.  Innovation –  Aladdin and the \_\_\_\_\_\_\_  Children choose a new wishing object. Keep the same moral (Be careful what you wish for).  Wishing story based in historic Baghdad.   Invention  Boy or Girl in Baghdad wish for something (possibly to be let in House of Wisdom). Something bad happens – learn lesson. | Imitate – Journey tale - Ibn Al Battuta - journey tale (to Baghdad)  Innovation-Pink crash lands on another planet (learnt in topic eg. Mars).  (Use literacy shed clip,  Invention – a human on a space mission with a craft malfunction, crash lands – describe planet | Imitate – Rags to riches – Malala  Innovation – HP in cupboard then use magic to get to Hogwarts.  Portal opened by drinking a potion to link to Poetry work. HP as inspiration.  Invention – Heaton School to an amazing place. Use magic to move between places. | Imitate- Pampaolna - bull run  Innovation - El Tomatina  (a different Spanish festival)  Invention – Children choose another event (a wedding, festival etc) to recount using the same toolkits (2019 – OBON day used) |
| **SPAG**  **Bold = key vocab)** | **Relative Clauses** (type –just place  **Relative pronoun** (where)  Split Speech (introduce) | Relative Clauses (type – Person - Who, whose))  **Parenthesis** (**brackets**) - NF | Parenthesis with **dashes** NF  Editing against **ambiguity** (comma focus) | Relative Clauses (type object Which/that)) | Adverbs (perhaps/surely)  Determiners (qualifiers e.g. a dash of, a pinch of) - poetry | Adverbials of number – firstly etc. |
| **Non fiction** | Explanation text -How to survive a natural disaster. (1 of 2)  Tool Kit  A title to hook the reader  Persuasive language including;  - rhetorical questions  - imperative verbs  - feel good words  Talk to the reader directly (you)  Presented so it is eye-catching and attractive  **Grammar Focus:**  -Cause and effect connective  -Connectives to conclude  -Modal verbs | Non-Chronological Report – The Battle for England (after fiction) (1 of 1)  - Headings and subheadings  - Topic sentence  - Extra information using parenthesis - ( )  - Bullet points  - Informative language including: questions, facts and figures  - Conjunctions and connectives for cause and effect  - Conjunctions and connectives to compare and contrast  - Conjunctions and connectives to illustrate  - Conjunctions and connectives for addition  - Illustrations/diagrams with captions | Biography –Ibn-al-Haytham (1 of 1) - (use biography of Fatima Al-Fihri as WAGOLL text)  Chronological order  Topic sentence  Sub-headings  Formal and impersonal  Past tense  Rhetorical questions  Varied connecting words and phrases | Explanation Text- How to Look After a Miptor (alien creature)(2 of 2)  Explanation toolkit  -Paragraphs begin with a topic sentence  -Formal and impersonal  -Present tense  -Causal connectives and sentence starters for coherence  -Generalisation – all …/every…  -Details – informative vocabulary  -Modal verbs  -Parenthesis in brackets to explain tricky words | Persuasion (Leaflet – Come to Hogwarts) (1 of 1)  Persuasion Toolkit  -imperative verbs  -Use emotive language (superlatives)  -Use persuasive words and phrases  -Rhetorical questions  -Phrases to give views e.g. I believe that, we all know that, | Balanced Argument – Bullfighting (1 of 1)  Introductory paragraph explains what bullfighting is.  Written in the third person e.g. Some people believe that…  Persuasive phrases used e.g. some have an opinion that…  Arguments given for and against bull fighting.  Arguments backed up by reasons/evidence.  Stage 5 grammar features:  -modal verbs  -parenthesis (brackets, dashes, commas)  **VLA Toolkit**   * Formal language * Appropriate connectives and sentence starters to link sentences   Stage 3 grammar – paragraphs  Subordination and coordination  Expanded noun phrases  Correct tenses  Commas in a list |
| **Non fiction Revisit** |  |  | Diary (but not really taught) – Silk Road Journey |  | Instructions – how to make a potion (links to science) | Pursued a tourist to Sapin based on the geography work undertaken. |
| **Poetry structure** | Volcanoes (Free Verse) | (Free verse) Blackhills forest, senses.  Kennings (Anglo Saxons) | Resource Poem – ‘A Magic Carpet Ride’ | Cinquain – Space  Blackout poetry from Guided reading books. | Potions – Recipe poem  **Grammar Foci:**  Relative clauses in brackets  Possessive apostrophes  Expanded noun phrases | El Caminante (resource) |
| **Science coverage**  **(objectives in planning)** | Forces – water resistance, air resistance, friction.  Gravity.  . | |  | Space  Gravity | Properties and Changes of Materials  Evaporation/Separating Materials | Life Cycles  Humans and Other Animals  Dragon Flies, Dandelions, Sycamore, Buttercups, ladybird |
| **Science working scientifically/**  **skills** | Question, use evidence, measure, test, record, report, present.  Read, spell and pronounce scientific vocab. | |  | Question, use evidence.  Read, spell and pronounce scientific vocab. | Question, use evidence, record, report, present.  Read, spell and pronounce scientific vocab. | Question, use evidence, record, report, present.  Read, spell and pronounce scientific vocab. |
| **Topic questions** | What can you tell me about a natural disaster? In this diagram, can you describe the forces acting upon the car? How can scientists find out more to prepare for natural disasters? | Who were the Anglo-Saxons?  What was lifelike for an Anglo-Saxon?  Why did the Anglo-Saxons come to Britain? | Can you locate the main countries of the Early Islamic Empire on a world map?  How did the Early Islamic Empire develop?  Why was Baghdad such an important city in Early Islamic Civilization?  How did Baghdad and the Golden Age of Islam end?  What are the features of Islamic Art? | Tell me about our solar system? (Planets (order), orbits, what is at the middle, distances)  Can you explain the movement of the Earth and Moon?  Why does the moon seem to change shape?  What shape is the moon and why?  How does night and day occur? | Which materials will dissolve in water? How could you make them dissolve more quickly? How can you separate a mixture of materials? What equipment would you use and why? Why are some changes irreversible? Can you describe an example? Can you design a test to keep an object warm or cold? How can you group materials? (from Autumn 1 science) | Where is Spain located?  What is Spain famous for?  Why would someone visit Spain?  What is the difference in the physical and human features of Heaton and Ronda?  What are the different regions of Spain known for? |
| **History** |  | Viking and Anglo Saxon settlement & struggle for kingdom of England | Early Islamic Civilization  (Baghdad) | Brief History of Space Exploration |  |  |
| **Debate Question** | Have human activities contributed to an increase in natural disasters through climate change? | Did Vikings have the right to invade? | Are legacies an important part of history?  Do we need to learn from history? | Is there life beyond earth? | Is magic real? | Should we use animals(bulls) for sport? |
| **Geography** | Human and physical features of volcanoes and earthquakes.  World map – continents and countries with volcanoes  **Location of North and South America. Human and physical features of America.**  Different maps of the world-pacific center map and euro centric map.  Topographic map | Why do people live by rivers?  Map work on Bramhope | Human geography – trade links  Map work – Locate Bradford and Cartwright Hall  Continent – Europe and Asia, countries – Baghdad and countries on silk road | Equator/hemisphere  Daylight  Time Zones |  | Maps: Continent – Europe, countries – Spain and border countries  Europe: Geographical similarities and differences - UK/Spain  Rivers – The journey of a river. Why do people build cities close to rivers? Why do people live by rivers? |
| **Numeracy in Topic** | Data table (comparing volcanoes) | Scales and conversion with maps | Empire Data | Distance and scales and rounding | Converting units for a potion ingredient and scaling up. | Gestation periods |
| **Art and design**  **(Sketch books)** | Sketching / colouring /shading  Wave paintings - Hokusai Mixing/blending colours (paint and pencil) | Sketching – Monster (no collage)  Blackhills Art clay (hook) | Printing geometric patterns– Islamic Art  Floral designs - Mendhi-inspired patterns (embellishment to geometric patterns).  Calligraphy (Cartwright Hall). | Textiles – Fabric background night sky textiles (layering, material type, sequins, buttons, glue and sticking)  Examples of textile art - Ana Teresa Barboza?  Book Art – lettering/colouring/illustration | Sketching –  Mood boarding, blending coloured pencil  Points of perspective (Diagon Alley) shop frontages | 3D work inspired by Miro  Small clay sculptures painted black with pencil coloured surrealism inspired backgrounds |
| **Design and technology** | Frame Structures and levers and pulleys – Well (DT skill -making joints) Winder with a handle is a lever.  Yasmin Lari- Pakistani architect  Meaningful - In event of a natural disaster- water pipe systems damaged - people need to rely on water wells. |  |  | As above with textiles |  | Bread – celebrating culture and seasonality (Spanish Flavours) |
| **Computing** | Basic skills – using Microsoft forms  Uploading to a padlet – photos and text | Data – Numbers – spreadsheet for Blackhills cost. | Coding - Discovery | Data – Numbers  Distance / size of planets – toilet roll model  Printed in topic books | Web Publishing  Published on website  Blog – Harry Potter  NB – Blogging website did not work 2020, needs an alternative/solution 2021 | Data – numbers – gestation comparison, lifespan  Compare Early Islam and Anglo-Saxon citizen size |
| **PE** | LSC – Badminton  Teachers –striking & fielding | LSC – Tag Rugby  Teacher – Dance (Anglo Saxons) | LSC – Football  Teacher – Table Tennis | LSC - Gymnastics  Teacher - Golf | LSC – Hockey  Teacher – Tennis | LSC – Athletics  Teacher – Cricket  Dance - Flamenco |