



## Curriculum Plans – Year 5

Please find below a detailed outline of the curriculum covered in Year 5 in Key Stage 2.

### Year 5

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>	<b>Block 6</b>	<b>Block 7</b>
<b>Theme</b>	<p><b>Survivors</b></p> <p>In block 1, the students will be learning about extreme survivors and the adaptations developed to live in harsh habitats.</p> <p>They will learn about the scientific classification system.</p> <p>To show their understanding of the skills and knowledge, the students will design and create a living creature who can survive their habitat.</p>	<p><b>Globalisation</b></p> <p>In this topic children will know about significant international organisations, understand their own responsibilities and the groups to which they belong.</p> <p>Students will create their own multi-national company and advertise this company to Year 5.</p>	<p><b>Creative Me</b></p> <p>In block 3 the students will be learning about a range of artists and art, including natural art, pointillism, landscape, abstract and portraiture.</p> <p>Children will plan and create their own outdoor art using natural materials, learn about the history of art and discuss modern art. This topic is all about being creative and having fun.</p>	<p><b>Civilisations</b></p> <p>In block 4, the students will be learning about civilizations. They will start to describe and identify the range of reasons for changes in civilizations.</p> <p>Students will use a range of different sources to investigate the Persian War and the Roman Empire.</p>	<p><b>What is in the News Today</b></p> <p>In block 5 the students will be learning about people in the news today. They will use a range of newspaper sources.</p> <p>They will use skills to create a live newspaper using technology</p> <p><b>Sex Education</b></p> <p>Students will use the full week to learn about the changes in their bodies.</p>	<p><b>Making Things Go</b></p> <p>In block 6 they will be learning about different materials by conducting scientific investigations and learning fair tests.</p> <p>They will use simple scientific equipment, try to predict the outcome of investigations and use evidence to draw conclusions.</p>	<p><b>Earth as an Island</b></p> <p>In block 7, students will use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</p> <p>In addition to using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>English Language &amp; Literacy</b>	<p><b>Dragon Slayer</b></p> <p>As students explore the adventure story set in China, they will come to understand the story's cultural and geographical context.</p> <p>This will help them to visualise the setting and explore obstacles for the main character to overcome to aid them in writing their own adventure for Mai-Ling.</p>	<p><b>Poetic Style</b></p> <p>Students will read a range of poems to explore how poets use language for effect and culminate in writing their own poem about a classroom after school, with the aim of building vivid images in the reader's mind.</p> <p>Another poem will be written to enter into the COBIS Poetry Competition.</p>	<p><b>Bling!</b></p> <p>Students will analyse the importance of different characters to the development of the story and examine the role of the narrator as storyteller. Differences between and written storytelling are explored and used to support the students' own writing and storytelling.</p>	<p><b>Biography &amp; Autobiography</b></p> <p>Students will examine the difference between biography and autobiography. They will practice notetaking and plan an author blurb for a book, and then adapt this into a biographical presentation.</p>	<p><b>Newspapers &amp; Discussion Texts</b></p> <p>In this unit the students will write their own newspaper reports for a class newspaper, create their own news report scripts and record a news themed television show. Discussion texts will be studied, looking at the conventions of oral debate. The children will voice their opinions by giving reasons.</p>	<p><b>Father's Day</b></p> <p>The play-script, 'Father's Day' will be explored. In which the author uses a range of dramatic conventions to explore subtleties of character and the conflicting emotions experienced within families. Students will go on to write their own extra scene for the play, which will then be acted out.</p>	<p><b>Persuasive Writing</b></p> <p>This unit is linked to the Poetic style unit theme of 'cities'. The students write a persuasive presentation which they present to the class in the role of residents at a public meeting to discuss plans for building a stadium. These skills will be further used to persuade visitors to visit their island.</p>
<b>Mathematics</b>	<p>The students will learn about place value and column addition &amp; subtraction.</p>	<p>They will be learning about decimals &amp; fractions and measures &amp; data.</p>	<p>They will learn about multiplication and division.</p>	<p>They will revisit decimals &amp; fractions and addition &amp; subtraction, going into further depth.</p>	<p>They will learn about shape and revisit multiplication &amp; division and go into further depth.</p>	<p>They will revisit measures &amp; data, as well as decimals &amp; fractions going into further depth by learning about percentages.</p>	<p>Multiplication &amp; division will again be revisited. They will be reviewing mathematical areas from the year.</p>