



## St. William's Catholic Primary School Year 5 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
<b>Mathematics</b>	Number - Place Value  Number- Addition and Subtraction  Statistics	Number - multiplication and division  Perimeter and Area	Number - Multiplication and Division  Number: Fractions	Number: Fractions  Number: Decimals and Percentages	Number: Decimals  Geometry- Properties of Shapes and Angles	Geometry- position and direction  Measurement- converting units  Measures Volume
<b>English</b>	Persuasion  Legends	Stories with historical settings  Film and playscripts  Classic narrative poetry	Science fiction stories  Information booklets  Poems with a structure	Novel as a theme  Magazine: information text hybrid	Stories from other cultures  Debate	Myths  Reports  Poems with figurative language
<b>Grammar and Punctuation</b>	Modal verbs.  Create and punctuate complex sentences using '-ed' openers.	Create and punctuate complex sentences using -ing openers.  Demarcate complex sentences using commas and explore ambiguity of meaning.  Identify and use brackets and dashes.  Create and punctuate sentences using simile starters.	Link ideas across paragraphs using adverbials for time and place and numbers e.g. Several hours later, on a nearby planet.  Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-.  Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently.  Link ideas across paragraphs using adverbials for place e.g. On the side of the head ... and numbers, e.g. Secondly, ...	Create complex sentences by using relative clauses with pronouns which, and whose e.g. The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.	Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs.  Create and punctuate complex sentences using -ed openers.  Create and punctuate complex sentences using -ing openers  Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.	Create and punctuate complex sentences using simile starters.  Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.  Create and punctuate complex sentences using -ed openers.  Create and punctuate complex sentences using -ing openers.



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<b>Spelling</b>	Revision from previous years  Words ending in 'cious'  Words ending in 'tious'  Words ending in 'cial'	Words ending in 'tial'  Words ending in 'ant' and 'ance'  Words ending in 'ent' and 'ence'  Words ending in 'ance' and 'ence'  Revision	Revision from previous years  Words ending in 'able'  Words ending in 'ceable'  Words ending in 'able'  Words ending in 'cible' and 'gible'	Words with 'geable'  Words ending in 'fer'  Words with hyphens  Words containing 'cei'  Revision	Words containing 'ough'  Words with silent letters  Homophones  Homophones ending in 'ce' (nouns) and 'se' (verbs)	Recommended words  Homophones  Recommended words  Homophones  Revision
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<b>Science</b>		Materials - reversible and irreversible changes	Earth and space	Forces and falling objects	Life cycle changes in animals and plants; naturalists (e.g. David Attenborough)	Animals including humans - growth and development of humans PLUS exercise and the circulatory system
<b>History</b>	Britain's settlement by Anglo-Saxons and Scots (including place names)			Early Islamic civilization - Baghdad c AD900		Ancient Greece (including sport)
<b>Geography</b>	UK cities, counties and key features - research	World food - where does food come from?			Contrasting region - Amazon Basin, rainforest, biomes	
<b>Art/DT</b>		Food - food from another culture, variety of cooking techniques	Drawing and painting developed into abstract textured paintings	Mechanical systems - cams, pulleys and gears	3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics Painting developed into printmaking/collage and digital art	Figure drawing developed into 3D sculpture
<b>Music</b>	<b>Don't Stop Believing:</b> Developing music making the the interrelated dimensions.	<b>Classroom Jazz:</b> Learning about musical styles	<b>Make you Feel My Love:</b> Sining together	<b>Fresh Prince of Bel Air:</b> Composing computer music.	<b>Dancing in the street:</b> Music in the 1960s	<b>Reflect:</b> Song Share and celebration of musical discoveries
<b>ICT Computing</b>	IT - data handling	DL / CS - collaboration / networking	IT - modelling	CS - programming / computational thinking	IT - multimedia	CS - programming



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P.S.H.E	<u>Health and Wellbeing</u> <b>Healthy Lifestyles</b> Smoking: what is normal? Getting fit It all adds up <b>Keeping Safe</b> 'Thinking' about habits Jay's dilemma Independence and responsibility Our emotional needs	<u>Health and Wellbeing</u> <b>Keeping Safe</b> Would you risk it? Being assertive Drugs: true or false? Spot bullying Communication <b>Growing and Changing</b> Different skills How are they feeling? Growing up and changing bodies Star qualities Dear Hetty	<u>Relationships</u> <b>Healthy Relationships</b> It could happen to anyone Taking notice of our feelings Collaboration challenge Give and take	<u>Relationships</u> <b>Feelings and Emotions</b> How good a friend are you? Dear Ash Ella's diary dilemma Valuing differences Qualities of friendship Kind conversations	<u>Wider World</u> <b>Rules, Rights and Responsibilities</b> Local councils <b>Caring for the Environment</b> Rights, responsibilities and duties My school community (2) Mo makes a difference	<u>Wider World</u> <b>Money</b> Spending Wisely Lend us a fiver!



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<p><b>Come and See</b></p>	<p><b><u>Ourselves</u></b>          Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.</p> <p><b><u>Life Choices</u></b>          Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of Gods life and friendship.</p>	<p><b><u>Life Choices</u></b>          Cont ...</p> <p><b><u>Hope</u></b>          Focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.</p>	<p><b><u>Mission</u></b>          Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.</p> <p><b><u>Memorial sacrifice</u></b>          Focuses on the invitation to know Jesus, to live in communion with him and with one another.</p>	<p><b><u>Memorial Sacrifice</u></b>          Cont ...</p> <p><b><u>Sacrifice</u></b>          Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christian's to follow Jesus' example of self-giving.</p>	<p><b><u>Transformation</u></b>          Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.</p> <p><b><u>Freedom &amp; Responsibility</u></b>          Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.</p>	<p><b><u>Stewardship</u></b>          Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.</p> <p align="center"><b><u>Judaism</u></b></p> <p align="center"><b><u>Islam</u></b></p> <p align="center"><b><u>Hinduism</u></b></p> <p align="center"><b><u>Sikhism</u></b></p>
<p><b>French</b></p>		<p>Weather</p> <p>Seasons</p>		<p>Food</p> <p>The House</p>		
<p><b>PE</b></p>	<p>Gymnastics</p>	<p>Invasion Games</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Striking &amp; Fielding</p>	<p>Athletics</p>



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Ongoing	<u>Science</u>	<u>PE</u>	<u>Year 5 Curriculum Overview</u>	<u>English</u>		
	<p>Standalone unit on material properties - comparative / fair tests of everyday materials. - over four or five afternoons.</p>	<p>Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.</p>	<p>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.</p>	<p>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>		