




Year 5 Programme of Study

English		Maths				Science																																																																														
<p><b>Autumn Writing</b></p> <p><b>Text:</b> Emperor Penguins <b>Text:</b> The Explorer <b>Text:</b> Malfeasance <b>Text:</b> The Snowman</p> <p><b>Reading</b> <b>Core fiction texts:</b></p> <ul style="list-style-type: none"><li>The Boy at the Back of the Class by Ojjali Rauf</li><li>VarrJak Paw by S.F Said</li></ul> <p><b>Core non-fiction texts:</b></p> <ul style="list-style-type: none"><li>The discovery that changed history – link with Anglo Saxons Y5 History</li><li>Living Things – Life cycles</li><li>States of Matter – Non-Fiction Foxton</li><li>Greta Thunberg – Biography (Literacy Shed+ Pre-teach link to y5 Biography writing Hatshepsut and Y6 Greta Thunberg)</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>If by Rudyard Kipling</li><li>Reading for Pleasure Poem shared regularly during story time</li></ul> <p><b>Additional texts:</b> <i>Archaic language:</i></p> <ul style="list-style-type: none"><li>Tom’s Midnight Garden – Phillipa Pearce</li><li>The Secret Garden – Frances Hodgeson Burnett</li><li>The Jungle Book – Rudyard Kipling</li></ul> <p><i>Non-Linear Time Sequences:</i></p> <ul style="list-style-type: none"><li>A Christmas Carol – Charles Dickens</li><li>The Eagle in the Snow – Michael Morpurgo</li><li>The Time Travelling Hamster – Ross Welford</li><li>The London Eye Mystery - Siobhan Dowd</li></ul>	<p><b>Spring Writing</b></p> <p><b>Text:</b> One Small Step <b>Text:</b> Hatshepsut <b>Text:</b> Cosmic</p> <p><b>Reading</b> <b>Core fiction texts:</b></p> <ul style="list-style-type: none"><li>Tom’s Midnight Garden by Phillipa Pearce</li><li>The Infinite Lives of Maisie day by Christopher Edge</li></ul> <p><b>Core non-fiction texts:</b></p> <ul style="list-style-type: none"><li>Non-chronological Report – Evacuees</li><li>Journalistic – Astronauts Return to Earth After A Horrific Explosion (Link to Earth and Space Y5 Science)</li><li>Non-chronological report – The Solar System</li><li>Persuasive / Balanced argument Should children clean their schools?</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>The Silliest Teacher in School by Darren Sardelli – Performance Poem</li><li>Reading for Pleasure Poem shared regularly during story time</li></ul> <p><b>Additional texts:</b> <i>Complexity of Narrator:</i></p> <ul style="list-style-type: none"><li>Cogheart by Peter Bunzl</li><li>Kensuke’s Kingdom by Michael Morpurgo</li><li>Boy in the Tower by Polly Ho-Yen</li></ul> <p><i>Complexity of plot:</i></p> <ul style="list-style-type: none"><li>Northern Lights by Phillip Pullman Swallows and Amazons by Arthur Ransome</li><li>Harry Potter and the Goblet of Fire– JK Rowling</li><li>Welcome to Nowhere by Elizabeth Laird</li><li>Rooftoppers by Katherine Rundell</li></ul>	<p><b>Summer Writing</b></p> <p><b>Text:</b> Screen use <b>Text:</b> The Nowhere Emporium <b>Text:</b> Kick</p> <p><b>Reading</b> <b>Core fiction texts:</b></p> <ul style="list-style-type: none"><li>Street Child by Berlie Doherty</li><li>The girl of ink and stars by Kiren Millwood-Hargrave</li></ul> <p><b>Core non-fiction texts:</b></p> <ul style="list-style-type: none"><li>Recount – A soldier’s Diary</li><li>Recount – A Mother’s Diary</li><li>Non-Chronological Report – Rainforests</li><li>The Composer who brought Joy – Beethoven</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>The Listeners by Walter De La Mer – Narrative Poem</li><li>Reading for Pleasure Poem shared regularly during story time</li></ul> <p><b>Additional texts:</b> <i>Resistant Texts:</i></p> <ul style="list-style-type: none"><li>The Arrival – Shaun Tan</li><li>The Pobble Who Had No Toes (poem) – Edward Lear</li><li>Sky in the Pie (poem) – Roger McGough</li></ul> <p><i>Diversity:</i></p> <ul style="list-style-type: none"><li>Journey to Jo’burg by Beverley Naidoo</li></ul>	<table><tr><th>Textbook</th><th>Strand</th><th colspan="2">Unit</th><th>Number of lessons</th></tr><tr><td rowspan="6">Textbook A / Practice Workbook A</td><td>Number – number and place value</td><td>1</td><td>Place value within 1,000,000 (1)</td><td>8</td></tr><tr><td>Number – number and place value</td><td>2</td><td>Place value within 1,000,000 (2)</td><td>6</td></tr><tr><td>Number – addition and subtraction</td><td>3</td><td>Addition and subtraction</td><td>12</td></tr><tr><td>Number – multiplication and division</td><td>4</td><td>Multiplication and division (1)</td><td>10</td></tr><tr><td>Number – fractions (including decimals and percentages)</td><td>5</td><td>Fractions (1)</td><td>8</td></tr><tr><td>Number – fractions (including decimals and percentages)</td><td>6</td><td>Fractions (2)</td><td>11</td></tr><tr><td rowspan="5">Textbook B / Practice Workbook B</td><td>Number – multiplication and division</td><td>7</td><td>Multiplication and division (2)</td><td>10</td></tr><tr><td>Number – fractions (including decimals and percentages)</td><td>8</td><td>Fractions (3)</td><td>7</td></tr><tr><td>Number – fractions 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Art and Design	PSHE	Computing	Design Technology	Foreign Languages	Geography	History	Physical Education	Religious Education
<p>Autumn</p> <ul style="list-style-type: none"><li>Ulysses Deriding Polyphemus –Turner Romanticism</li></ul>  <ul style="list-style-type: none"><li>Marilyn Monroe – Andy Warhol</li><li>Pop Art</li></ul>  <ul style="list-style-type: none"><li>Gassed – John Singer Sargeant. Realism</li></ul> 	<p><b>Autumn – Relationships</b></p> <ul style="list-style-type: none"><li>Managing friendships and peer influence.</li><li>Physical contact and keeping safe.</li><li>Responding respectfully to a wide range of people. Recognising prejudice and discrimination.</li></ul> <p><b>Spring – Living in the Wider World</b></p> <ul style="list-style-type: none"><li>Protecting the environment. Compassion towards others.</li><li>How information online is targeted. Different media types, their role and their impact.</li><li>Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.</li></ul> <p><b>Summer – Health and Wellbeing</b></p> <ul style="list-style-type: none"><li>Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.</li><li>Physical and emotional changes in puberty. External</li></ul>	<p><b>Scheme: Kapow</b></p> <p><b>Autumn</b></p> <p>Online safety</p> <p>Computing systems and networks – Search Engines</p> <p><b>Spring</b></p> <p>Programming 1 – Programming Music (Scratch)</p> <p>Data handling – Mars Rover</p> <p><b>Summer</b></p> <p>Programming 2 – Micro: bit</p> <p>Summer 2 - Creating media – Stop motion animation</p>	<p><b>Autumn</b></p> <p>Aspect of DT: Food</p> <p>Focus: Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)</p> <p>Ginger biscuits for an advent calendar</p> <p><b>Spring</b></p> <p>Aspect of DT: Electrical systems</p> <p>Focus: Monitoring and control</p> <p>Alarming Vehicles</p> <p><b>Summer</b></p> <p>Aspect of DT: Structures</p> <p>Focus: Frame structures</p> <p>Bird Hide</p>	<p><b>Scheme: Language Angels - Spanish</b></p> <p>Autumn</p> <ul style="list-style-type: none"><li>The Date</li><li>Do you have a pet?</li></ul> <p>Spring</p> <ul style="list-style-type: none"><li>My home</li><li>The Olympics</li></ul> <p>Summer</p> <ul style="list-style-type: none"><li>Clothes</li><li>Romans or Habitats</li></ul> <p><b>Music</b></p> <p><b>Instrument Instruction:</b></p> <p>Ocarina</p> <p><b>Scheme: Charanga</b></p> <p>Autumn</p> <p>Livin’ On A Prayer</p> <p>Classroom Jazz 1</p> <p>Spring</p> <p>Make You Feel MyLove</p> <p>The Fresh Prince of Bel-Air</p> <p>Summer</p> <p>Dancing in the Street</p> <p>Reflect, rewind and replay</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"><li><b>Geographical skills and fieldwork:</b></li></ul> <p>NC KS2- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use 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> <p><b>Spring</b></p> <ul style="list-style-type: none"><li><b>Locational Knowledge and Climate Zones</b></li></ul> <p>Through work on climate zones pupils will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place Knowledge NCKS2</p> <p>Understand geographical similarities and differences through studying the human and physical geography</p> <p>Human and physical geography NC KS2</p> <p>Describe and understand key aspects of climate</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"><li>Britain’s settlement by Anglo-Saxons and Scots. NC KS2</li></ul> <p><b>Spring</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Summer</b></p> <ul style="list-style-type: none"><li>Life in Victorian Britain- Locality- Link to The Black Country</li></ul> <p><b>Local History Study</b></p> <ul style="list-style-type: none"><li>Lutley Mill</li></ul> <p><b>Whole School focus:</b></p> <ul style="list-style-type: none"><li>Remembrance- Armistice Day – Women at War</li><li>Gun Powder Plot- Impact of the plot on religion</li></ul>	<p><b>Scheme: PE Hub</b></p> <p>Autumn Outdoor</p> <ul style="list-style-type: none"><li>Tag rugby</li><li>Hockey</li></ul> <p>Autumn Indoor</p> <ul style="list-style-type: none"><li>Gym unit 1</li><li>Dance unit 1</li></ul> <p>Spring Outdoor</p> <ul style="list-style-type: none"><li>Netball</li><li>Tennis</li></ul> <p>Spring Outdoor</p> <ul style="list-style-type: none"><li>Gym unit 2</li><li>Dance unit 2</li></ul> <p>Summer Outdoor</p> <ul style="list-style-type: none"><li>Cricket</li><li>Athletics</li><li>Football</li><li>OAA/ handball</li></ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"><li>Islam – Muhammad’s life in Makkah, preaching and persecution.</li><li>Sikhism – Why do Sikhs wear the Five Ks?</li></ul> <p><b>Spring</b></p> <ul style="list-style-type: none"><li>Christianity – Adam and Eve and ‘the fall’</li><li>Sikhism – What for Sikhs is the Goal of Human Life?</li></ul> <p><b>Summer</b></p> <ul style="list-style-type: none"><li>Islam – Muhammad in Madinah, establishing a Muslim community.</li><li>Sikhism – How do Sikhs view other religions?</li></ul>

Year 5 Programme of Study

	<div>genitalia. Personal hygiene routines.</div> <div><div>▪</div>Keeping safe in different situations, including responding inemergencies and first aid.</div>				<div>zones and the water cycle.</div> <div>Summer</div> <div><div>▪</div><b>Field Study – The Weather</b></div> <div>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</div>			
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Skills Builder

LISTENING

PRESENTING

PROBLEM SOLVING

CREATIVITY

STAYING POSITIVE

AIMING HIGH

LEADERSHIP

TEAMWORK

Step 0: ages 4-7

Step 1 : ages 5-8

Step 2 : ages 6-9

Step 3: ages 7-10

Step 4 : ages 8-11

Step 5 : ages 9-12

Step 6 : ages 10-14

Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Try New Things: Win a debate, build a ship, start a business, make an electromagnet, recognise regiments and use a power tool.