



## Year 5 Cycle A and B Curriculum



| CYCLE A                                  | Advent 1  | Advent 2  | Lent 1   | Lent 2   | Pentecost 1  | Pentecost 2   |
|--|---|---|--|--|--|---|
| <b>Maths</b>                             | Place Value<br>Addition and Subtraction   | Multiplication and Division<br>Fractions  | Multiplication and Division<br>Fractions   | Decimals and percentages<br>Perimeter and area<br>Statistics   | Shape<br>Position and direction<br>Decimals  | Negative numbers<br>Converting units<br>Volume                    |
| <b>English<br/>Genre and Text</b>        | Setting<br>Description and Recounts:<br>Diary Entries<br>Secrets of a Sun King<br><br>(Link to History - Ancient Egyptians) | Biographies and Memoirs :<br>Black and British by David Olusoga<br><br>Stories with flashbacks<br>A Christmas Carol | Fiction<br>Narrative<br>The Boy at the back of the class<br><br>Non – Fiction<br>Non – Chronological Report<br>( Linked to Early Islamic Civilization) | Poetry (composing and memorising)<br>Various poems (including sonnet 18 & Trees by Larkin)<br><br>The Last Bear – Climate Change (Linked to Geography) | Recount: Diary Entries:<br>The Jamie Drake Equation by Christopher Edge<br>(Link to Science – Earth and Space)<br><br>Narrative (1 <sup>st</sup> Person, past tense)<br>When Stars are Scattered | Speech<br>Wonder<br><br>Instructional Texts<br>Science Experiment |
| <b>Spelling, Grammar and Punctuation</b> | Commas for parenthesis<br><br>Subordinating conjunctions<br><br>Expanded noun phrases                                       | Relative clauses<br><br>Passive voice<br><br>Adverbs/adverbials of time   | Model verbs<br><br>Fronted adverbials<br><br>Inverted commas for speech  | Brackets for parenthesis<br><br>Dashes for parenthesis<br><br>Relative clauses   | Building cohesion<br><br>Subordinating conjunctions<br><br>Suffixes  | Model verbs<br><br>Parenthesis<br><br>Adverbials of time          |
| <b>RE</b>                                | Ourselves<br><br>Life Choices   | Life Choices<br><br>Hope  | Mission<br><br>Memorial Sacrifice  | Memorial Sacrifice<br><br>Sacrifice  | Transformation<br><br>Freedom & Responsibility   | Freedom & Responsibility<br><br>Stewardship                       |
| <b>Science</b>                           | Biology<br>Living things and their habitats (Y5)  | Chemistry<br>Properties and changes of materials (Y5)   | Chemistry<br>Properties and changes of materials (Y5)  | Physics<br>Forces (Y5)   | Physics<br>Earth and space (Y5)  | Biology<br>Animal including humans (Y5)<br>RSE                    |
| <b>History</b>                           | Ancient Egypt   |   | Early Islamic Civilization   |  | Crime and Punishment   |   |
| <b>Geography</b>                         |   | World Countries<br>LOCATIONAL   |  | EXTREME EARTH:<br>Biomes and   |  | RE-Link to CAFOD-Linked to our Global World Human                 |



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|           |  |   |  |  |                                    |   |   |   |                                       |  |   |
|-----------|--|---|--|--|------------------------------------|---|---|---|---------------------------------------|--|---|
|           |  | KNOWLEDGE   |  |  |                                    | Vegetation Belts Physical Geography                         |   |   |                                       | impact on the physical world   |   |
| Computing | Computer systems and Networks 5<br>Systems and searching   | Programming A5<br>Selection in physical computing         |  | Programming B5<br>Selection in quizzes   |                                    | Creating media<br>Vector drawing 5A                         |   | Programming A6<br>Variables in games  |                                       | Programming B6<br>Sensing  |   |
| Art       | Painting –<br>Printing<br>Screen<br>Printing   |   |  |  |                                    | Sculpture – Interactive<br>Installation                     |   |   |                                       | Drawing – Scale and<br>Composition<br>Local Landscape                      |   |
| DT        |  |   |  | Textiles:<br>Waistcoats  |                                    |   |   | Electrical systems<br>Doodlers – prison<br>alarm system                         |                                       |  |   |
| PE        | Swimming   | Dance-<br>The<br>circus                                   | Games-<br>striking<br>and<br>fielding<br>(cricket) | Dance-<br>The<br>Greeks  | Games-<br>Invasion<br>(basketball) | Games-<br>Invasion<br>(hockey)                              | Gymnastics-<br>Counter<br>balance and<br>Counter<br>tension | Athletics<br>(unit)   | Games-<br>net and<br>wall<br>(tennis) | Athletics<br>(throwing<br>and<br>jumping)                                  | Outdoor,<br>adventurous<br>activity<br>(Communication<br>and tactics) |
| Music     | Livin On A<br>Prayer   | Classroom Jazz I  |  | Make You Feel My<br>Love   |                                    | The Fresh Prince Of Bel-<br>Air                             |   | Dancing In The Street   |                                       | Reflect, Rewind and Replay   |   |
| PSHE      | Module 1:<br>Created and<br>loved by God<br>Unit 1:<br>Religious<br>understanding<br>Module 2:<br>Created to love<br>others<br>Unit 1:<br>Religious<br>understanding |   |  | Module 2: Created to<br>love others<br>Unit 2: Personal<br>relationships                                   |                                    | Module 2: Created to<br>love others<br>Unit 3: Keeping safe |   | Module 3: Created to<br>live in community<br>Unit 1: Religious<br>understanding |                                       | Module 3: Created to live in<br>community<br>Unit 2: Living in wider world |   |
| French    | The High<br>Street<br>Directions<br>Asking<br>directions I   | Asking directions 2<br>Times of Day<br>Months of the Year |  | Comparisons<br>Food (including<br>revision of fruit Y3)<br>Visiting students from<br>Nottingham University |                                    | Breakfast and French<br>Desserts<br>Weather                 |   | Seasons<br>Weather Report   |                                       | Saying Where we Live   |   |



## Year 5 Cycle A and B Curriculum



| CYCLE B                                  | Advent 1  | Advent 2  | Lent 1   | Lent 2  | Pentecost 1  | Pentecost 2  |
|--|---|---|--|---|--|--|
| <b>Maths</b>                             | Place Value<br>Addition and Subtraction   | Multiplication and Division<br>Fractions  | Multiplication and Division<br>Fractions   | Decimals and percentages<br>Perimeter and area<br>Statistics  | Shape<br>Position and direction<br>Decimals  | Negative numbers<br>Converting units<br>Volume   |
| <b>English Genre and Text</b>            | Narrative:<br>Percy Jackson and the Lightning Thief<br>(Link to History – Ancient Greece)<br><br>Biographies<br>Young, Gifted and Black by Jamia Wilson | Recounts Diary Entries:<br>Wind Rush Child<br><br>Persuasive Texts:<br>Visit the...<br>(Link to school visit) | Instructional Texts<br>Science Experiment<br><br>Formal Letter:<br>Beetle Boy by M G Leonard | Story openings and description<br>Wonderscape by Jennifer Bell<br><br>Performance Poetry:<br>Roald Dahls Revolting Rhymes looking at rhythm and expression. | Recounts:<br>Goodnight Mister Tom<br><br>Recount – Diaries:<br>Anne Frank<br><br>(Link to History - WW2) | Persuasive Text and Newspaper Articles<br>Pig Heart Boy<br>(Link to Science – Animals including humans)<br><br>Non – Chronological Reports:<br>Fantastic Beasts and where to find them |
| <b>Spelling, Grammar and Punctuation</b> | Commas for parenthesis<br><br>Subordinating conjunctions<br><br>Expanded noun phrases   | Relative clauses<br><br>Passive voice<br><br>Adverbs/adverbials of time                                       | Model verbs<br><br>Fronted adverbials<br><br>Inverted commas for speech                      | Brackets for parenthesis<br><br>Dashes for parenthesis<br><br>Relative clauses  | Building cohesion<br><br>Subordinating conjunctions<br><br>Suffixes                                      | Model verbs<br><br>Parenthesis<br><br>Adverbials of time   |
| <b>RE</b>                                | Loving<br><br>Vocation & Commitment   | Vocation & Commitment<br><br>Expectations   | Sources<br><br>Unity   | Unity<br><br>Death & New Life   | Witnesses<br><br>Healing   | Healing<br><br>Common Good   |
| <b>Science</b>                           | Physics   | Physics   | Biology  | Biology   | Biology  | Biology  |



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|                  | Electricity (Y6)                              | Light (Y6)                               |                             | Living things and their habitats (Y6)   |                           | Evolution and inheritance (Y6) (2)                                     |                                     | Animals including humans (Y6)                               |                                       | Animals including humans (Y6) (2)  |  |
|------------------|---|--|-----------------------------|---|---------------------------|--|-------------------------------------|---|---------------------------------------|--|--|
| <b>History</b>   | Ancient Greece                                |  |                             | The legacy of Greek culture, the Olympic games on later periods in British & world history including present day. |                           |  |                                     | Know how WW2 impacted on the lives of the children          |                                       |  |  |
| <b>Geography</b> |   | World Countries<br>LOCATIONAL KNOWLEDGE  |                             |   |                           | Human & Physical Geography<br>Climate zones, biomes & vegetation belts |                                     |   |                                       | COMPARISON STUDY<br>Similarities and differences of human and physical geography between Greater London-City of London and North/South America |  |
| <b>Computing</b> | Creating Media 5a<br>Vector Drawing           | Creating Media 5b<br>Video Editing       |                             | Data and Information 5<br>Flat-file databases   |                           | Creating Media 6a<br>Web-page creation                                 |                                     | Data and Information 6<br>Spreadsheets                      |                                       | Creating Media 6b<br>3D Modelling  |  |
| <b>Art</b>       |   | Painting – Colour<br>Graffiti/Street Art |                             |   |                           | Sculpture – Texture<br>Mosaics   |                                     |   |                                       | Drawing – Portraits<br>Facial Expression   |  |
| <b>DT</b>        | Structure:<br>Bridges                         |  |                             | Structure – Olympic Village   |                           |  |                                     | Food: Come dine with me                                     |                                       |  |  |
| <b>PE</b>        | Swimming                                      | Dance-Carnival                           | Games-Invasion (basketball) | Dance - Titanic   | Games-Invasion (handball) | Games-Invasion (dodgeball)   | Gymnastics - matching and mirroring | Athletics -running  | Games-striking and fielding (cricket) | Athletics-competition  | Outdoor, adventurous activity (Orienteering) |
| <b>Music</b>     | Living On A Prayer                            | Classroom Jazz I                         |                             | Make You Feel My Love   |                           | The Fresh Prince Of Bel-Air  |                                     | Dancing In The Street                                       |                                       | Reflect, Rewind and Replay   |  |
| <b>PSHE</b>      | Module 1: Created and loved by God<br>Unit 1: |  |                             | Module 1: Created and loved by God<br>Unit 2: Me, my body, my health  |                           | Module 2: Created to love others<br>Unit 2: personal relationships     |                                     | Module 3: Created to live in community<br>Unit 1: Religious |                                       | Module 3: Created to live in community<br>Unit 2: Living in the wider world  |  |



## Year 5 Cycle A and B Curriculum



|               | Religious understanding                              |   |  | Unit 3: keeping safe                        | understanding             |                      |
|---------------|--|---|--|---|---------------------------|----------------------|
| <b>French</b> | The High Street<br>Directions<br>Asking directions I | Asking directions 2<br>Times of Day<br>Months of the Year | Comparisons<br>Food (including revision of fruit Y3)<br>Visiting students from Nottingham University | Breakfast and French<br>Desserts<br>Weather | Seasons<br>Weather Report | Saying Where we Live |