

**Berkswell Church of England Primary School Curriculum Overview**  
**Year 5 Autumn Term – The Battle for Survival**

## English

Throughout this term children will complete reading and writing units on:

### The Legend of Beowulf (T4W)

This unit on legends focuses on an adaptation of the Norse legend Beowulf. As well as offering an insight into Anglo-Saxon times, the legend explores typical themes of the text type such as quests, courage and revenge. There have been many adaptations of the story poem over the centuries and the legend has no doubt been embellished with each telling. The pupils are asked to work towards drafting, editing and publishing their own 'Beat the Monster Tale' based on Beowulf. They will also produce a recount and look at the use of poetry in the form of 'Kennings', which is evident throughout the story.

The unit links very well with the study of the Anglo-Saxon period in the Key Stage 2 History curriculum.

Curricular aims of this unit:

- To become familiar with the features of the legend genre
- To explore the traits and virtues of heroism
- To identify ways in which language changes according to context and purpose
- To use drama to explore and interpret the themes in the text
- To explore the different ways authors build character
- To explore how writers use language for dramatic effect
- To write their own 'Beat the Monster Tale'

### Traditional tales from other cultures (T4W)

In this unit pupils explore a traditional story from a different culture, written in a contemporary style. The children will focus on two stories: 'Night Sky Dragons' by Mal Peet and Elspeth Graham and 'The Purple Lady' by Jamila Gavin. They will become more familiar with the structure of such stories and the range of literary devices authors use to involve and engage the reader. Pupils will apply what they learn to further develop their language and writing skills. The children will work towards writing a persuasive letter to the chief of the Han, thus gaining an understanding of these techniques.

Curricular aims of this unit:

- To explore literature from a different culture and traditions
- To read and identify how such stories are structured
- To infer author's perspectives from what is written and from what is inferred
- To explore how writers use language for dramatic effect
- To explore the impact of character behaviour and motive on others, including the reader
- To write a persuasive letter, understanding how it is structured
- To use persuasive techniques and other language features

Additionally, each class studies a class book during **B.R.E.A.K** (Berkswell Reads for Enjoyment and Knowledge) sessions. In the first half term, children in Year 5 will be reading '**The Legend of Beowulf by Michael Morpurgo**' as this will support their work in English (see above). In the second half term, the children will read '**Night Sky Dragons**'.

The following will be taught and consolidated throughout Year 5:

### Phonics and Spelling (Autumn Term)

- Spelling word list for Year 5
- The sound /s/ spelled ss, e.g. business, address
- The /v/ sound at the end of words, e.g. have, live, give
- The vowel digraph 'aw', e.g. yawn, crawl
- New consonant spellings – ph, e.g. dolphin, alphabet, phonics, elephant
- The digraph 'or', e.g. for, short, born, horse, morning
- The /dz/ sound spelt as ge and dge at the end of words, e.g. badge, edge, bridge, dodge, fudge, knowledge
- The /s/ sound spelt c before e, i and y, e.g. notice, recent, sentence, centre
- The /n/ sound spelt kn and (less often) gn at the beginning of words, e.g. knock, know, knee, gnat, gnaw
- The /r/ sound spelt wr at the beginning of words, e.g. write, written, wrote, wrong, wrap
- The suffix – ment, e.g. enjoyment, merriment
- Contractions, e.g. can't, didn't, hasn't, couldn't, it's, I'll
- The possessive apostrophe, e.g. Megan's, Ravi's, the girl's, the child's, the man's

### Grammar and Punctuation

- Direct speech
- Commas in lists
- Colons
- Modal verbs of possibility
- Modal adverbs
- Coordinating conjunctions
- Subordinating conjunctions
- Relative clauses
- Passive voice
- Semi-colons
- **Handwriting**
- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

## Maths

### Number and place value

- solve number problems and practical problems that involve all of the objectives
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Addition, subtraction, multiplication and division

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

### Multiplication and division

- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Fractions

- compare and order fractions whose denominators are all multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other
- add and subtract fractions with the same denominator and related fractions; write mathematical statements  $>1$  as a mixed number (e.g.  $2/5 + 4/5 = 6/5 = 11/5$ )
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

### Measures

- solve problems involving addition and subtraction of units of measure (e.g. length, money) using decimal notation.
- convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre;)
- understand and use basic equivalences between metric and common imperial units and express them in approximate terms
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- "calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes "
- solve problems involving converting between units of time

### Geometry

- identify 3-D shapes, including cubes and cuboids, from 2-D representations
- know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (o)
- draw shapes using given dimensions and angles
- state and use the properties of a rectangle (including squares) to deduce related facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Data

- solve comparison, sum and difference problems using information presented in line graphs
- complete, read and interpret information in tables, including timetables.

## Science

### Life Cycles

Pupils revisit the life cycle of plants, and learn about pollination. They compare the life cycles of birds, mammals, insects and amphibians and learn that insects and amphibians undergo metamorphosis.

### Key Concepts

- Living things have a cycle that involves continual replacement of organisms of the same species.
- The life cycles of different animals vary, and, for insects and amphibians include metamorphosis.

### Developing scientific thinking

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.

## RE

**God-** This unit will cover the following: some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

**Islam-** This unit deals with the 'Teachings and Authority' Learning Theme for KS2. It focuses on Islam but the Learning Theme is repeated for Hinduism and Christianity, so pupils can examine similarities and differences between faiths as part of their overall scheme of work. A key Muslim belief or concept underpins the work and is central to the teaching and learning. The Explore section is unpacked in relation to 3 key areas: Muslim Narrative (Muslim story / Quranic passage); Community Practice (what happens in the Muslim community / mosque); Muslim Living (how the faith is lived out).

## Computing

### • Coding

Children can use simplified code to make their programming more efficient, use variables in their code, create a simple playable game, plan an algorithm modelling the sequence of traffic lights, select the right images to reflect the simulation they are making, recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task, create a program which represents a physical system, create and use functions in their code to make their programming more efficient, create and use strings in programming, set/change variable values appropriately and know some ways that text variables can be used in coding.

### • Spreadsheets

Children can create a formula in a spreadsheet to convert m to cm, apply this to creating a spreadsheet that converts miles to km and vice versa, use a spreadsheet to work out which letters appear most often, use the 'how many' tool, use a spreadsheet to work out the area and perimeter of rectangles, use these calculations to solve a real life problem, create simple formulae that use different variables, create a formula that will work out how many days there are in x number of weeks or years, use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.

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| <p><b>History</b></p> <p>Children develop their knowledge of <b>British history</b> through the <b>Anglo-Saxons and Scots</b> by focusing on:</p> <ul style="list-style-type: none"> <li>• The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names, village life and farming</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>Anglo-Saxons vs Vikings</b></p> <ul style="list-style-type: none"> <li>• The children will go on to look at the Anglo-Saxon struggle for the Kingdom of England, when the Vikings invaded, to the time of Edward the Confessor</li> </ul> |   | <p><b>PSHE</b></p> <p><b>PSHE- The Jigsaw Approach</b></p> <p>Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.</p> <p><b>Being Me In My World</b></p> <p>This puzzle covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children’s rights and responsibilities, working and socialising with others, and pupil voice.</p> <p><b>Celebrating Difference</b></p> <p>Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’; bullying – what it is and what it isn’t, including cyber and homophobic bullying – is an important aspect of this Puzzle.</p> |
| <p><b>PE</b></p> <p>The children will be taught a Real PE session each week which focuses on the development of the fundamental movement skills. During these sessions the children will be taught using a whole, part, whole method and will continually be able to practise their skills in a series of challenges and games. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.</p> <p><b>Autumn 1:</b></p> <p><b>Real PE</b></p> <p>The children will develop the following fundamental movement skills:<br/> Coordination – Ball Skills<br/> Agility – Reaction/Response.<br/> During these sessions the additional ability focus will be cognitive skills.</p>   | <p><b>French</b></p> <p>Children will explore the theme of:</p> <p><b>Around Town and Keeping Fit</b></p> <ul style="list-style-type: none"> <li>• The High Street and Directions</li> <li>• Prepositional language</li> <li>• Common adjectives</li> <li>• Numbers to 50</li> <li>• Sport and exercise</li> <li>• French Christmas and Short Stories</li> </ul> <p>Pupils will further develop their skills in listening, speaking, reading (including phonics), writing and grammar</p> | <p><b>Art</b></p> <p>They learn to improve their mastery of art and design techniques through the study of sculpture. Children create sketch books to record their observations and use them to review and revisit ideas. Children will develop knowledge of great artists and designers who have made specific use of sculpture.</p> <p>They will create:</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon brooches</li> <li>• Illuminated letters</li> </ul>   |
| <p><b>Netball</b></p> <p>Pass and move (chest, shoulder and bounce) Receive the ball on the move and perform the correct footwork (stride stop,)<br/> Receive the ball on the move and perform the correct footwork (jump stop) Perform three different dodges (Drive dodge and double dodge) and receive a ball To defend a player and attempt to intercept a pass Flick my wrist to shoot into a goal<br/> Know where the positions are on a netball court.</p>   | <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Where did the Anglo Saxons/Vikings come from?</li> <li>• Anglo-Saxon Kingdoms/Counties of the UK</li> <li>• Explain why people are attracted to live by rivers – Village life and Settlement</li> </ul>  | <p><b>DT</b></p> <p>Pupils will design and make Christmas decorations, using a wide range of tools and equipment to perform practical tasks. They will draw on their sewing skills and evaluate existing products as well as their own.</p>  |

**Autumn 2:****Real PE**

The children will develop the following fundamental movement skills:

Static balance – Seated.

Static balance – Floor Work

During these sessions the additional ability focus will be creative skills.

**Gym**

Perform complex shapes with control and some flexibility

Perform more complex jumps, tuck, pike and begin leaps Side star roll

and T-roll Perform point and patch balances Perform a 'squat on and

squat off' on various apparatus To perform a hurdle step on the

floor/springboard Link and sequence actions. Co-operate,

communicate and collaborate with others.

**Music**

Year 5 will be learning the guitar as a wider opportunity

Livin' On A Prayer

All the learning in this unit is focused around one song – Livin' On A Prayer.

Classroom Jazz

All the learning in this unit is focused around two tunes and improvising: Three Note Bossa and Five Note Swing