

Crumpsall Lane Y5 Curriculum Overview 2023-2024

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> - Secure decoding of unfamiliar words. - Read for a range of purposes. - Retell some stories orally. - Discuss words and phrases that capture the imagination. - Identify themes in stories. - Retrieve and record information from non-fiction texts. - Make inferences using clues from the text. - Make and justify predictions. - Recognise a variety of forms of poetry. 	<ul style="list-style-type: none"> - Correctly spell common homophones (rain, reign). - Organise writing into paragraphs. - Use simple organisational devices to help the reader (sub-headings, bullet points). - Read own work for spelling and punctuation errors. - Evaluate the success of own writing. - Read writing out loud to the class. 	<ul style="list-style-type: none"> - Use a wide range of connectives to link to clauses or two separate sentences (even though, while, although). - Use commas after adverbial openers (Just then, Under the table,). - Use direct speech and punctuate it correctly. - Secure the language of clauses (main clause, subordinate clause). 	<ul style="list-style-type: none"> - Know all tables to 12x12. - Secure place value to 1000. - Use negative whole numbers. - Round numbers to nearest 10, 100 or 1000. - Use Roman numerals to 100. - Column addition and subtraction up to four digits. - Multiply and divide mentally. - Use standard short multiplication. 	<ul style="list-style-type: none"> - Compare 2-d shapes including quadrilaterals and triangles. - Find area by counting squares. - Calculate rectangle perimeters. - Estimate and calculate measures. - Identify obtuse, acute and right angles. - Identify symmetry. - Use co-ordinates. - Translate shapes from one position to another. 	<ul style="list-style-type: none"> - Recognise tenths and hundredths. - Identify equivalent fractions. - Add and subtract fractions with common denominators. - Recognise common equivalents. - Round decimals to whole numbers. - Solve money problems.
SCIENCE					
<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>States of Matter</p> <ul style="list-style-type: none"> - Compare and group solids, liquids and gases together. - Observe that some materials change state when they are heated or cooled and measure or research temperature at which this happens in degrees Celsius. - Identify the part played by evaporation and condensation in the water cycle. 	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Make simple circuits, identifying and naming its basic parts.</p> <p>Identify whether or not a lamp will light in a simple series circuit.</p> <p>Recognise that a switch opens and closes a circuit.</p> <p>Recognise some common conductors and insulators.</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with vibrations.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the source increases.</p>	Data
<ul style="list-style-type: none"> - Use bar charts, pictograms and line graphs. 					

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COMPUTING	5	Programming – Kodu Game	Networks	Programming – Sphero Maze
	<p>Learning objectives: Can I create a 3D world in Kodu? Can I identify selection in Kodu? Do I understand the when and do function? Can I use selection to create an end to a game? Can I use selection to adapt the Coin Quest game?</p>		<p>Learning objectives: Do I understand how we view web pages on the Internet? Can I use search technologies effectively? Do I understand that web spiders index the web for search engines? Do I appreciate how pages are ranked in a search engine?</p>	
	Information Technology - PowerPoint		Digital Literacy / E-Safety	
	<p>Learning objectives: Can I insert text and images? Can I resize text and images? Can I insert transitions? Can I insert sound and music? Can I produce hyperlinks to other pages? Can I produce hyperlinks to web pages? Can I present findings to an audience?</p>		<p>Learning objectives: Can I explain how identity online can be copied, modified or altered? Can I explain that there are some people I communicate with online who may want to do me or my friends harm? I can recognise that this is not my / our fault. Can I describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect? Can I describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)? Can I describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful? Can I explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	
		Basic Skills		<p>Learning objectives: Recap basic skills if any children have not achieved skills in Y1-4.</p>

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Design and Technology							
Year	Unit	1	2	3	4	5	6
5	High Protein Spread	Can I research different high protein food items?	Can I research the function, purpose and user of the high protein spread?	Can I design a high protein spread?	Can I tinker with my design to ensure that the success criteria achieved?	Can I create a high protein spread?	Can I evaluate a finished product?
	Vehicles	Can I research a variety of vehicles and their uses and features?	Can I analyse wheels, axis and chassis?	Can I tinker with ways of creating and decorating the body of a vehicle?	Can I design a moving vehicle?	Can I create a moving vehicle based on a design?	Can I evaluate a finished product?

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Geography									
Year	Unit	1	2	3	4	5	6	7	8
5	UK Geography 1	Can I name and describe each type of settlement and the differences between them?	Can I name and locate the 4 capital cities of the United Kingdom and other UK cities?	Can I identify any similarities and differences between the locations of Aberdeen and Londonderry?	Can I understand why the city settlements of Londonderry and Aberdeen are located where they are?				
	North America	Can I name and locate countries and capital cities in North America?	Can I explore various time zones of North America and how these compare to other time zones around the world?	Can I name and research major mountains in North America (Rocky Mountains) and communicate my findings?	Can I describe and understand physical features of North America and communicate my findings? <i>(Writing at length)</i>	Can I compare aspects of physical and human geography, between a region in North America and the North West of England?	Can I evaluate the impact of tourism in Florida, North America on its economy and environment?	Can I analyse statistics to draw conclusions about locations?	Can I develop my thinking, reasoning and evaluation skills by taking part in an enquiry?
	UK Geography 2	Can I use a four-figure grid reference on an Ordnance Survey map?	Can I locate, name and describe the highest mountains in England, Scotland, Wales and Northern Ireland?	Can I understand and locate map symbols on a map of the local area?	Can I locate and record features of the local area using sketches or photos?	Can I describe and explain how land use features have changed in Crumpsall since 1890?			

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History									
Year	Unit	1	2	3	4	5	6	7	8
5	World War 1 <i>Why do we remember fallen soldiers?</i>	Can I identify who was involved in WW1 and when it happened?	Can I analyse the causes of World War 1 and compare them to other invasions?	Can I find out about a soldier's experience in WWI?	Can I compare and evaluate two different viewpoints of the same event?	Can I compare and evaluate two different viewpoints of the same event?	Can I offer my point of view about an event based on what I find out?	Can I understand the changing role of women during WWI?	Can I identify when WW1 ended and what happened next?
	Ancient Civilisations <i>What did Pharaohs do to prepare for the afterlife?</i>	Can I place events on a timeline in chronological order?	Can I explain the importance of the River Nile to Egyptians?	Can I research who the Ancient Egyptian Pharaohs were?	Can I understand why the Ancient Egyptians built pyramids?	Can I explain the mummification process?	Can I evaluate the importance of Tutankhamun?	Can I evaluate the significance of an Egyptian woman?	Can I understand how past civilisations communicated in writing?
Music									
5	Playing Instruments <i>Glockenspiel</i>			Structure and Performance <i>Ancient Egypt & Poetry</i>			Beat and Notation <i>Time & In the Past</i>		
Modern Foreign Languages (MFL)									
5	Welcome to School & Weather Language Primary Focus: Number revisit, colour revisit, school rooms, objects, weather			Jungle Animals Language Primary Focus: Names of animals, favourites, adjectives including colours, verbs of movement			All About Me Language Primary Focus: Family members, parts of the face and body, yoga sequence, adjectives		
Physical Education (PE)									
5		1	2	3	4	5	6		
	Dance/Gym	Dance Dance through the ages	Gymnastics Synchronisation & canon	Swimming	Swimming	Dance British Values	OAA		
	Games	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics		

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Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
5	Hinduism: Hindu Beliefs	Can I say who I am and what I mean to different people?	Can I understand Brahman and their importance to Hindus?	Can I explore the tri-murti?	Can I find examples of how Hindus use deities at home?	How can Brahman be everywhere and in everything?	Can I explore the importance of Brahman being in everything to Hindus?
	Christianity: Christmas	Can I discuss how events are the same and different?	Can I retell the Christmas Story?	Can I compare two versions of the Christmas Story from the Bible?	Can I find out about the truth of the Christmas Story?	Is the Christmas Story true?	Can I express messages within stories I know?
	Islam: Beliefs and moral values	Can I consider what it means to have a good life?	Can I discuss how Muslims should behave towards God and people?	Can I explore what heaven looks like to a Muslim?	Can I research Islamic attitudes towards everyday life?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Can I say what heaven means to me?
	Christianity: Easter: Crucifixion	Can I identify what I have control over?	Can I find out about whether God intended Jesus to be crucified?			Did God intend Jesus to be crucified and if so, was Jesus aware of this?	Can I find out about a person from the past with a strong destiny?
	Judaism: Beliefs and Practices	Can I make a timeline of my life so far?	Can I explore how Jews show commitment to God? (Bar Mitzvah, Mitzvoth and doing good work)			Can I share my view of the best way for Jews to show commitment to God?	Can I share ways in which I show commitment?
	Christianity: Beliefs and Practices	Can I share my view about whether it is OK to lie? (Can I discuss how a Christian shows commitment to God through behaviour?	Can I say how Christians show their commitment to God through what they do?	Can I research well known Christians and how they show commitment to God?	Can I identify the most important ways for Christians to show commitment to God?	Can I express my understanding of commitment?

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PSHE					
Year	Unit	1	2	3	4
5	Mental and Emotional Health	What is mental health?	How do I negotiate and compromise?	How do I stay safe on a mobile or tablet?	How can I be happy being me?
	Living in the Wider World	RIGHTS & RESPONSIBILITIES How are rules and laws made and changed?	ENVIRONMENT What is fair trade?	MONEY How can I combine sustainability with fair trade using my enterprise skills?	What is racism?
	Healthy Lifestyles	How can we stop the spread of infection?	Why is it important to know about nutritional content of food?		
	Keeping Safe	How do I respond to dares?	What are habits?	Who or what influences me?	
	Relationship and Sex Education (RSE)	What is puberty?	What are the different relationships in my life?	What is unwanted touch?	
	Additional linked to specific local context	Protecting Children from Knife and Violent Crime Workshop Child Criminal Exploitation Workshop			

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Art & Design							
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
5	Sculpting <i>Jars</i>	Can I compare the work of artists? <i>Grayson Perry Ingrid Bathe</i>	Can I gather ideas to inspire my artwork?	Can I develop techniques to use in my artwork? <i>Coiling, cutting, scoring and pinching clay Slab technique Slip technique</i>	Can I experiment with artistic techniques? <i>Coiling, cutting, scoring and pinching clay Slab technique Slip technique</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>A jar made from clay, choosing shape, lid and handle.</i>
		Can I evaluate my artwork and the artwork of others?					
	Painting	Children compare the works of Frida Kahlo, Picasso and Hockney, developing the techniques needed to plan and create their own self-portrait using poster paint or watercolours.					