



# Gillespie Primary School Curriculum Overview - Year 5 2022/23



2022/23	Autumn Term – Invasions and settlements		Spring Term – Space		Summer Term – Ancient Islamic civilization and Rivers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>*Newspaper report (3 weeks)</b> – Anglo Saxon Boy Using sensational language facts and opinions</p> <p><b>Narrative unit (3 weeks)</b> – Anglo Saxon Boy Dramatic conventions Beowulf v. Grendel narrative</p> <p><b>*Poetry unit (3 weeks)</b> –Performance poetry The Highway Man – Alfred Noyles</p> <p><b>* Non-fiction unit (3 weeks)</b> – Instructions &amp; Explanation Various topic-linked instructions Anglo-Saxons persuasive speech Anglo-Saxons and Vikings by Maskel and Hazel</p> <p>Equality Book: <b>Are you a boy or are you a girl?</b> by Sarah Savage</p>		<p><b>*Narrative unit (3 weeks)</b>– Novel by significant author London Eye Mystery Various science fiction texts ‘Dangerous Reality’ Literacy Shed website – video shorts</p> <p><b>* Non-fiction unit (4 weeks)</b> – Recounts Various astronaut Biographies and autobiographies</p> <p><b>Newspaper report unit (3 weeks)</b> based on London Eye Mystery</p> <p>Equality Book: <b>El Deafo</b> by Cece Bell</p>		<p><b>*Narrative unit (4 weeks)</b> - Stories from other cultures Explore the story of Scheherazade 1001 Arabian Nights – ‘Ali Baba’, ‘Aladdin’, ‘Sinbad the Sailor’ Other examples of stories from other cultures (Literacy Shed web site, LGfL Talking Stories...)</p> <p><b>* Non-fiction unit (3 weeks)</b> - Persuasive writing Comparisons of cultures Persuasive arguments – debating</p> <p><b>*Narrative unit (4 weeks)</b> – Film narrative Futurezone powerpoint resources Literacy shed videos LGfL resources</p> <p>Equality Book: <b>The Proudest Blue by Ibtihaj Muhammad</b> by S. K. Ali and Hatem Aly</p>	
<b>Maths (White Rose)</b>	<p><b>Number:</b> Place Value (3 weeks) <b>Number:</b> Addition and Subtraction (2 weeks) <b>Number:</b> Multiplication and Division (3 weeks) <b>Number:</b> Fractions (3 weeks)</p>		<p><b>Number:</b> Multiplication and Division (3 weeks) <b>Number:</b> Fractions (2 weeks) <b>Number:</b> Decimals and Percentages (3 weeks) <b>Measurement:</b> Perimeter and Area (2 weeks) <b>Statistics</b> (2 weeks)</p>		<p><b>Geometry:</b> Properties of Shapes (3 weeks) <b>Geometry:</b> Position &amp; Direction (2 weeks) <b>Number:</b> Decimals (3 weeks) <b>Number:</b> Negative Numbers (1 week) <b>Measurements:</b> Converting Units (2 weeks) <b>Measurement:</b> Volume (1 week)</p>	
<b>Science</b>	<p><b>Properties and changes of materials</b> Various instructions/ Explanations</p>		<p><b>Earth, Sun and Moon</b></p> <p>Recount of the trip Biography of black astronaut</p>	<p>Forces</p>	<p><b>Living things and their habitats</b></p> <p style="text-align: right;">→</p>	<p><b>Animals including humans</b></p> <p>Reproduction in Plants and Animals</p>
<b>Computing</b>	<p>Purple Mash – Coding Purple Mash – Online Safety Purple Mash – Spreadsheets</p>		<p>Purple Mash – Databases Purple Mash – Game Creator Purple Mash – 3D Modelling</p>		<p>Purple Mash – Concept Maps Purple Mash – MS Processing (MS Word) Purple Mash – MS Processing (Google Docs)</p>	

<b>Visits/Visitors/ First hand experiences</b>		British Museum Visit	Visit from Climate Change group	Science Museum Trip	British Museum visit	Young Citizens event
<b>History</b>	<b>Britain's settlement by Anglo-Saxons</b> <b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b> <ul style="list-style-type: none"> <li>Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.</li> <li>Understand how people's lives have shaped Britain.</li> <li>Understand how Britain has been influenced by the wider world.</li> <li>Understand the impact Anglo-Saxons and Vikings in Britain today.</li> </ul>				<b>Early Islamic Civilization, including a study of Baghdad c. AD 900</b> <ul style="list-style-type: none"> <li>A study of a non-European society and ancient civilization that provides contrasts with British history</li> <li>Create a comparative timeline of events and developments in Western Europe and the Islamic world.</li> <li>Understand how arts and culture developed in Middle East</li> </ul>	
<b>Geography</b>			<b>Fieldwork – pollution and our local area</b> <ul style="list-style-type: none"> <li>Discuss pollution and air quality and research air pollution results in Islington</li> <li>Use aerial photographs/maps to predict where children think the most/least polluted areas will be in the local area.</li> <li>Persuasive writing to explain the importance of air pollution based on research and data collected</li> </ul>		<b>Place and location knowledge: Mountains, Coasts and Rivers</b> <ul style="list-style-type: none"> <li>Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle.</li> <li>Use maps, atlases, globes and digital computer mapping to locate rivers</li> <li>Use atlases, globes and digital/computer mapping to locate countries and their main rivers</li> <li>Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.</li> </ul>	
<b>Art &amp; Design</b>	<b>Anglo-Saxon Art</b> (Illuminated letters & designs)		<b>Surrealism</b> Artist Focus Collage and relief		<b>Islamic patterns</b> (drawing/geometrical designs)	
<b>Design Technology</b>			<b>Frames and structures</b> Design and construct a space rocket		<b>Food technology – Design, make and evaluate a savoury dish for a celebration</b> with seasonality of ingredients in mind	
<b>Personal, Social and Health Education (PSHE)</b>	<b>Keeping safe and managing risk: Making safer choices</b> <b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about keeping safe online</li> <li>that violence within relationships is not acceptable</li> <li>about problems that can occur when someone goes missing from home</li> </ul> <b>Drug, alcohol, Tobacco education: Different influences</b> <b>Pupils learn:</b>		<b>Physical health and wellbeing: In the media</b> <b>Pupils learn:</b> <ul style="list-style-type: none"> <li>that messages given on food adverts can be misleading</li> <li>about role models</li> <li>about how the media can manipulate images and that these images may not reflect reality</li> </ul> <b>Mental health and emotional wellbeing: Dealing with feelings</b>		<b>Identity, society and equality: Stereotypes, discrimination</b> <b>And prejudice (including tackling homophobia)</b> <b>Pupils learn:</b> <ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>workshop from Diversity Role Models or Equaliteach</li> <li>about prejudice and discrimination and how this can make people feel</li> </ul> <b>Careers, financial capability and economic</b>	

	<ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul> <p><b>MyHappyMind</b></p> <p>Meet your brain-</p> <p>Giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best.</p> <p>Celebrate-</p> <p>Introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best.</p>	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul> <p><b>MyHappyMind</b></p> <p>Gratitude</p> <p>Teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude.</p> <p>Relate</p> <p>Teaching children the importance of being able to relate or get along with others in order to have positive relationships.</p>	<p><b>wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people’s decisions about careers</li> </ul> <p><b>MyHappyMind</b></p> <p>Engage</p> <p>Bringing together everything the children have learnt throughout the myHappyMind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through goal setting.</p> <p>Consolidation</p> <p>Referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be the best self they can be to themselves and to others.</p>			
<b>Growth Mindset</b>	<p>Meet your brain- Giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best.</p>	<p>Celebrate- Introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best.</p>	<p>Reinforce and consolidate learning in the autumn term throughout year 5</p>			
<b>Physical Education</b>	<p>Invasion games - Hockey Gymnastics</p>	<p>Dodgeball Gymnastics</p>	<p>Dance Cricket</p>	<p>Basketball OAA</p>	<p>Athletics Swimming</p>	<p>Yoga Swimming</p>
<p><b>Modern Foreign Language (MFL) French</b></p>	<p><b>What is the date?</b></p> <p>Quelle Est La Date Aujourd'hui? Introduce twelve months of the year. How to say the date in French. How to say your birthday in French. Create a French calendar</p>	<p><b>Do you have a pet?</b></p> <p><b>As-Tu Un Animal?</b> The nouns and article for eight common pets. Phrase "J'ai" (I have...) plus the connective "et" (and) the connective "et" (and) and the phrase "qui s'appelle" (that is called). the NEGATIVE "Je n'ai pas de..." (I do not have...) Review Lesson</p>	<p><b>The Weather</b></p> <p><b>Quel Temps Fait-Il?</b> Introduction of vocabulary for weather. Weather reading &amp; days of the week Weather map work Create your own French weather forecast</p>	<p><b>The Romans</b></p> <p><b>Les Romains</b> Roman history and story of Romulus &amp; Remus Roman Gods and Goddesses and their links to days of the week Famous Roman inventions Being a child in</p>	<p><b>Clothes</b></p> <p><b>Les Vêtements</b> first 10 items of clothing of remaining 11 items of clothing &amp; the article introduction of verb porter using the form je porte (I wear) the verb porter (to wear)</p>	<p><b>The Olympics</b></p> <p><b>Les Jeux Olympiques</b> History of the ancient Olympic games Introduction of 10 modern Olympic sports Introduce the verb 'faire' in full plus a negative option for not doing a sport the grammatical changes that occur when we use them to describe</p>

			Roman times (rich and poor comparisons).	someone's profession.
<b>Music</b>	<b>Introduction to Strings</b> Beginning Vamoosh Book 1.5: Violin, Viola and Cello  <i>Livin' On A Prayer</i> Singing, Learning instrumental part as a string ensemble CHRISTMAS SHOW - Christmas songs, performing with actions, linking in with Drama, composing music/Lyrics for the show	Continuing Vamoosh Book 1.5: Violin, Viola and Cello  <i>Dancing in the Street</i> Singing, Learning instrumental part as a string ensemble, Improvising.  Composition -Songwriting, learning the elements of music (melody, harmony, rhythm)	SPECIAL COMPOSER PROJECT (TBC)  Finishing Vamoosh Book 1.5: Violin, Viola and Cello	
<b>Religious Education</b>	<b>Why do some people believe God exists?</b> (Believing strand)	<b>If God is everywhere, why go to a place of worship?</b> (Expressing strand)	<b>What does it mean to be a Muslim in Britain today?</b> (Living strand)	