
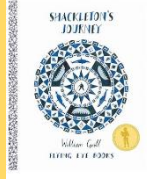
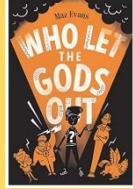




## St. Wilfrid's CE Primary Academy Curriculum Overview 2024 - 2025 Year 5



<u>Term:</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Focus Theme:</u>	'A Blast from the Past!'	'Exhilarating Expeditions'	'It's all Greek to me!'
<u>Hook:</u>	Prehistoric Cave Painting	Water Cycle in a bag experiment	Dragon Eyes
<u>Focus Reading Text:</u>	<p>The Wild Way Home by Sophie Kirtley</p> 	<p>Shakleton's Journey by William Grill</p> 	<p>'Who Let the Gods Out?' By Maz Evans</p> 
<u>Home Learning project:</u>	Research a planet	North American Food Recipe Booklet	Recycled Art Project
<u>Showcase:</u>	Space Toys that feature cams	Art Exhibition	Dragonology Book
<u>Focus Theme Enrichment:</u>	Planetarium visit: Wonderdome	River Field Trip: Cuerden Valley	Greek Visitor and Workshop

Subject Area:	Autumn Term	Spring Term	Summer Term			
<p><b>English</b> <b>Other Reading</b> <b>Texts:</b></p>	<p><b>The Secrets of Stonehenge</b> by Mick Manning  <b>Stone Age Boy</b> by Satoshi Kitamura  <b>Stone Age to Iron Age</b> by Clare Hibbert </p>	<p><b>Curiosity</b> by Markus Motam  <b>Space Maps</b> by Laura Albanese  <b>Hidden Figures</b> by Margot Lee Shetterly  <b>Look Up!</b> by Nathan Byron </p>	<p><b>Little People Big Dreams - Ernest Shackleton</b> by Maria Isabel Sanchez Vegara and Oliva Holden  <b>Animal Migrations</b> by Jon Richards and Josy Bloggs </p>	<p><b>The Highwayman</b> by Alfred Noyes  <b>Rhythm of the Rain</b> by Grahame Baker-Smith  <b>A River Hardcover</b> by Marc Martin  <b>The River: An Epic Journey to the Sea</b> by Patricia Hegarty </p>	<p><b>Fantastic Beasts and Where to Find Them</b> by JK Rowling  <b>Dragonology</b> By Dugald Steer  <b>Mythologica</b> By Stephen P Kershaw  <b>Greek Myths</b> By Marcia Williams </p>	<p><b>Wild Lives: 50 Extraordinary Animals that Made History</b> By Ben Lerwill  <b>Life Cycles</b> by DK and Sam Falconer  <b>Lots: The Diversity of Life on Earth</b> by Nicola Davies and Emily Sutton </p>
<p><b>Shared Class</b> <b>Read</b></p>	<p><b>The Boy at the Back of the Class</b> by Onjali Q. Rauf </p>	<p><b>Cosmic</b> by Frank Cottrell-Boyce </p>	<p><b>Kensuke's Kingdom</b> by Michael Morpurgo </p>	<p><b>The Last Bear</b> by Hannah Gold </p>	<p><b>'Who Let the Gods Out?'</b> by Maz Evans </p>	<p><b>Greek Myths: Meet the heroes, gods, and monsters</b> by DK </p>
<p><b>English</b> <b>Poetry</b></p>	<p><b>Read, Analyse and Compose - poetic forms and device:</b> Cinquain</p>	<p><b>Read and Analyse:</b> Figurative Language Collection</p>	<p><b>Read, Analyse and Compose - Classic:</b> Stopping by the Woods on a Snowy Evening by Robert Frost</p>	<p><b>Read and Analyse - Narrative:</b> The Highway Man by Alfred Noyes</p>	<p><b>Read, Analyse and Recite:</b> From a Railway Carriage by Robert Lewis Stephenson</p>	<p><b>Read, Analyse and Compose:</b> Victory Odes</p>
<p><b>English</b> <b>Writing Focus:</b></p>	<p><b>(NF) Baseline:</b> Letter Aspirations (informal) <b>(F) The Wild Way Home - Adventure Story Setting Paragraph:</b> Time-travel to the Stone Age (informal) <b>(F) The Wild Way Home - Dialogue:</b> Between the characters Charlie and Harby. (informal)</p>	<p><b>(NF) Tuesday - Newspaper Report</b> <b>Recount:</b> Recount of the strange events that occurred one Tuesday night (formal) <b>(NF) Non-Chronological Report:</b> Creation of new planet (formal) <b>(NF) Curiosity - Extended Explanation:</b> Design a new rover and propose it as the future of NASA exploration (formal)</p>	<p><b>(P) Poetry:</b> Journey poem of the Monarch Butterfly based on the structure of a classic <b>(NF) Shackleton's Journey - Persuasion:</b> A persuasive letter applying for a place on Shackleton's ship (formal) <b>(F) Shackleton's Journey/ Kensuke's Kingdom - Journal Entries:</b> contrasting settings and emotions in a Ship's Log style (informal)</p>	<p><b>(F) The Highwayman - Suspense Paragraph:</b> A paragraph featuring the characters of the Highwayman. (informal) <b>(NF) Biography of a person in history:</b> A biography of a real-life Highwaymen - Richard 'Dick' Turpin. (formal)</p>	<p><b>(F) Fantastic Beasts and where to Find Them - Character Description:</b> A character description of their own mythical creature (dragon). (formal) <b>(F) Greek Myths:</b> Write own Greek myth based on Theseus and the Minotaur (informal)</p>	<p><b>(NF) Procedure:</b> How to play an ancient Greek strategy game (formal) <b>(P) Poetry:</b> Victory Odes <b>(NF) Persuasion:</b> Greek Travel Guide (formal)</p>

<u>Subject Area:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Mathematics</u>	Number- Number and Place Value Statistics Number- Fractions (including Decimals and Percentages) Number- Addition and Subtraction	Number- Multiplication and Division Measurement Geometry- Properties of Shapes	Geometry- Properties of Shapes Number- Number and Place Value Measurement	Number- Fractions (including Decimals and Percentages) Number- Multiplication and Division	Position and Direction Number- Fractions (including Decimals and Percentages) Measurement	Number- Number and Place Value Number- Fractions (including Decimals and Percentages) Number- Addition and Subtraction, Multiplication and Division Measurement Statistics
<u>RE</u>	<b>The Bible:</b> How and why do Christians read the Bible? <b>Links to World Faiths:</b> Why are sacred texts so important to people of faith?	<b>Christmas:</b> How do our celebrations reflect the true meaning of Christmas?	<b>Jesus:</b> Why do Christians believe Jesus was a great teacher?	<b>Easter:</b> Why do Christians believe that Easter is a celebration of victory?	<b>St Paul:</b> How did the news of Jesus resurrection spread around the world?	<b>Old Testament Women</b> <b>Did she make the right choice?</b> <b>Links to World Faiths:</b> Jewish Festival of Purim
<u>Computing</u>	<b>Online Safety</b> Spam and Passwords	<b>Algorithms</b> Advanced Scratch <b>Simulation</b> Purple Mash	<b>Algorithms</b> Creating a game	<b>Advanced Spreadsheets</b> Excel	<b>3D Modelling</b> Purple Mash	<b>Advanced Word Processing</b> Microsoft Word <b>Audio Editing</b> Audacity
<u>Science</u>	<b>Earth and Space</b>	<b>Forces</b>	<b>Properties and Changes of Materials</b>		<b>Animals, including Humans</b> (The human life cycle)	<b>Living things and their habitats</b> (Reproduction in plants and animals)
<u>History</u>	<b>Changes in Britain from the Stone Age to the Iron Age</b>				<b>Ancient Greece</b>	
<u>Geography</u>			<b>North America</b> (Human and Physical geography, Locational knowledge and Place Knowledge)	<b>Rivers</b> (Human and Physical geography)		
<u>Art and Design</u>	<b>Painting:</b> Abstract Space <b>Artist:</b> Peter Thorpe		<b>Textiles and Collage:</b> Rivers Weaving <b>Artist in History:</b> Claude Monet		<b>Wire Sculpture</b> <b>Artist:</b> Georgia O'Keeffe & Frida Kahlo	
<u>Design and Technology</u>	<b>Moving toy</b> <i>(Explore and use Cam mechanisms)</i>		<b>A North American Dish</b> <i>(Cooking &amp; Nutrition)</i>		<b>Ancient Greek Marble Run</b> <i>(Structures)</i>	

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<u>Physical Education</u>	Invasion Games Swimming	Net Games Volleyball Swimming	Sports hall Athletics Swimming	Gymnastics Swimming	Striking & Fielding Games Cricket Swimming	Outdoor Adventurous Activity Swimming
<u>Music</u>	Samba 1	Performing	Mars Gustav Holst	Rounds	Silent Films	Performing
<u>PSHE</u>	Relationships Friendships	Health & Wellbeing Ourselves, growing and changing	Relationships Managing hurtful behaviour and bullying and Safe relationships	Living in the Wider World Media Literacy and Digital Resilience	Health & Wellbeing Keeping Safe: Drug Education	Living in the Wider World Economic Wellbeing: Money
<u>French</u>	Where do you live? - <i>Où habites-tu?</i> Places in town - <i>En ville</i>		At school - <i>À l'école</i> Classroom objects - <i>Les objets de la classe</i>		Weather - <i>Quel temps fait-il?</i> Numbers 40-200 - <i>Les nombres 40-200</i>	
<u>SMSC</u>	Our Year 5 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.					
<u>Fundamental British Values</u>	Our Year 5 Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> , in order to prepare children for life in Modern Britain.					
<u>Christian Values</u>	Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.					