

Petworth CofE Primary School Curriculum Framework Overview Year 5 (Elm Class) 2023-24

National and whole school events	Remembrance of Petworth Boys' School Bombing Harvest Festival Poetry Day	Parliament Week Author Week Christmas Service	Safer Internet Day Author Week	World Book Day Easter Service		Olympic Week Sports Day Author Week
Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Main Theme	South America: Where in the World?	Ancient Egypt	Rivers	Ancient Greece	The Amazon Basin	Create!
English	Newspaper/information – Petworth Week Narrative	Instructions Recount (Atlas of Monsters) Narrative (Author Week)	Narrative Letter	Narrative Instructions	Newspaper Poetry Explanation	Persuasion Narrative
Quality Texts	Kensuke's Kingdom	Atlas of Monsters Author week text	Non-fiction texts. Wonder	Myths and Legends	Poetry Chris Ridell	Skellig Various poetry
Grammar	Recap/consolidation (3 weeks) Relative clauses, using correct pronoun or omitting pronoun	Modal verbs indicating degrees of permission, probability etc. Adverbs of possibility	Expanded noun phrases	Tenses: Simple and perfect tense - Progressive	Cohesive devices - Passive/active voice	Consolidation
Punctuation	Recap/consolidation (3 weeks) - Punctuating relative clauses - Commas to clarify meaning	- Colons for lists - Semi-colons for main clauses	Brackets, dashes and commas for parenthesis - Inverted commas	Apostrophes plural possession	Commas to avoid ambiguity	Consolidation
Spelling	Following Spelling Shed Progression					
Mathematics	Place Value Number: Addition and subtraction	Number: Multiplication and division Fractions	Number: Multiplication and Division Number: Fractions	Decimals and percentages Perimeter and area Statistics	Number: Decimals Geometry – Properties of shape	Geometry – Position and directions Measurement- Converting units Measurement- Volume
Science	<u>Lifecycles and habitats</u> Describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describing the life process of reproduction in some plants and animals *Outdoor learning.	<u>Changes (Humans)</u> Describing the changes as humans develop to old age	<u>Classifying Materials</u> Comparing and grouping materials according to their properties Separating solutions Investigating reversible and irreversible changes	<u>Forces</u> Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces Recognising that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Earth and Space</u> Describing the movement of the Earth and other planets relative to the sun in the solar system Describing the movement of the moon relative to the Earth Describing the sun, Earth and moon as approximately spherical bodies Using the idea of the Earth's rotation to explain day and night	
Geography	<u>Where in the world? South America</u> Location of South America in relation to the rest of the world Location of key countries and major cities Using 8 compass points to describe location Use of a variety of maps to better understand physical features, climate and population. Exports and natural resources (including power generation)		<u>Rivers and the Water-Cycle</u> Identify and name elements of a river Understanding the water cycle in context Comparing rivers in different parts of the world. *Outdoor learning.		<u>River Basins</u> Where is the Amazon basin? Comparing weather patterns Land use and natural resources Biomes and vegetation belts Using maps to locate biomes and vegetation belts Lifestyle in this region	

History	For Petworth week, the children focused on Petworth Park. We considered how it had changed over the years, the landscaper Capability Brown was and what features are significant to the park. Children had looked at pictures of Petworth Park through the years and they organised them into chronological order. We went on a school trip to the park to look for these features we had been observing in photos. Children wrote a fact file on Capability Brown and the significance he had on landscaping Petworth Park.	Why was the River Nile important in the formation of Egypt? How Egypt was formed Civilisation – What does it mean? Changes in farming and engineering affecting people’s lives Importance of artefacts in learning about Ancient Egypt Why Egyptian civilisation went into decline (linking to Romans)	Independent History Project	What has been the impact of Ancient Greek civilisation? What life was like in Ancient Greece How the state was organised. The significance of democracy The legacy of this period and its effect on the western world		
Art and Design		Layering and mixing paint		Ancient Greek Pottery Sculpting a ‘mini-vase’		Drawing – perspective and observation
Design & Technology	Designing and making small shelters *Outdoor learning.			Food – Culture and seasonality		Textiles – Pencil cases
Computing	<u>Office 365 and computer navigation</u> <u>Networks</u>	Creating media – video production	Programming – selection in physical computing	Data and information – flat file databases	Creating media – Introduction to vector graphics	Programming – selection in quizzes
	E-safety will be taught consistently throughout the computing curriculum in addition to specified units					
French			<u>En route pour l’école</u> Describe a route to school. Know the names of places in town. Know simple directions. Know and recite the alphabet. Use adverbial phrases of time Use “il y a” Phonics focus: letter names, [e] é, [wa] oi, [k] qu	<u>Scène de plage</u> Giving a simple description of a scene or place. Using adjectives Writing instructions Regular –er verbs first person singular Using “C’est” and “Ce n’est pas”	<u>Les quatre saisons</u> Making simple statement about seasons Describing the weather. Using the preposition “en” and “au”. Adjective agreements.	<u>Les Planètes</u> Learn the names of the planets. Position and agreements of adjectives. Create a simple sentence to describe a planet. Use preposition to describe the positions of the planets. Prepare a short presentation about a planet.
Music	What shall we do with the drunken sailor? Sea shanties, beat, rhythm, chords, bass, dot notation.	Three little birds. Reggae, riffs, offbeat, chords, major triads D and G, bassline, unison, harmony.	Children learning guitar with specialist music teacher		Songwriting Structure (verse/chorus), hook, lyric writing, melody.	isne banaaya A song from India and Pakistan, melody, accompaniment, four-part singing in a round and creating an arrangement.
Physical Education	Gymnastics Swimming	Dance Swimming	Forest School Gymnastics	Net and wall Dance	Striking and fielding Invasion games	Athletics OAA
Religious Education	Creation/Fall Creation and Science: conflicting or complimentary	Incarnation Was Jesus the Messiah?	Gospel What would Jesus do?	Salvation What did Jesus do to save human beings?	Bible Explorers	Teachings and Authority What does the Qur’an reveal to Muslims about Allah and his guidance?
PSHE	Who can I trust to help me? (at school and out in the world inc SBYC, Clubs, church, ChildLine, mental health services etc) Who makes up my family? What about these relationships makes me feel safe and happy? What do I do if these relationships begin to make me feel bad?	How to behave with courtesy and manners. What to do to build and maintain my friendships. Why friendships might change. How negotiate change in relationships. How can I manage my feelings when things go wrong? Types of bullying behaviour and impact of. I can say yes, and no.	Dealing with failure – perseverance and resilience. How does my body tell me if I am safe/unsafe? Saying yes and no. What should I do with a secret I don’t like? How can I respond to my feelings and try to change my mental state? (eg exercise) Basic First Aid – calling 999 Puberty – is it the same for everyone? How can I manage my feelings and regulate myself? Who can I talk to about changes? *Outdoor learning- Healthy eating (allotments) Exercise Animals and their effect on wellbeing (farm)		How long do I spend at a screen? How many screens do I have access to? How long do I spend online and what does that mean? How does that make me feel? How can I balance time online with other activities? (hobbies) Why do I use a password? What should I share online? How do I use the computer? (eg gaming, social media, emails) Who do I talk to if I have a problem with something online? Are friends online the same as friends in class/real life? Is what I see online always true?	