****

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
|  |  |  |  |

**Key Stage 2 Curriculum Plan 2023/24**

**YEAR 5**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | | | **Term 3** | | **Term 4** | **Term 5** | | **Term 6** | |
| **Mathematics** | Place value, addition and subtraction, multiplication and division, fractions | | | | Multiplication and division, fractions, decimals and percentages, perimeter and area and statistics | | | Shape, position and direction, decimals, negative numbers, converting units, volume | | | |
| **Science** | Mixtures and separation | | | Properties and changes | Earth and space | | Life cycles and reproduction | Imbalanced forces | | | Human timeline |
| **Reading** | **In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts.** | | | | | | | | | | |
| The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:  • Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Read and listen to whole books. | | | | | | | | | | |
| **Writing** | *In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes), children will have the opportunity to write:* | | | | | | | | | | |
| Writing to entertain   * Poetry * Setting description   Writing to :   * Inform * Persuade | | | | Writing to entertain   * Character * Suspense   Writing to :   * Recount * Explain | | | Writing to entertain   * Openers/hooks   Writing to :   * Instruct * Discuss | | | |
| **Art** |  | | Sculpture and 3D: Interactive installation | |  | Drawing: I need space | |  | | | Painting and mixed media: Portraits |
| **Computing** | Coding | | Online safety and spreadsheets | | Databases and game creator | 3D modelling and concept maps | | Word processing | | | Using external devices |
| **Design Technology** | Electrical systems: Doodlers | |  | | Mechanical systems: Making a pop-up book | |  | Cooking and nutrition: What could be healthier? |  | | |
| **French** | French monster pets | | Space exploration | | Shopping in France | French speaking world | | Verbs in a week | | | Meeting my French family |
| **Geography** |  | | What is life like in the Alps? | |  | Why do oceans matter? | |  | | | Would you like to live in the desert? |
| **History** | What was life like in Tudor England? | |  | | What did the Greeks ever do for us? |  | | How did the Maya civilisation compare to the Anglo-Saxons? | | |  |
| **Music** | Composition notation | | Blues | | South and West Africa | Composition to represent the festival of colour | | Looping and remixing | | | Musical theatre |
| **Physical Education** | Tag rugby | | | Handball | Dance/Gymnastics | | Tennis | Cricket/rounders | | Athletics/OAA | |
| **PSHE** | Families and relationships  Health and Wellbeing | | | | | | Safety and the changing body | Citizenship | | Economic Wellbeing | |
| **Religious Education** | How far would a Sikh go for his/ her religion? | | Is the Christmas story true? | | Are Sikh stories important today? | How significant Is it for Christians to believe God intended Jesus to die? | | What is the best way for a Sikh to show commitment to God? | | | What is the best way for a Christian to show commitment to God? |