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

**YEAR 5**

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|  | **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

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| **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 relationshipsHealth 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? |