



DREAM Curriculum Overview 2022 - 2023

Year 5

Term:	Autumn Term	Spring Term	Summer Term
Unit Name:	Were The Romans Really Rotten?	Inventions, Industry and Everything In-between	It's All Greek To Me
Hook:	Horrible Histories Roman Compilation	Victorian Day	HGCP Olympics
Home Learning:	Create your own Roman Shield	Create your invention.	Design your own Toga
Showcase:	Exhibition of Mosaics and Roman Chariots	Keynote showcasing knowledge	Exhibition of Greek Pots
Enrichment:	Trip to Chester	Victorian Inventions Workshop	PGL
Suggested Books to Enjoy!	Amari and the night brothers (Non-fiction)	Brightstorm- Vashti Hardy (Non-Fiction)	The Orchard book of Greek Myths (Fiction) Jabberwocky- Lewis Carroll (Poetry)

Subject Area:	Autumn Term	Spring Term	Summer Term
Reading	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Identifying how language, structure and presentation contribute to meaning -Retrieve, record and present information from non-fiction -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> -Reading books that are structured in different ways and reading for a range of purposes -Identifying and discussing themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> -Making comparisons within and across books -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Distinguish between statements of fact and opinion -Provide reasoned justifications for their views. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices -Predicting what might happen from details stated and implied -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Learning a wider range of poetry by heart -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Writing Focus and Features	Non-chronological report Paragraphs Headings/ subheadings Technical vocabulary- glossary Captions/photos	Narrative-historical setting Detailed description Paragraphs	Persuasive adverts Persuasive language- 2 nd person, personal pronouns, repetition, emotive language, facts and statistics	Narrative- character descriptions Detailed description Paragraphs	Biography Paragraphs Headings/ subheadings 3 rd person	Narrative- myths and legends Detailed description of character and setting Paragraphs Integrating dialogue Poetry- Nonsense Poems
SPaG	Relative clauses Subordinating & coordinating conjunctions. Brackets, dashes, and commas for parenthesis.	Using a range of adverbials and sentence structures. Expanded noun phrases.	Imperative verbs Modal verbs Short sentences for emphasis. Adverbs to indicate degrees of possibility. Use ? ! for rhetorical/exclamatory sentences.	Expanded noun phrases Commas for clarity Relative clauses Dialogue to advance action and convey character.	Brackets, dashes, and commas for parenthesis. Subordinating & coordinating conjunctions. Relative clauses	Devices to build cohesion within a paragraph. Dialogue to advance action and convey character.
Handwriting	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. choosing the writing implement that is best suited for a task.					
Spelling	Spelling rule- endings spelt - cious and -tious Spelling rule- endings spelt - cial and -tial	Spelling rule- words ending in -ant, -ance/ -ancy, -ent, -ence/-ency. Spelling rule- words ending in -able and -ible. Spelling rule- Words ending in - ably and -ibly.	Spelling rule- Adding suffixes beginning with vowel letters to words ending in- fer. Spelling rule- Words with silent letters at the start.	Spelling rule- Words with the 'ee' sounds spelt ei after c. Spelling rule- Words containing the letter-string ough where the letter sound is /o/ as in boat or 'ow' as in cow.	Homophones or near homophones	Hyphens Revision of Y5 words
Spoken Language	These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to: - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, role play, improvisations and debates. - gain, maintain and monitor the interest of the listener(s). - consider and evaluate different viewpoints, attending to and building on the contributions of others. - select and use appropriate registers for effective communication.					

Mathematics	Short multiplication and short division (6 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-4-short-multiplication-and-short-division/	Decimal fractions (4 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-1-decimal-fractions/ Money (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-2-money/ Trust Assessment Checkpoint	Negative numbers (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-3-negative-numbers/ Area and scaling (4 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-5-area-and-scaling/	Calculating with decimal fractions (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-6-calculating-with-decimal-fractions/ Factors, multiples and primes (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-7-factors-multiples-and-primes/ Trust Assessment Checkpoint	Fractions (6 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-8-fractions/	Converting units (2 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-9-converting-units/ Angles (3 weeks) https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-10-angles/ Trust Assessment Checkpoint	
RE (Church Schools)	5.1 How and why do Christians read the Bible?	5.2 Christmas. The Gospels of Matthew and Luke UC 2B.4 Was Jesus the Messiah?	5.3 Jesus the Teacher UC 2B.5 What would Jesus do? UC 2B.8 What kind of King is Jesus?	5.4 Why do Christians believe that Easter is a celebration of Victory? UC 2B.6 What did Jesus do to save human beings?	5.5 Exploring the lives of significant women in the Old Testament	5.6 Loss, death and Christian hope UC 2B.7 What difference does the resurrection make for Christians?	
RE (Community Schools)	What are the five pillars of Islam?	How can art, architecture and poetry express belief?	What is important in Jewish life and worship?	Why is Easter so important to Christians?	Why do believers see life as a journey?	Why do believers see life as a journey?	
Computing	Digital Citizenship Be Internet Legends: Protect your stuff Project: Digital Citizenship presentation	Computer Science Purple Mash: Coding (Unit 5.1)	Information Technology Apple Everyone Can Create: Photo- Collage Composition Project: Create a personalised collage	Computer Science Apple Everyone Can Code Puzzles: Commands Functions	Information Technology Apple Everyone Can Create: Video- Tutorials Project: Create a teaching show	Computer Science *Apple Everyone Can Code Puzzles: For Loops Variables	
Science	To Boldly Go.... <i>(Earth and Space)</i> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		Whizz, Bang, Pop <i>(Properties and changes of materials)</i> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,		May The Force Be With You <i>(Forces)</i> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		The Circle Of Life <i>(Living things and their habitats Animals including humans)</i> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.

		including changes associated with burning and the action of acid on bicarbonate of soda.		
	Working Scientifically Children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.			
History	<i>(Romans)</i> The Roman Empire and its impact on Britain.	<i>(Victorians. Local History Study)</i> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study	<i>(Ancient Greece)</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Geography		<i>(UK: geographical regions, land use, patterns)</i> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	<i>(Modern Greece)</i> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world4 Geography. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Art and Design	Printing <i>(Mosaics)</i> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques with a range of materials.	Painting/Drawing <i>(William Morris)</i> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting with a range of materials. To learn about great artists, architects and designers in history.	3D - Clay <i>(Greek Pots)</i> To create sketch books to record their observations and use them to review and revisit ideas. To learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – clay.	
	Drawing Materials: Various pencils, rulers, lined, square and dotted paper Tones and Textures: To create depth in drawings using third dimension and perspective, using a single focal point and horizon. Continue to experiment with shading techniques Style: Study artist William Morris and use of line, blending and colours.			
Design and Technology	When designing and making, pupils should be taught to: Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.			

	Evaluate: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world					
	Mechanisms Understand and use mechanical systems in their products including gears, cams, levers and linkages. For example Roman chariots.		Cooking and Nutrition To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. For example Victorian banquet.		Structures Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. For example Ancient Greek themed Crazy Golf course.	
Physical Education	Football Tag Rugby	Volleyball Dance	Hockey Gymnastics	Basketball Yoga	Athletics Badminton	Cricket OAA
Music	<u>Musical Futures</u> Just Play... Ukulele	<u>Musical Futures</u> Just Play... Ukulele	<u>Digital Project</u> Exploring Incredibox	<u>Beatboxing Basics</u> Making Music with Loops	<u>Showtime!</u> Quest Trust Singing Project	<u>Showtime!</u> Quest Trust Singing Project
PSHE	<u>Being Me in My World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<u>Celebrating Difference</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<u>Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<u>Healthy Me</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<u>Relationships</u> Self- recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	<u>Changing Me</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
MFL (Language angels)	Do you have a pet? Or rooms of the house?	The Romans	The Weather	Clothes	What is the date?	The Olympics/Habitats (progressive version)
SMSC	Our Year 5 Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	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.					
Christian Values Global Dimension Cycle 1 2022 2023	Creation GD - Famine	Respect & Reverence GD – Community links and roles	Trust GD - Human Rights and fairness	Peace GD – Lent appeal	Humility GD - Fairtrade	Endurance GD – Change for the better. Clean Air

Christian Values Global Dimension Cycle 2 2023 2024	Friendship GD –Fairtrade	Compassion GD - Poverty	Koinonia GD – Local community links and roles	Generosity GD – Lent appeal	Justice GD Human rights and justice	Responsibility GD – Sustainability for the future
Christian Values Global Dimension Cycle 3 2024 2025	Thankfulness GD –homelessness	Service GD – Local Community links and roles	Truthfulness GD – Fairness in the world	Forgiveness GD – Lent appeal	Wisdom GD – Fairtrade	Hope GD – Change for the better. Clean water
HGCP Values Cycle 1 2022 2023	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness
HGCP Values Cycle 2 2023 2024	Perseverance	Peace	Hope	Forgiveness	Trust	Thankfulness
HGCP Values Cycle 3 2024 2025	Respect	Compassion	Wisdom	Humility	Justice	Courage