St Andrew's CE Primary School Curriculum Plan – Y5						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	See separate pages for English and Maths Long Term Plans					
Literacy						
Science	Properties of materials	Earth & Space	Forces		All living things	Animals, including humans
RE	Islam/ What does it mean for Muslims to follow God?	**Creation and Fall/ People of God**	**Salvation**	God	Judaism	**Why do some people believe in God and others not?** **Respect place**

PSHME	**To try new things**
	   Find things to do that give energy
	   Become fully involved in clubs or groups
	
	To work hard
	   Continue to practise even when accomplished
		To concentrate
		   'Tune out' most distractions
		   Understand techniques and methods that aid concentration
		
		To push themselves
		   Listen to others who encourage and help, thanking them for their advice
			To imagine
			   Know which ideas are useful and have value
				To improve
				   Seek the opinion of others to help identify improvements
					To **understand others**
					   Change behaviours to suit different situations
						To not give up
						   Stick at an activity even in the most challenging of circumstances

Computing	**Using data** – skills to be taught during maths and science lessons at any time in the year. **Using the Internet** – skills to be taught during cross curricular lessons and/or literacy at any time of the year. **E-safety** – sessions must be taught regularly throughout the year.					
	Using Technology	**Digital media**	**Modelling and simulations**	**Creating and publishing**	**Communicating and collaborating online**	**Programming and control**

Geography	**Rural and Urban England** To compare 2 different regions in UK- rural/urban. To locate and name the main counties and cities in England. To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Linking with History: Compare land use maps of UK from past with the present. Study types of settlements in Viking, Saxon Britain.	**St Lucia and Fairtrade** To compare a region in UK with a region in N America with significant differences and similarities, linking to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). To study fair/unfair distribution of resources (Fairtrade). To locate the main countries in Europe and North America and locate and name principal cities. To study human geography including trade between UK and Europe and rest of world. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	**Rivers and Coasts** To describe and understand key aspects of physical geography including: Coasts Rivers The water cycle including transpiration Climate zones Biomes Vegetation belts

St Andrew's CE Primary School
Curriculum Plan – Y5 (Continued 1)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

History	**Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**
	This could include:
	  Viking raids and invasion.
	  Resistance by Alfred the Great and Athelstan, first King of England.
	  Further Viking invasions and Danegeld.
	  Anglo-Saxon law and justice.
	  Edward the Confessor and his death in 1066.
			Could split Autumn Term topic into Vikings and Anglo-Saxons		**A non-European society —**
					
					  Mayan civilization c. AD 900	

PE	Gymnastics	Dance	Team games Hockey	Swimming	Orienteering	Athletics
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Perform dances using a range of movement patterns	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Perform safe self-rescue in different water-based situations **Ball skills** Tennis, rugby Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Take part in outdoor and adventurous activity challenges both individually and within a team	Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best

| Art | **Poetry:**
To use sculpture, collage and materials to show my ideas.
To think of ideas for art from stories and poetry To adapt improve my work. | | **Lowry, Bonnie Maclean Poster Art**:
To learn about famous artists.
To link the artist with own work.
To compare artists and photographers. | | **African Art:**
To use a range of materials/processes including photography/painting
To combine elements, pattern/texture, line/tone, shape and space. | |

| DT | **Cooking and Nutrition** - All key stage 2 children should:
understand the principles of a healthy and varies diet;   prepare and cook savoury dishes using a range of cooking techniques.
understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | |
| | **Chocolate (cooking):**
To investigate and analyse a range of products
To evaluate their ideas against their own design criteria and consider views of others to improve their work. | | **(Enterprise):**
To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | | To 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 | |

St Andrew's CE Primary School
Curriculum Plan – Y5 (Continued 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music (see Charanga for detailed planning)	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay

Languages Spanish	**Songs and rhymes**: using puppets; simple songs and rhymes; role play	**Across the Globe**: symbols of countries; comparing cultures; Christmas across the seas; identify geographical features of contrasting locality	**Traditional stories** – Cinderella; alphabet; extended family; household chores	**Celebrations**: Comparing Easter celebrations across countries; Easter foods; the world	**Instructions**: How to make a fruit salad; how to play a game; asking questions and expressing opinions; numbers 41 - 60	**Interacting** : Reading an e -mail; reading a letter; verbal conversations; verbal gestures / intonation
	Speak in sentences, using familiar vocabulary, phrases and basic language structures Describe people, places, things and actions orally* and in writing Present ideas and information orally to a range of audiences* Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
Languages Intercultural understanding	Read e-mail from new school and reply as a class	Write to penpal about English Christmas	Google Earth tourist attractions of different countries that speak the language	Make Easter Cards	Letter to penpal	Write a postcard in French

	ST ANDREW'S CE PRIMARY SCHOOL ENGLISH LTP YEAR 5					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Fiction	Mythical Beasts description Forbidden Forest narrative Retelling of a well-known story	Potions narrative	The Little Shoemaker The Highwayman poem	Narrative (combined with History topic) Shakespeare character description	Historical Fiction Mystery writing	Pupil story choice to demonstrate skills taught
Non-Fiction	Non-chronological report Persuasion	Recount based on WW2 Persuasive letter Instructions Discussion	Non-chronological report (to be combined with History topic) Newspaper report	Instructions Discussion Explanation	Holiday brochures Explanation Advertisements	Select from the following text types: Explanation Persuasion Recount Instructions
Poetry skills taught each half term covering a range of different forms.						

Maths - Autumn Term 1

Wk	Strands	Weekly Summary
1	Number and place value (NPV); Written addition and subtraction (WAS)	Read, write, compare and order 5-digit numbers, understanding the place value and using < and >signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written
2	Mental addition and subtraction (MAS); Number and place	Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or
3	Decimals, percentages and their equivalence to fractions (DPE); Mental multiplication and division (MMD)	Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9
4	Measurement (MEA)	Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in
5	Written addition and subtraction (WAS); Mental addition and subtraction (MAS)	Solve subtraction using a written method for 3-digit − 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten

Maths - Autumn Term 2

Wk	Strands	Weekly Summary
6	Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)	Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; compare and place fractions on a line; find equivalent fractions and reduce them to
7	Mental multiplication and division (MMD); Written multiplication and division (WMD)	Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers; divide 3-digit
8	Geometry: properties of shapes (GPS)	Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related
9	Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP)	Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths

| 10 | Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Number and place value (NPV); Written multiplication and division (WMD); Mental multiplication and division (MMD) | Revise mental and written addition and subtraction strategies, choose to use a mental strategy or written method to solve addition and subtraction, choose to solve multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method, Identify the operation being used on numbers, understand that addition and subtraction are inverse operations multiplication and division, use function machines |

Maths - Spring Term 1

Wk	Strands	Weekly Summary
11	Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE)	Read, write and order numbers with up to 6 digits and understand the place value of each digit; place 6-digit numbers on a number line and find numbers between; solve place-value additions and subtractions with 6-digit numbers; understand place value in decimal numbers as tenths and hundredths; multiply and divide by 10/100/1000 using a place-value grid; understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round two-place decimal numbers to nearest tenth and whole number; say the number a tenth or a hundredth more
12	Mental addition and subtraction (MAS); Written addition and subtraction (WAS)	Rehearse mental addition strategies for decimals and whole numbers; use counting on as a strategy to perform mental addition of 2-place decimals to the next whole number; solve missing number sentences; use mental strategies to solve word problems; use counting up as a strategy to perform
13	Mental multiplication and division (MMD); Number and place value (NPV)	Use rules of divisibility to find if numbers are divisible by 2, 3, 4, 5, 9 and 10; identity prime numbers; revise finding factors of numbers; find squares and square roots of square numbers; make and test rules; use mental multiplication and division strategies; relate mental division strategies to multiples
14	Geometry: properties of shapes (GPS); Measurement (MEA); Statistics (STA)	Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties; use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs
15	Written addition and subtraction (WAS)	Use a written column method to add amounts of money in pounds and pence; add 2-place decimals using written column addition; subtract decimal numbers using counting up (Frog)

Spring Term 2

Wk	Strands	Weekly Summary
16	Written multiplication and division (WMD)	Use a written method (grid) to multiply pairs of 2-digit numbers; use short division to divide 3-digit numbers by 1-digit numbers, including those which leave a remainder
17	Written multiplication and division (WMD); Fractions, ratio and proportion (FRP)	Find unit fractions and non-unit fractions of 3-digit numbers; use short multiplication to multiply 3-digit numbers by 1-digit numbers; begin to use short multiplication to multiply 4-digit numbers by 1-digit numbers

18	Geometry: properties of shapes (GPS); Measurement (MEA)	Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties; revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life
19	Fractions, ratio and proportion (FRP)	Place mixed numbers on lines; count up in fractions using equivalence; convert improper fractions to mixed numbers and vice versa; write improper fractions as mixed numbers and vice versa; multiply proper fractions by whole numbers
20	Written addition and subtraction (WAS)	Solve subtraction of 4-digit numbers using written column subtraction (decomposition); add several numbers using written column addition; use column to solve problems

Summer Term 1		
Wk	**Strands**	**Weekly Summary**
21	Mental addition and subtraction (MAS); Decimals, percentages and their equivalence to fractions (DPE)	Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems,
22	Fractions, ratio and proportion (FRP); Written multiplication and division (WMD)	Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers; use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication
23	Decimals, percentages and their equivalence to fractions (DPE); Number and place value (NPV)	Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers;
24	Geometry: position and direction (GPD); Geometry: properties of shapes (GPS)	Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes
25	Written addition and subtraction (WAS)	Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written column addition; solve subtractions of
Summer Term 2		
Wk	**Strands**	**Weekly Summary**

26	Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)	Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers
27	Written multiplication and division (WMD)	Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long
28	Measurement (MEA)	Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes
29	Decimals, percentages and their equivalence to fractions (DPE); Number and place-value (NPV)	Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals
30	Statistics (STA); Mental multiplication and division (MMD); Written multiplication and division (WMD)	Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure