



# PARKLANDS PRIMARY SCHOOL

## Curriculum Overview

Year 5

2023 - 2024

|                                   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|-----------------------------------|--|---|--|--|--|--|
| <i>Possible Visits / Visitors</i> | Artist visit / workshop  | Visiting a Gurdwara   | Portals to the Past  | Environment group visitors<br>UNICEF visitor<br>Theatre visit  | Archeologist visitor   |  |
| <i>Stunning start</i>             | Artist visit / workshop  | Visiting a Gurdwara   | Portals to the Past  |  | Mummified tomatoes   |  |
| <i>Marvellous Middle</i>          | Creating a paradise dragon/dragon puppets  | Tibetan culture morning   |  | Write a tragedy play   | Make sarcophagus   |  |
| <i>Fabulous Finale</i>            | Dragon Parade  | Creating a stop-animation of the journey across the Himalayas   | Drama performances of The Highwayman   | Perform a tragedy play   | Hieroglyphic writing   | Greek mythology day - dress up and enrichment day of activities  |
| <i>Texts</i>                      | Dragon Mountain  | King of the Cloud Forest  | The Highwayman   | A Series of Unfortunate Events   | The Red Pyramid, Egyptology  | The Adventures of Odysseus   |
| <b>English</b>                    | <p><b>Reading:</b><br/><b>Dragon Mountain</b></p> <p>Decoding and fluency, author's language, inference, language, structure and presentation, discussion</p> <p><b>Writing:</b><br/>Descriptive Writing<br/>Narrative</p> <p><b>Cross curricular write:</b><br/>How to make a dragon puppet</p> <p><b>Grammar, punctuation and spelling</b></p> | <p><b>Reading:</b><br/><b>King of the Cloud Forest</b></p> <p>Decoding and fluency, author's language, prediction, inference, summarise, poetry analysis</p> <p><b>Writing:</b><br/>Poetry</p> <p>Non-chronological report<br/>Discussion</p> <p><b>Cross curricular write:</b></p> | <p><b>Reading:</b><br/><b>The Highwayman</b></p> <p>Decoding and fluency, author's language, inference, themes and conventions, summarise</p> <p><b>Writing:</b><br/>Letter writing<br/>Persuasive<br/>Journalistic</p> <p><b>Cross curricular write:</b><br/>Scientific report - living things and their habitats</p> | <p><b>Reading:</b><br/><b>A Series of Unfortunate Events</b></p> <p>Decoding and fluency, retrieval, prediction, inference, summarise</p> <p><b>Writing :</b><br/>Narrative<br/>Description<br/>Discussion</p> <p><b>Cross curricular write:</b><br/>Persuasive letter on saving the environment</p> | <p><b>Reading:</b><br/><b>The Red Pyramid</b></p> <p>Decoding and fluency, retrieval, generating questions, inference, comparison, discussion</p> <p><b>Writing - Egyptology:</b><br/>Explanation<br/>Non-chronological report<br/>Recount</p> <p><b>Cross curricular write:</b></p> | <p><b>Reading:</b><br/><b>The Adventures of Odysseus</b></p> <p>Decoding and fluency, author's language, language, structure and presentation, themes and conventions</p> <p><b>Writing:</b><br/>Narrative<br/>Recount<br/>Journalistic</p> <p><b>Cross curricular write:</b><br/>Recipes and methods (linked to DT)</p> |



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|--------------------|--|---|---|--|---|--|
|                    |  | Recount of Gurdwara visit<br><br><b>Grammar, punctuation and spelling</b> | <b>Grammar, punctuation and spelling</b>  | <b>Grammar, punctuation and spelling</b>   | Explanation of 3D set design (linked to art)<br><br><b>Grammar, punctuation and spelling</b>  | <b>Grammar, punctuation and spelling</b>   |
| <b>Mathematics</b> | Number - Place Value<br>Number - Addition and Subtraction<br>Statistics<br>Number - Multiplication and Division<br>Measurement - Perimeter and Area<br><br>Arithmetic Starters<br>Times Tables |   | Number - Multiplication and Division<br>Number - Fractions<br>Number - Decimals and Percentages<br>Consolidation<br><br>Arithmetic Starters<br>Times Tables |  | Number - Decimals<br>Geometry - Properties of Shape<br>Geometry - Position & Direction<br>Measurement - Converting units<br>Measurement - Volume<br><br>Arithmetic Starters<br>Times Tables |  |
| <b>Science</b>     | Properties and changes of materials  | Earth and space   | Living things and their habitats  | Animals, including humans  | Forces  | Gap analysis   |
| <b>Art</b>         | Painting and mixed media/Drawing   |   | Typography & maps   |  | 3D set design<br><br>Interactive installation   |  |
| <b>Computing</b>   | We are game developers<br><br><i>Developing an interactive game</i>  | We are cryptographers<br><br><i>Cracking codes</i>                        | We are web developers<br><br><i>Making sense of the internet and building a website</i>   | We are adventure gamers<br><br><i>Creating an interactive adventure game using presentation software</i> | We are architects<br><br><i>Creating a virtual space</i>  | We are VR designers<br><br><i>Experimenting with virtual and augmented reality</i> |
| <b>D &amp; T</b>   |  | Structures  |   | Textiles   |   | Food Technology  |



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|------------------|---|--|---|--|--|--|
| <b>French</b>    | Je suis le musicien (I am the music man)                      | Les planètes (The planets)                                 | Le retour du printemps (The return of spring) | Bon appétit, bonne santé (Healthy eating)    | Scène de plage (Beach scene)                                   | En route pour l'école (On the way to school)     |
| <b>Geography</b> |   | Mountains  |   | Volcanoes and earthquakes: part 1            |  |  |
| <b>History</b>   | How has life in Britain changed since 1948                    |  | Crime and Punishment                          |  | Everyday life in Ancient Egypt                                 |  |
| <b>Music</b>     | <i>Junior Jam</i><br>Songwriting with Glockenspiels (Level 3) | <i>Junior Jam</i><br>Music Theory with Keyboards (Level 3) | <i>Junior Jam</i><br>Singing (Level 3)        | <i>Junior Jam</i><br>Boom Whackers (Level 1) | <i>Junior Jam</i><br>Samba Drumming (Level 1)                  | <i>Junior Jam</i><br>Keyboards (Level 1)         |
| <b>P.E.</b>      | Swimming<br>Football  | Swimming<br>Tag-Rugby                                      | Swimming<br>Hockey                            | Swimming<br>Basketball                       | Swimming<br>Athletics  | Swimming<br>Cricket                              |
| <b>PSHE</b>      | Me and My Relationships                                       | Valuing Difference   | Keeping Myself Safe                           | Rights and Responsibilities                  | Being My Best  | Growing and Changing                             |
| <b>R.E</b>       | What does it mean to be a Sikh?                               |  | What do different people believe about God?   | What does it mean to be a Christian?         | Justice and poverty: can religions help to build a fair world? | What do religions say to us when life gets hard? |

### Curriculum Information

- Reading, writing and mathematics are taught daily.
- PE, swimming, music, science, ICT, PSHE, French and RE are taught weekly.
- Art, design and technology, history and geography are taught as blocked units throughout the year.
- The curriculum is delivered as discrete subjects and cross curricular links are developed as appropriate.



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**Assemblies and Acts of Worship take place daily. These consist of the following:**

- Celebration Assembly
- Votes for Schools
- Singing Assembly
- assemblies focusing on specific themes, religious festivals and national or international days/events.

**A wide range of extra-curricular clubs take place each week.**