

GEMS Curriculum Plan – Year 5

Vision & Values



Helping our children to THRIVE with PRIDE & DRIVE

Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

Diversity

Reading

Inclusion

Vocabulary

Engagement

Curriculum Implementation (rationale):

GEMS Curriculum Plan – Year 5

English – Reading

Word reading

- To 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.

Comprehension

To maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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 English – key stages 1 and 2 34 Statutory requirements
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

To understand what they read by:

- 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
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- 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

To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

To distinguish between statements of fact and opinion

To retrieve, record and present information from non-fiction

To 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

GEMS Curriculum Plan – Year 5

		To 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			
		To provide reasoned justifications for their views.			
Texts & Genres					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Lion the Witch and the Wardrobe by Lewis Carol Poetry	Eric by Shaun Tan The Arrival by Shaun Tan	Wonder by R J Palacio	Macbeth by William Shakespeare	The Secret Garden by Frances Hodgson- Burnett	Charlotte Dymond by Charles Causley The Pied Piper by Robert Browning
Classic Fiction Poetry	Narrative Picture Book	Narrative	Play script Classic	Classic Fiction	Narrative Poetry
English – Writing					
Transcription	Handwriting	Composition	Vocabulary, grammar & Punctuation		
<ul style="list-style-type: none"> • To use further prefixes and suffixes and understand the guidance for adding them • To spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • To continue to distinguish between homophones and other words which are often confused • To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • To use dictionaries to check the spelling and meaning of words • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • To use a thesaurus. 	<p style="text-align: center;">To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. 	<p>To plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>To draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages 	<p>To develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 		

GEMS Curriculum Plan – Year 5

		<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>To evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • To proof-read for spelling and punctuation errors <p>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>To indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
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English - Spoken Word

Pupils will be taught to:

- speak confidently, audibly and effectively, including through:
- using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

GEMS Curriculum Plan – Year 5

Maths		
Autumn	Spring	Summer
<p style="text-align: center;">Number: Place Value</p> <p>Number to 10,000 Roman numerals to 1,000 Round to nearest 10, 100 and 1,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 1000s, 10000s and 100000s Compare and order numbers to one million Round numbers to one million Negative numbers</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition & subtraction problems</p> <p style="text-align: center;">Statistics:</p> <p>Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables</p> <p style="text-align: center;">Number: Multiplication & Division</p> <p>Multiples Factors Common factors</p>	<p style="text-align: center;">Number: Multiplication & Division</p> <p>Multiply 4-digits by 1-digits Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders</p> <p style="text-align: center;">Number: Fractions</p> <p>Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract- breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operators</p> <p style="text-align: center;">Number: Decimals and Percentages</p> <p>Decimals up to 2 d.p.</p>	<p style="text-align: center;">Number: Decimals</p> <p>Adding decimals within 1 Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000</p> <p style="text-align: center;">Geometry: Properties of Shape</p> <p>Measuring angles in degrees Measuring with a protractor (1) Measuring with a protractor (2) Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3D shapes</p> <p style="text-align: center;">Geometry: Position & Direction</p> <p>Position in the first quadrant Reflection Reflection with coordinates Translation Translation with coordinates</p>

GEMS Curriculum Plan – Year 5

<p>Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1000 Divide by 10, 100 and 1000 Multiples of 10, 100 and 1,000</p> <p style="text-align: center;">Measurement: Perimeter & Area</p> <p>Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes</p>	<p>Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions as decimals Equivalent fractions, decimals and percentages</p>	<p style="text-align: center;">Measurement: Converting Units</p> <p>Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables</p> <p style="text-align: center;">Measurement: Volume</p> <p>What is volume? Compare volume Estimate volume Estimate capacity</p>
<p>order, compare, most, least, fewer, fewest, positive, negative, above/below zero, greater than (>), less than (<), equal to (=), round, estimate, approximate, approximately, place value, partition, hundreds, thousands, digit, four-digit number, exchange, numeral, integer, equivalent, predict, pattern, sort, odd, even, sequence, continue, ascending, descending</p> <p>calculate, mental, written, number sentence, sign, operation, symbol, inverse, equation, informal, jottings, diagrams, pictures, images, add, plus, makes, sum, total, altogether, subtract, minus, take away, leaves, difference, mixed operations, multi-step, addition, subtraction</p> <p>information, graph, pictogram, bar chart, tally chart, line graph, diagram, list, chart, table, label, title, survey, questionnaire, horizontal axis, vertical axis, axes, scale, interval, criterion/criteria, collect, organise, compare, order, sort, group, classify, represent, interpret, tally, vote, guess, estimate, frequency, plot, 24-hour clock, AM, PM</p> <p>multiply, multiplication, multiplied by, multiples, share, equally, divide, division, divided by, double, halve, pair, near double, half, divisor, quotient, product, factor, common factor, prime, square, times</p> <p>Measure, centimetres, millimetres, kilometres, metres, area, perimeter, add, total, multiply, length, width, rectangle, square, straight</p>	<p>group, share, equal, groups of, grouping, array, row, column, remainder, multiply, multiple, factor, product, divide, divisor, quotient, remainder</p> <p>fraction, half, halfway between, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, left over, one-half, one-quarter, three-quarters, one whole, unit fractions, proper fraction, mixed number, numerator, denominator, equivalent, simplify, in every, to every, for every, improper fraction, non-unit fraction</p> <p>decimal, percentage, fraction, order, compare, convert, round up, round down, tenths, hundredths, thousandths, place value, equivalent, part, whole</p>	<p>calculate, mental, written, number sentence, sign, operation, symbol, inverse, equation, informal, jottings, diagrams, pictures, images, add, plus, makes, sum, total, altogether, subtract, minus, take away, leaves, difference, mixed operations, multi-step, addition, subtraction, tenths, hundredths, thousandths, place, sequence</p> <p>3-D, three-dimensional, 2-D, two-dimensional, net, construct, regular, irregular, concave, convex, curved, straight, hollow, solid, flat, side, corner, point, face, edge, side, round, vertex, vertices, polygon, triangle, circle, rectangle, square, equilateral, triangle, isosceles triangle, quadrilateral, oblong, pentagon, hexagon, octagon, heptagon, rhombus, kite, parallelogram, trapezium, scalene, polyhedron, cube, cuboid,</p> <p>reflection, rotation, centre of rotation, translation, origin, coordinates, x-coordinate, y-coordinate, x-axis, y-axis, axes, quadrant, whole-turn, half-turn, quarter-turn, right, left, position, direction, grid, route, straight line, north-east (NE), north-west (NW), south-west (SW), south-east (SE), clockwise, anti-clockwise, horizontal, vertical, angle, protractor, right angle, acute, obtuse, reflex</p>

GEMS Curriculum Plan – Year 5

		<p>kilograms, kilometres, length, width, distance, weight, mass, unit, metres, inch, foot, yard, pint, gallon, ounce, pound, stone, balance, scales, measuring scale, heavy, light, digital, analogue, hour, minute, second, quarter to, quarter past, half past, am, pm, timetable, arrive, depart, 24-hour time</p> <p>volume, capacity, millilitre (ml), centimetre (cm), metre (m), cubed, cubic centimetre (cm³), litres (l), length, height, depth, 3D shape, empty, full, measure, measurement</p>

GEMS Curriculum Plan – Year 5

RE					
Jesus the Teacher	Christmas – Matthew & Luke	Judaism	Easter - Victory	People of Faith	Women in the Old Testament
<p>To:</p> <ul style="list-style-type: none"> • retell in detail the bible stories covered in this unit; • talk about the Christian beliefs highlighted in the parables; • use good religious vocabulary to show I understand the Christian beliefs Jesus taught through parables; • talk about the difference Jesus’ teaching makes to people’s lives. • ask important questions about Christian beliefs; • make the links between values and behaviour; • explain how the parables can be used to answer questions about Christian values and commitment; • explain why one of Jesus parables has a particularly strong message for the world today. 	<p>To:</p> <ul style="list-style-type: none"> • retell in detail the nativity story identifying the source of the elements of the story; • tell you in what ways Christmas celebrations reflect the true meaning of Christmas; • identify the links between beliefs and stories; • highlight the similarities and differences between Christian denominations; • describe the impact the two stories have had on the way in which we celebrate Christmas; • describe the Christian beliefs that Jesus is the Messiah, the saviour of the world. • ask important questions about Christmas and Christian beliefs; • reflect on my own values and then express my opinion about Herod’s actions. 	<p>To:</p> <ul style="list-style-type: none"> • Explore Jewish Family Life and Rituals • Find out about the significance to the community of Jewish Place of worship – Synagogue and the special book of worship – The Torah • Find out about Festivals - Pesach: the Exodus story; celebration; significance as a festival of freedom • What are the Laws and rules? – The Ten Commandments • listen to stories from the history of Israel, and respond creatively to stories from the Jewish scriptures • Talk about identity; what makes us who we are; the importance of roots • Listen to and talk with Jewish people about their beliefs and customs 	<p>To:</p> <ul style="list-style-type: none"> • retell the Easter Story in detail; • use religious vocabulary to describe and show that I understand religious beliefs; • talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians; • describe the impact of religious belief on people’s lives. • talk about and describe feelings in relation to situations of victory; • make links between people’s values and commitments and their attitudes and behaviour with regard to situations of victory; • ask important questions about Christian belief; • reflect thoughtfully on the answers to these big questions. 	<p>To:</p> <ul style="list-style-type: none"> • unpack Key Questions; • read and discuss Jesus’ teaching about faith; • explore the lives of ‘ordinary’ people of faith; • consider the opinion of people of faith on specific issues; • recognise the challenges of belonging to a religion; • explore what inspires and influences us 	<p>To:</p> <ul style="list-style-type: none"> • name and retell a story about a woman found in the old testament; • describe forms of religious expression such as prayer, dance, compassion and self-sacrifice. • respond sensitively to questions about my own experiences and those of others; • make a link between my own values and the value and commitments of the women in the Bible; • ask good questions and suggest answers about belonging, commitment, truth and values.

GEMS Curriculum Plan – Year 5

Jesus, Christianity, Christians, Parable, Kingdom of God and Imagery	Saviour, Messiah, Gospel, Matthew, Luke, Nativity, Herod, incarnation and salvation.	Mezuzah. Shabbat, Kashrut, Kippah, Pesach, B'rit Milah, Bar Mitzvah, Tora, Synagogue, Israel, Hebrew	Victory, triumph, resurrection, sacrifice, salvation and redeemer	Faith, belief, ministry, mission and vocation.	Ruth, Ester, Purim, wisdom, justice, perseverance
PHSE <i>(Jigsaw)</i>					
Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Changing Me	Relationships
<ul style="list-style-type: none"> I understand my rights and responsibilities as a British citizen and as a member of my school I can empathise with people in this country whose lives are different to my own 	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied 	<ul style="list-style-type: none"> I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own 	<ul style="list-style-type: none"> I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body 	<ul style="list-style-type: none"> I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty 	<ul style="list-style-type: none"> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others
Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge British Citizen Denied Empathise Rights Wealth Poverty Responsibilities Prejudice Rewards Consequences Choices Learning Charter Collaboration Participation Consequences	Culture Conflict Difference Similarity Belong Racism Colour Race Discrimination Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving Bullying Indirect Direct Cyber bullying Happiness Continuum Developing world Plantation Celebration Artefacts Display Presentation	Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Determination Perseverance Motivation Culture Country Culture Sponsorship Comic Relief Communication Support Rallying Sponsorship Team work Cooperation Difference	Healthy behaviour Unhealthy behaviour Informed decision Pressure Emergency Procedure Recovery position Calm Level-headed Body image Media Celebrity Altered Self-respect Eating problem Respect Choices Healthy lifestyle Motivation	Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Puberty Menstruation Periods Ovary Vagina Womb/Uterus Puberty Sperm Semen Testicles/Testes Erection Larynx Facial hair Growth spurt Hormones Relationships Conception Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Teenager Milestone Perceptions Puberty Responsibilities Change Hope Manage Cope	Characteristics Personal qualities Attributes Self-esteem Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Body language Feelings/Emotions Positive Negative Jealousy Safe Technology Communicate Pressures Resist Risk Harm Identity Personal information Safe Choice Vulnerable

GEMS Curriculum Plan – Year 5

				Opportunities Emotions Fear Excitement Anxious	
Science					
Space Sun, Earth and Moon	Forces	Properties and change of Materials	Living Things and Habitats	Animals including Humans - puberty	
<ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system. • To describe the movement of the Moon relative to the Earth. • To describe Sun/Earth/Moon as approximately spherical bodies. • To use the idea of the Earth's rotation to explain day and night. 	<ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect • To use scientific vocabulary • To record and present information in a variety of ways 	<ul style="list-style-type: none"> • To compare materials according to their properties. • To use different processes to separate mixtures of materials • To identify and explain reversible and irreversible chemical changes • To investigate thermal conductors and insulators 	<ul style="list-style-type: none"> • To describe the life process of reproduction in some plants and animals • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>Identify parts of a flower.</p> <ul style="list-style-type: none"> • To know the differences between sexual and asexual reproduction in plants • To describe ways plants can be pollinated. • To identify plants that reproduce asexually. • To describe ways to grow new plants other than from seed. • To identify the stages in the process of sexual reproduction. • To identify different types of mammals. • To find out about Jane Goodall. • To identify familiar animals that undergo metamorphosis. • To order the stages of the life cycles of mammals, birds, insects and amphibians. 	<ul style="list-style-type: none"> • To describe the stages of human development. • To explain how babies grow and develop. • To describe and explain the main changes that occur during puberty. • To identify the changes that take place in old age. • To report findings from enquiries. • To record complex data using graphs and models 	

GEMS Curriculum Plan – Year 5

planet, Solar System, Earth, Sun, Moon, orbit, rotate, axis, spin, galaxy, hemisphere, seasonal, gravitational pull	gravity, accelerate, decelerate, friction, air resistance, upthrust, pulley, water resistance, gear, surface, spring, force, mechanism, Newton meter, Sir Isaac Newton	transparent, magnetic, material, conductor, suspension, soluble, chemical, physical, reversible, irreversible, solution, separate, mixture, insulator, flexible, permeable, impermeable, property	life cycle, reproduce, reproduction, mammal, amphibian, insect, plant, pollination, endangered, sexual and asexual reproduction	egg, sperm, fetus, baby, toddler, child, teenager, adult, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal. gestation, animals, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects	
Topic Themes & Experiences					
Mayans	Mexico	Tudors	Tudors	Local Geography	The Plague
Jodrell Bank visit	Mexican Feast Food tasting and dancing	Jewish Visitor	Ordsall Hall visit	Fieldwork Bridgewater Canal	Eyam visit
History					
Knowledge of People and Events		Historical Concepts		Enquiry & Interpretation	
<ul style="list-style-type: none"> To know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 		<ul style="list-style-type: none"> To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 		<ul style="list-style-type: none"> To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
Autumn		Spring		Summer	
The achievements of the earliest civilisations - Mayans		British History beyond 1066 - Tudors		Study a British theme beyond 1066 – significant event The Plague	
<ul style="list-style-type: none"> To use pictures, artefacts and writing to help me draw conclusions and form my own opinion. To arrange events from Ancient Maya in chronological order 		<ul style="list-style-type: none"> To use pictures, artefacts and writing from the past to help me form my own conclusions To discuss the impact of a major historical event – The Battle of Bosworth 		<ul style="list-style-type: none"> To use historical sources of evidence to find out about the Great Plague To find out what the plague was and why it was a problem. 	

GEMS Curriculum Plan – Year 5

<ul style="list-style-type: none"> • To identify some changes within and across different periods. • To describe the passing of time using key vocabulary to convey my understanding of the past. • To use evidence to build up a picture of life in a particular time in history. • To begin to give reasons for and results of main events and changes. • To use appropriate vocabulary to describe changes. • To record and communicate knowledge in different forms. 	<ul style="list-style-type: none"> • To discuss major Historical figures –Henry V111, his 6 wives, Queen Elizabeth I • To make comparisons between Tudor life and modern day life, including those of the rich and poor • To describe the passing of time , using key vocabulary to convey my understanding of the past • To identify some changes within a period of History 	<ul style="list-style-type: none"> • To understand how our knowledge of the past is constructed from a range of sources. 	
<p>Mayan, civilization, chronology, ancient, artefacts, lifestyle, nobles, farmers, slaves, astronomy, afterlife, religious beliefs, worship, evidence, source, fact, opinion, social, political, technological, cultural, characteristics, society</p>	<p>Tudor period, society, monarchy, monarch, Battle of Bosworth, artefact, evidence, source, justify, Henry VIII, reign, Queen Elizabeth 1, living conditions, everyday life, crime and punishment, disease, medicine, fact, opinion, characteristics, compare, similarities, differences</p>	<p>Plague, disease, cure, remedies, evidence, source, choice, decision, period of History, religion, characteristics, victim, compare, contrast, fact, opinion, symptoms, buboes, chronology, Eyam, self- sacrifice, similarities, differences</p>	
Geography			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills & Fieldwork
<p>To 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</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of</p>	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: volcanoes and earthquakes • human geography, including: types of settlement and land use. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world. • To 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 and digital technologies.

GEMS Curriculum Plan – Year 5

Autumn		Spring		Summer	
Mexico <ul style="list-style-type: none"> To use maps, aerial photographs, plans and e-resources to describe what a locality might be like. To describe similarities and differences in places in relation to their human and physical features. To name the largest desert in the world and locate desert regions in an atlas. 				<ul style="list-style-type: none"> To 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 	
human features, physical features, map, coordinates, mountain, landscape, desert, sea, city, tourist, landmarks, traditions, culture, everyday life, Mexico, North America, South America, 'Dia de los Meurtos' Day of the dead, religious beliefs, fiesta, similarities, differences, Chichen Itza, tomb, sacred, festival				Local, fieldwork, survey, observe, collate, measure, record, geographical features, map, plan, graph, key, coordinates, physical features, human features	
Art & Design					
Pupils should be taught: <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					
Mayan designs collage, painting	Mexican Day of the Dead clay mask. Mexican Artist: Frieda Kahlo - images of skulls	Portraits. Tudor monarchs, William Shakespeare. Pencil, pastel, charcoal	Tudor money pouch - sewing	Landscapes – variety of artists.	Van Gogh 'Bedroom at Arles' study
D&T					
Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition	
<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for 	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes 	

GEMS Curriculum Plan – Year 5

at particular individuals or groups <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> 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 	views of others to improve their work <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world 	example, gears, pulleys, cams, levers and linkages] <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 	using a range of cooking techniques <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Music – Charanga

Perform and Compose	Listen and Understand
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments, (clarinet) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, (Mexican) and from great composers and musicians develop an understanding of the history of music

Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
<ul style="list-style-type: none"> To learn how rock music developed from the Beatles onwards. To analyse performance. 	<ul style="list-style-type: none"> To understand the history of music - Jazz in its historical context. To improvise. 	<ul style="list-style-type: none"> To understand the historical context for ballads. 	<ul style="list-style-type: none"> To compose own rap or words to the existing rap. To understand the historical context of musical styles - graffiti art, breakdancing and 80s Hip Hop culture. 	<ul style="list-style-type: none"> To understand the history of Motown and its importance in the development of Popular music. To understand the historical context of musical styles - civil rights. 	<ul style="list-style-type: none"> To consolidate the learning that has occurred during the year. To understand the context for the History of Music and the beginnings of the Language of Music

pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, compose, composers, musicians, musical notation, dimensions, Motown, Jazz, ballad, Hip Hop,

GEMS Curriculum Plan – Year 5

P.E. - REAL PE Scheme					
Cognitive	Creative	Social	Physical	Health & Fitness	Personal
<ul style="list-style-type: none"> I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. 	<ul style="list-style-type: none"> I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. 	<ul style="list-style-type: none"> I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. 	<ul style="list-style-type: none"> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. 	<ul style="list-style-type: none"> I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. 	<ul style="list-style-type: none"> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.
MfL – Catherine Cheater Spanish					
Listen	Speak		Understand		
listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences describe people, places, things and actions orally and in writing 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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. 		

GEMS Curriculum Plan – Year 5

Computing- Purple Mash					
Coding	Online Safety	Spreadsheets	Databases	Game creator	3D modelling
<ul style="list-style-type: none"> • To review coding vocabulary • To use a sketch or storyboard to represent a program design and algorithm • To use the design to create a program • To design and write a program that stimulated a physical system • To review the use of number variables in 2code • To create a playable, competitive game. • To combine the use of variables, if/else statements and repeats to achieve the desired effect in code. • To read code so that it can be adapted, 	<ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital contact can have • To review sources of support when using technology • To review children’s responsibility to one another in their online behaviour • To know how to maintain secure passwords • To understand the advantages, disadvantages, permissions and purposes of altering and image digitally and the reasons for this • To be aware of appropriate and inappropriate text, photographs and 	<ul style="list-style-type: none"> • Conversions of measurements • Novel use of the count tool • Formulae including the advanced mode • Using text variables to perform calculations • Using a spreadsheet to plan an event 	<ul style="list-style-type: none"> • To learn how to search for information in a database • To contribute to a class database • To create a database around a chosen topic 	<ul style="list-style-type: none"> • To set a scene • To create the game environment • To create the game quest • To finish and share the game • To evaluate their and peers’ games 	<ul style="list-style-type: none"> • To be introduced to 2design and Make • To explore the effect of moving point when designing • To understand designing for a purpose <p>To understand printing and making</p>

GEMS Curriculum Plan – Year 5

<p>personalised and improved</p> <ul style="list-style-type: none"> • To explore the launch command and use buttons within a program that launch other programs or open websites • To create a program to inform others 	<p>videos and the impact of sharing these online</p> <ul style="list-style-type: none"> • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information • Ensuring reliability through using different methods of communication 				
<p>Action, alert, algorithm, angle, background, block, bug, button, change variable, character, code mode, coder, collision detection, command, control, create variable, debug, debugging, event, get input, input, launch, object, output, print to screen, programmer, properties, repeat, repeat until, scale, selection, sequence, simulation, sound, speed, stop, timer, variable,</p>	<p>Online safety, encryption, plagiarism, smart rules, identity theft, citations, password, shared image, reference, reputable, bibliography, safe, meet, accepting, reliable, tell</p>	<p>Average, charts, random tool, advance mode, equals tool, rows, copy and paste, formula, spin tool, columns, formula wizard, spreadsheet, cells, move cell tool, timer</p>	<p>Avatar, collaborative, record, binary tree, branching database, data, sort, group, arrange, database, statistics and reports, charts, find, table</p>	<p>Animation, image, texture, computer game, instructions, perspective, customise, interactive, evaluation, screenshot, playability</p>	<p>Computer added design, viewpoint, 3D printing, polygon, modelling, 2D, points, 3D, net, template</p>

GEMS Curriculum Plan – Year 5

when clicked, when key, when swiped, decomposition, abstraction, initializing					
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