



Holland Park Primary School Curriculum Overview 2023/24 Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Resilience	Integrity	Responsibility	Enthusiasm	Aspiration
Learning powers and Metacognition	Managing distractions Perseverance ReflectEd -learning new skills and reflecting	Listening Empathy ReflectEd -Growth Mindset and learning from mistakes	Noticing Questioning	Revising Meta-learning	Imagining Capitalising	Planning Making links
Metacognition	ReflectEd -learning new skills and reflecting	ReflectEd -Growth Mindset and learning from mistakes	ReflectEd -Being a successful learner	ReflectEd -Problem Solving and memory	ReflectEd -Growth Mindset, metacognitive talk	ReflectEd -Plan, monitor, evaluate. Coaching and feedback, cooperative learning
Link	<i>Legacy</i>	<i>View from space</i>	<i>Invasion!</i>	<i>Changes</i>	<i>Brazil</i>	<i>The Amazon</i>
Reading	*Mark of the Cyclops So you think you've got it bad	*The Jamie Drake Equation The Skies above my Eyes	*The 1000-year old boy Viking Voyagers	The 1000-year old boy	The Explorer The Best Tailor in Pinbaue	Journey to the River Sea The Explorer
Writing	To inform - newspaper report (link to the book) To entertain - narrative- myth or legend (linked to Greek Gods)	To entertain - narrative - adventure stories (linked to space) To inform - biography (linked to space - Helen Sharman)	To inform - non-chronological report (linked to history) To entertain - poetry - kennings narrative poetry (linked to history)	To persuade - formal persuasive letters (Vikings to halt invasion) To entertain - descriptive writing (based on Viking/Saxon stimulus)	To inform - Non Chronological report(link to key text)Percy Fawcett goes missing. To persuade - formal persuasive leaflet (visit Brazil)	To entertain - narrative - stories that raise dilemmas (linked to Percy Fawcett) To entertain - poetry - free verse (poem to pass on to next year's Y5 pupils about life in Y5)
Grammar and Punctuation <i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</i>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely Pupils should be taught to: indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility Pupils should be taught to indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Pupils should be taught to indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause Pupils should be taught to indicate grammatical and other features by: using hyphens to avoid ambiguity and by using brackets, dashes or commas to indicate parenthesis.	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence Pupils should be taught to indicate grammatical and other features by: using a colon to introduce a list and by punctuating bullet points consistently	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Spelling	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 Words ending in '-tious', '-ious', '-cious', '-ate', '-ise', '-ify' and Words ending in '-cial' and '-tial' Y5/6 Challenge words	Words ending in '-ant', '-ance' and '-ancy' Words ending in '-ent' and '-ence' and '-able' and '-ible'. Words ending in '-ably' and '-ibly' Y5/6 Challenge words	Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Spell some words with 'silent' letters [for example, knight, psalm, solemn] Both 'silent' first letters and silent letters. Y5/6 Challenge words	Words with 'ie' after 'c' where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Y5/6 Challenge words	Words that are homophones or near homophones Y5/6 Challenge words	Words with hyphens Revision of spelling rules taught and Y5/6 challenge words.
Oracy		Debate- Should people holiday in space? (link to value and science)	Presentation - Invaders and Settlers knowledge			The Jubilee Trophy - oracy challenge
Maths	Number: Place value Number: Addition and subtraction Statistics Number: Fractions Number: Multiplication and division		Number: Multiplication and division Number: Fractions Number: Decimals and percentages		Number: Decimals Geometry: Properties of shape Geometry: Position and direction Measurement: Converting units Measurement: Volume	
Science	Forces	Space Sustainability - Global Warming	Properties of materials	Animals including humans Life cycles	Reproduction Reversible and irreversible changes Sustainability - Plastic pollution	

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History	Importance of Ancient Civilizations		Saxons and Vikings			
Geography		Topography, lines of longitude and latitude, tropics and time zones	Locational knowledge - identify characteristics of 4 countries within the UK		Physical and human features of Brazil	Study of the Amazon, Deforestation and the impact on the environment
RE	Theme: Belief into action Key Question: How far would a Sikh go for his/her religion?	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true?	Theme: Beliefs and moral values Key Question: Are Sikh stories important today?	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die?	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God?
Art		Peter Thorpe	Bayeux Tapestry		Romerto Britto	
Technology			DT - weapons (Anglo Saxon trebuchet)		Textiles - combining different fabric shapes (Headgear for Rio Carnival)	
Computing	Coding - Scratch 2 online E-Safety - Strong passwords; Digital Citizen pledge		Understanding Technology - history of WWW Using Technology - searching online E-Safety - What is Spam; How to cite a site		Information Technology - open and create content using a new application E-Safety - how photos can be altered; sharing online	
PE	Dance Invasion Games - Netball and Tag Rugby Outdoor and Adventurous Activities	Gymnastics Invasion Games - Netball and Tag Rugby Outdoor and Adventurous Activities	Dance Invasion Games - Football and Hockey	Gymnastics Invasion games - Football and Hockey	Athletics Net and wall games - Tennis	Athletics Striking and fielding Games - Cricket and Rounders
Music	Listen, reflect and appraise Sound – various instrumental pieces of music from different places and cultures (linked to history)		Perform (singing and playing) Explore and compose Charanga - classroom jazz 1 (Glockenspiel)		Perform (singing and playing) Explore and compose Charanga – Carnival suite and Samba (percussion)	
PSHE / RSE (Jigsaw)	Being Me in My World "Who am I and how do I fit?"	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Spanish	Language Angels Do you have a pet?	Language Angels The Romans	Language Angels What is the date?	Language Angels Clothes	Language Angels The weather	Language Angels Habitats
SMSC	Social: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds E.g: link to R.E and religious ceremonies Moral: understanding of the consequences of their behaviour and actions E.g: link to ReflectED and understanding the consequences of good attitudes towards learning Cultural: willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities E.g: link to P.E. and active participation in a range of games and activities	Spiritual: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life E.g: Reflect on the view from space and the question of creation Cultural: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities E.g: link to debate on whether people should holiday in space and the socio-economic implications	Social: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively E.g: link to roles and responsibilities around the school (play leaders and lunchtime assistants, top buddies) Moral: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues E.g: Link to Inquiry- Did the invaders show respect? If so, how and why?	Moral: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England E.g: link to Inquiry- who is responsible for change and is it always a good thing? Spiritual: willingness to reflect on their experiences E.g: linked to resolving personal issues in their learning (ReflectED) Cultural: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain E.g: PSHE-What can people do with money?, look at economic laws	Spiritual: sense of enjoyment and fascination in learning about themselves, others and the world around them . Use of imagination and creativity in their learning E.g: link to inquiry -how can we show passion through art? Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others E.g: link to art and music -Musical and artistic influences from Brazil	Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain E.g: link to deforestation and responsibility towards the environment Cultural: understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain E.g: Link to RSE -Responding respectfully to a wide range of people; recognising prejudice and discrimination