

# Crumpsall Lane Y5 Curriculum Overview

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> <li>- Secure decoding of unfamiliar words.</li> <li>- Read for a range of purposes.</li> <li>- Retell some stories orally.</li> <li>- Discuss words and phrases that capture the imagination.</li> <li>- Identify themes in stories.</li> <li>- Retrieve and record information from non-fiction texts.</li> <li>- Make inferences using clues from the text.</li> <li>- Make and justify predictions.</li> <li>- Recognise a variety of forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly spell common homophones (rain, reign).</li> <li>- Organise writing into paragraphs.</li> <li>- Use simple organisational devices to help the reader (sub-headings, bullet points).</li> <li>- Read own work for spelling and punctuation errors.</li> <li>- Evaluate the success of own writing.</li> <li>- Read writing out loud to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wide range of connectives to link to clauses or two separate sentences (even though, while, although).</li> <li>- Use commas after adverbial openers (Just then, Under the table,).</li> <li>- Use direct speech and punctuate it correctly.</li> <li>- Secure the language of clauses (main clause, subordinate clause).</li> </ul>	<ul style="list-style-type: none"> <li>- Know all tables to 12x12.</li> <li>- Secure place value to 1000.</li> <li>- Use negative whole numbers.</li> <li>- Round numbers to nearest 10, 100 or 1000.</li> <li>- Use Roman numerals to 100.</li> <li>- Column addition and subtraction up to four digits.</li> <li>- Multiply and divide mentally.</li> <li>- Use standard short multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2-d shapes including quadrilaterals and triangles.</li> <li>- Find area by counting squares.</li> <li>- Calculate rectangle perimeters.</li> <li>- Estimate and calculate measures.</li> <li>- Identify obtuse, acute and right angles.</li> <li>- Identify symmetry.</li> <li>- Use co-ordinates.</li> <li>- Translate shapes from one position to another.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise tenths and hundredths.</li> <li>- Identify equivalent fractions.</li> <li>- Add and subtract fractions with common denominators.</li> <li>- Recognise common equivalents.</li> <li>- Round decimals to whole numbers.</li> <li>- Solve money problems.</li> </ul>
			<b>Data</b>		
			<ul style="list-style-type: none"> <li>- Use bar charts, pictograms and line graphs.</li> </ul>		
SCIENCE					
<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways</li> <li>- Explore and use classification keys to help group, identify and name living things in their local and wider environment</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Animals, including Humans</b> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>- Identify the different types of teeth in humans and their simple functions.</li> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<b>States of Matter</b> <ul style="list-style-type: none"> <li>- Compare and group solids, liquids and gases together.</li> <li>- Observe that some materials change state when they are heated or cooled and measure or research temperature at which this happens in degrees Celsius.</li> <li>- Identify the part played by evaporation and condensation in the water cycle.</li> </ul>	<b>Electricity</b> <p>Identify common appliances that run on electricity. Make simple circuits, identifying and naming its basic parts. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators.</p>	<b>Sound</b> <p>Identify how sounds are made, associating some of them with vibrations. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the source increases.</p>	

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Computing						
Year	Unit	1	2	3	4	Resources
	Online Safety (DL, IT)	Can I describe how apps can access our personal information? <b>Lesson 1</b>	Can I explain how online information can be used to form judgements? <b>Lesson 3</b>	Can I describe ways to overcome online bullying? <b>Lesson 4</b>	Can I explain how technology can affect health and wellbeing? <b>Lesson 5</b>	Word processing
5	Creating Media (CS) <i>Stop Motion Animation Option 1</i>	Can I explain what animation is? <b>Lesson 1</b>	Can I understand what stop motion animation is? <b>Lesson 2</b>	Can I plan my stop motion video? <b>Lesson 3</b>	Can I create a stop motion animation? <b>Lesson 4</b>	String Stop Motion app Plasticine Tray / cling film
	Data Handling (DL, IT) <i>Mars Rover 1</i>	Can I identify how and why data is collected from space? <b>Lesson 1</b>	Can I read and calculate numbers using binary code? <b>Lesson 2</b>	Can I use simple operations to calculate bit patterns? <b>Lesson 4</b>	<b>Retrieval session: Online safety – Assessment quiz</b>	
	Computing Systems and Networks (DL, CS, IT) <i>Search Engines</i>	Can I understand what a search engine is and how to use it? <b>Lesson 1</b>	Can I understand that not everything online is true? <b>Lesson 2</b>	Can I search effectively? <b>Lesson 3</b>	Can I create an informative poster? <b>Lesson 4</b>	
	Programming (CS, IT) <i>Programming Music</i>	Can I tinker with Scratch music elements? <b>Lesson 1</b>	Can create a program that plays themed music? <b>Lesson 2</b>	Can I plan a soundtrack program? <b>Lesson 3</b>	Can I program a soundtrack? <b>Lesson 4</b>	
	Computing Enhancement Unit	Kapow Micro:bit unit			<b>Retrieval session: Mars Rover 1 Assessment quiz then Lesson 5</b>	

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Design & Technology						
Year	Unit	Research	Teach	Design	Make	Evaluate
<b>5</b>	Cooking & Nutrition <i>Create a ration pack for a WW1 soldier</i>	Can I <b>research</b> the function, purpose and user of the high protein spread?	Can I <b>analyse</b> how to safely and hygienically prepare food using a heat source?	Can I <b>design</b> a high protein spread? Can I <b>tinker</b> with my design to ensure that the success criteria achieved?	Can I <b>create</b> a high protein spread?	Can I <b>evaluate</b> a finished product?
	Mechanisms <i>Create a moving vehicle</i>	Can I <b>research</b> a variety of vehicles and their uses and features?	Can I <b>analyse</b> how using cams, pulleys and gears can create movement?	Can I <b>design</b> a moving vehicle?  Can I <b>tinker</b> with ways of making the vehicle move?	Can I <b>create</b> a moving vehicle based on a design?	Can I <b>evaluate</b> a finished product?

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Geography									
Year	Unit	1	2	3	4	5	6	7	8
5	UK Geography 1	Can I name and describe each type of settlement and the differences between them?	Can I name and locate the 4 capital cities of the United Kingdom and other UK cities?	Can I identify any similarities and differences between the locations of Aberdeen and Londonderry?	Can I understand why the city settlements of Londonderry and Aberdeen are located where they are?				
	North America	Can I name and locate countries and capital cities in North America?	Can I explore various time zones of North America and how these compare to other time zones around the world?	Can I name and research major mountains in North America (Rocky Mountains) and communicate my findings?	Can I describe and understand physical features of North America and communicate my findings? <i>(Writing at length)</i>	Can I compare aspects of physical and human geography, between a region in North America and the North West of England?	Can I evaluate the impact of tourism in Florida, North America on its economy and environment?	Can I analyse statistics to draw conclusions about locations?	Can I develop my thinking, reasoning and evaluation skills by taking part in an enquiry?
	UK Geography 2	Can I use a four-figure grid reference on an Ordnance Survey map?	Can I locate, name and describe the highest mountains in England, Scotland, Wales and Northern Ireland?	Can I understand and locate map symbols on a map of the local area?	Can I locate and record features of the local area using sketches or photos?	Can I describe and explain how land use features have changed in Crumpsall since 1890?			

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History									
Year	Unit	1	2	3	4	5	6	7	8
5	World War 1  <i>Why do we remember fallen soldiers?</i>	Can I identify who was involved in WW1 and <b>when it happened?</b>	Can I <b>analyse</b> the causes of World War 1 and <b>compare</b> them to other invasions?	Can I find out about a soldier's experience in WWI?	Can I compare and evaluate two different viewpoints of the same event?	Can I compare and evaluate two different viewpoints of the same event?	Can I offer my point of view about an event based on what I find out?	Can I understand the changing role of women during WWI?	Can I identify when WW1 ended and what happened next?
	Ancient Civilisations  <i>What did Pharaohs do to prepare for the afterlife?</i>	Can I place events on a timeline in <b>chronological order?</b>	Can I explain the importance of the River Nile to Egyptians?	Can I <b>research</b> who the Ancient Egyptian Pharaohs were?	Can I understand why the Ancient Egyptians built pyramids?	Can I explain the mummification process?	Can I <b>evaluate</b> the importance of Tutankhamun?	Can I <b>evaluate</b> the significance of an Egyptian woman?	Can I understand how past civilisations communicated in writing?

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Modern Foreign Languages: French						
Year	Unit	1	2	3	4	5
5	School Subjects	Can I introduce myself and say how I am feeling?	Can I say if I like or dislike school subject?	Can I give my opinion about school subjects?	Can I name some items of clothing?	Can I talk about what I am wearing?
		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
		Can I describe clothes using adjectives of colour?	Can I describe clothes using different adjectives?	Can I understand a description of an outfit?	Can I design and describe a new school PE kit?	Can I demonstrate my learning so far?
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Healthy Eating	Can I say some important things about a person?	Can I recall the names of fruits and vegetables?	Can I talk and write about fruits and vegetables?	Can I collect data about favourite fruits and vegetables?	Can I ask for the price of a fruit or vegetable?
		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
		Can I take part in a conversation about shopping?	Can I understand and use some simple recipe instructions?	Can I respond to a story about food?	Can I write my own version of the Hungry Caterpillar?	Can I demonstrate my learning so far?
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Going to the Seaside	Can I say the names of items I take to the seaside?	Can I talk about the seaside?	Can I understand and use persuasive sentences about going to the seaside?	Can I create sentences about going to the seaside?	Can I read and understand facts about the seaside?
		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Can I listen to, read and understand a picnic story?		Can I write phrases to build my own picnic story?	Can I demonstrate my learning so far?	Can I appreciate and perform a poem in French?	Can I create a poem about the seaside in French?	

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		<b>Music</b>					
<b>Year</b>	<b>Music</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5</b>	Playing Instruments	Can I explore pentatonic melodies?	Can I play leaps?	Can I read graphic notation?	Can I music using musical and non-musical terms?	Can I compose a pentatonic melody?	Can I notate a pentatonic melody?
		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
		Can I perform a pentatonic melody with leaps?	Can I understand rehearsal etiquette?	Can I understand and play using the principles of playing LH/RH side of glockenspiel?	Can I play tunes in 2/4 and 4/4 time signatures?	Can I fluently read from a letter name score?	Can I fluently read western note values and rhythms: crotchets and quavers using Du Du De method? Can I perform a pentatonic melody with leaps? Can I play simple melodies with leaps?
	Structure and Performance	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		Can I learn a verse and chorus song?	Can I show understanding that melodies have phrases?	Can I explore layers and layering?	Can I compare and construct structure?	Can I identify key features of a minimalist structure?	Can I perform in a group?
		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
		Can I combine sections of music in a layered structure?	Can I look at music notation in reference to metre and accent?	Can I build an extended performance piece from a poem?	Can I use canon and ostinato as accompaniments?	Can I use beat-box techniques?	Can I perform a rap with vocal beat-box accompaniment?
	Beat and Notation	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		Can I identify the metre of a new song?	Can I sing in three independent parts?	Can I play an ostinati from notation?	Can I sing repeated patterns from notation?	Can I understand and identify syncopation?	Can I use off-beat rhythms in improvisation?

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7	8	9	10	11	12
Can I combine independent parts in more than one metre?	Can I play a Renaissance dance reading graphic notation?	Can I play a Renaissance dance reading staff notation?	Can I compose a fanfare?	Can I perform a fanfare?	Can I understand simple musical structures? Can I discuss famous composers and musicians? Can I play music used for celebrations? Can I learn a song from the 1960s?

Physical Education (PE)							
5		1	2	3	4	5	6
<b>5</b>	<b>Dance/ Gym</b>	Dance	Gymnastics	Swimming	Swimming	Gymnastics	OAA
	<b>Games</b>	Football	Hockey	Dodgeball	Cricket	Athletics	Tennis

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<b>Religious Education (RE)</b>							
<b>Year</b>	<b>Unit</b>	<b>1 Engagement</b>	<b>2 Investigation</b>	<b>3 Investigation</b>	<b>4 Investigation</b>	<b>5 Evaluation</b>	<b>6 Optional</b>
<b>5</b>	Hinduism: Hindu Beliefs	Can I say who I am and what I mean to different people?	Can I understand Brahman and their importance to Hindus?	Can I explore the tri-murti?	Can I find examples of how Hindus use deities at home?	How can Brahman be everywhere and in everything?	Can I explore the importance of Brahman being in everything to Hindus?
	Christianity: Christmas	Can I discuss how events are the same and different?	Can I retell the Christmas Story?	Can I compare two versions of the Christmas Story from the Bible?	Can I find out about the truth of the Christmas Story?	Is the Christmas Story true?	Can I express messages within stories I know?
	Islam: Beliefs and moral values	Can I consider what it means to have a good life?	Can I discuss how Muslims should behave towards God and people?	Can I explore what heaven looks like to a Muslim?	Can I research Islamic attitudes towards everyday life?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Can I say what heaven means to me?
	Christianity: Easter: Crucifixion	Can I identify what I have control over?	Can I find out about whether God intended Jesus to be crucified?			Did God intend Jesus to be crucified and if so, was Jesus aware of this?	Can I find out about a person from the past with a strong destiny?
	Judaism: Beliefs and Practices	Can I make a timeline of my life so far?	Can I explore how Jews show commitment to God? (Bar Mitzvah, Mitzvoth and doing good work)			Can I share my view of the best way for Jews to show commitment to God?	Can I share ways in which I show commitment?
	Christianity: Beliefs and Practices	Can I share my view about whether it is OK to lie? (	Can I discuss how a Christian shows commitment to God through behaviour?	Can I say how Christians show their commitment to God through what they do?	Can I research well known Christians and how they show commitment to God?	Can I identify the most important ways for Christians to show commitment to God?	Can I express my understanding of commitment?

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PSHE					
Year	Unit	1	2	3	4
5	Mental and Emotional Health	What is mental health?	How do I negotiate and compromise?	How do I stay safe on a mobile or tablet?	How can I be happy being me?
	Living in the Wider World	<b>RIGHTS &amp; RESPONSIBILITIES</b> How are rules and laws made and changed?	<b>ENVIRONMENT</b> What is fair trade?	<b>MONEY</b> How can I combine sustainability with fair trade using my enterprise skills?	What is racism?
	Healthy Lifestyles	How can we stop the spread of infection?	Why is it important to know about nutritional content of food?		
	Keeping Safe	How do I respond to dares?	What are habits?	Who or what influences me?	
	Relationship and Sex Education (RSE)	What is puberty?	What are the different relationships in my life?	What is unwanted touch?	
	Additional linked to specific local context	Protecting Children from Knife and Violent Crime Workshop Child Criminal Exploitation Workshop			

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Art & Design									
Year	Unit	1	2	3	4	5	6	7	
5	Painting <i>Frida Kahlo: North and South America</i>	Can I learn about Frida Kahlo and analyse some of her artwork?	Can I <b>experiment</b> with Frida Kahlo's style in my sketches?	Can I explore the artist's cultural background and its influence on her work?	Can I <b>experiment</b> with sketching in a surrealist style?	Can I use a range of painting techniques in my work? <i>(Colour mixing, different size paint brushes, pressure applied).</i>	Can I <b>create</b> a self-portrait showing mood and emotion?	Can I <b>evaluate</b> my artwork and the artwork of others?	
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create		
5	Sculpting <i>Jars</i>	Can I <b>compare</b> the work of artists?  <i>Grayson Perry Ingrid Bathe</i>	Can I <b>gather ideas</b> to inspire my artwork?	Can I <b>develop techniques</b> to use in my artwork?  <i>Coiling, cutting, scoring and pinching clay Slab technique Slip technique</i>	Can I <b>experiment</b> with artistic techniques?  <i>Coiling, cutting, scoring and pinching clay Slab technique Slip technique</i>	Can I <b>plan</b> my final piece of artwork using what I have learned to inspire my choices?	Can I <b>create</b> my final piece, using my plan to guide me?  <i>A jar made from clay, choosing shape, lid and handle.</i>	Can I <b>evaluate</b> my artwork and the artwork of others?	