

Curriculum Overview Year 5

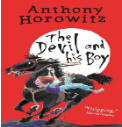


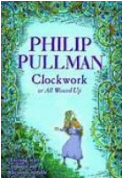
	Autumn Term	Spring Term	Summer Term
Key Dates	<i>STEAM day at Thorpe park – 15. 10. 24</i> <i>SCARF Lifespace Visit – 16. 10. 24</i> <i>Man and Moon STEM presentation by a STEM Ambassador – 18. 10. 24</i> <i>Outdoor classroom day – 7. 11. 24</i> <i>History workshop – 19. 11. 24</i> <i>Hindleap Warren Residential trip 26 - 29.11. 24</i>	<i>British Science Week 10. -14. 3. 25</i> <i>Others to be confirmed</i> <i>Expo 2025</i>	<i>To be confirmed</i>
Memorable Experiences	STEAM day at Thorpe Park Hindleap Warren residential	Hobgoblin theatre company workshop Perseus and Medusa, Chertsey museum artefacts – Ancient Greece	Living Rainforest – visit or equivalent
Enrichment Experiences	<i>Whole school themed days</i>	British Science Week	<i>Whole school themed days</i>

Our School Values

At West Byfleet Junior School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses the formal requirements of the National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and to develop as independent, healthy, confident and successful learners, with high aspirations towards making a positive contribution to their community and wider society.

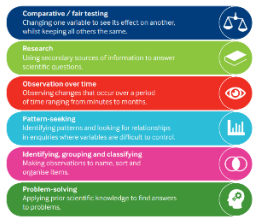
Our Values based aims are:

- to ensure inclusivity and equality through high quality provision that embraces every child's needs
- to prepare children with the essential knowledge and skills for their future, fostering an understanding of how they connect to the past, live in the present and look to the future
- to encourage a passion to learn through the exploration of new skills and **opportunities** to nurture **creativity** and curiosity
- to provide learning experiences with children's wellbeing at its very heart thus promoting **kindness**, confidence and **resilience**
- to promote an **aspirational** attitude towards learning, so that all children enjoy coming to school and embrace new challenges; pushing their own boundaries to succeed
- to celebrate the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development
- to equip children with the desire to lead both physically and emotionally healthy lives

<p>English Writing*</p> <p>These books are to be read as a class (please do not read them at home ahead of time as this will make our predictions and other exercise tricky) Thanks.</p>	<p>The Devil and his Boy – Antony Horowitz</p> <ul style="list-style-type: none"> • Settings • Character description • Drama  <p>Autumn Poetry</p> <ul style="list-style-type: none"> • Performance • Metaphor, Personification, alliteration • Rhyme <p>Newspaper report</p> <ul style="list-style-type: none"> • Non-chronological report 	<p>Greek Myths – Perseus and Medusa</p> <ul style="list-style-type: none"> • Narrative • Writing for effect • Role of a dialogue  <p>Theseus</p> <ul style="list-style-type: none"> • Plot innovation  <p>Mythical beasts</p> <ul style="list-style-type: none"> • Non chronological report <p>Sparta vs Athens</p> <ul style="list-style-type: none"> • Balanced argument 	<p>Clockwork by Phillip Pullman</p> <ul style="list-style-type: none"> • Description using senses • Show not tell • Effect on the reader • Power of reading • Plot innovation  <p>Rainforest commentary</p> <ul style="list-style-type: none"> • Persuasive voice <p>Narrative poetry</p> <ul style="list-style-type: none"> • Entertain the reader <p>Refugee speech</p> <ul style="list-style-type: none"> • Convey argument and facts • Use of quotes in speech
<p>English Reading</p>	<p>To include Y5 books read across all classes as well as skills taught (i.e. Journey to Jo'Burg, Fuzzy Mud, etc.)</p>		
<p>English Spelling, Phonics and Grammar</p>	<p>Spelling Focus (Spelling Shed) Spelling patterns and phonics phase 5</p> <ul style="list-style-type: none"> - tious, and cious - cial; tial - words ending with ant, ance, ancy - challenge words - words ending with -ent, -ence, -able, -ible, - ably, - ibly <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • Word classes • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] • modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity • Alan Peat sentences 	<p>Spelling Focus (Spelling Shed) Spelling patterns and phonics phase 5</p> <ul style="list-style-type: none"> - Adverbs of time - Challenge words - Words ending in –fer - Words with silent letters - Words with ie after c; eithat make ee sound - <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Synonyms, antonyms, word etymology • Higher punctuation semi-colons, colons. • Alan Peat sentences 	<p>Spelling Focus (Spelling Shed) Spelling patterns and phonics phase 5</p> <ul style="list-style-type: none"> - Adverbs of possibility and frequency - Words containing ough - Homophones and near homophones - Challenge words - Revision words <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • 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] • Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity • Alan Peat sentences
<p>Maths</p>	<ul style="list-style-type: none"> • Place value • Addition and subtraction 	<ul style="list-style-type: none"> • Multiplication and division • Decimals and percentages 	<ul style="list-style-type: none"> • Decimals • Properties of shape

	<ul style="list-style-type: none"> • Multiplication and division • Fractions 	<ul style="list-style-type: none"> • Perimeter and area • Statistics 	<ul style="list-style-type: none"> • Position and direction • Converting units • Volume
Art and Design	<p>Space and Science (Painting, drawing, printing) Artists: Alan Bean and Tracie Kierman</p> <ul style="list-style-type: none"> • Observational drawings of the astronauts in space. • Painting of the full Moon. • Using a range of different sketching materials, pencil, charcoal, pen, graphite. 	<p>Greek theatre & Parthenon (Drawing, clay, sculpture)</p> <ul style="list-style-type: none"> • Making theatre masks, vase painting, figure composition. • 3D landmark composition, types of columns. Ancient Theatre masks. 	<p>Rainforests (Collage) Artists: Beatriz Milhazes (Brazilian painter and collage Artist)</p> <ul style="list-style-type: none"> • Looking at abstract shapes to use as a collage technique and use these to create collage
Computing	<p>Computer systems</p> <ul style="list-style-type: none"> • Inputs, outputs and systems • Search engines <p>Creating media- vector drawings</p> <ul style="list-style-type: none"> • Using Google Slides • Creating images 	<p>Video production</p> <ul style="list-style-type: none"> • Filming techniques • Camera angles <p>Physical programming- Microbits</p> <ul style="list-style-type: none"> • Coding • Creating step counters 	<p>Databases</p> <ul style="list-style-type: none"> • Paper based databases • Online databases <p>Programming- Scratch</p> <ul style="list-style-type: none"> • Using selection and conditions • Scratch quizzes
Design and Technology	<p>Bread making</p> <ul style="list-style-type: none"> • Nutritional properties • Baking bread 	<p>Bridge building</p> <ul style="list-style-type: none"> • Designing strong structure • Creating prototypes 	<p>Textiles</p> <ul style="list-style-type: none"> • Sewing cushions • Running stitch and back stitch • Attaching fastenings
Geography	<p>Navigating around the globe First explorers Day and night (covered in Science)</p>	<p>Longitude, latitude, northern and southern hemisphere, equator, tropic of Cancer and Tropic of Capricorn</p>	<p>Rainforests and Map Reading Unit</p> <ul style="list-style-type: none"> • Children learn the location of different rainforests on an atlas. Key terms including tropics of cancer, Capricorn, and the equator are used. • Exploring the physical geography of rainforests including climates, biomes and layers of the rainforest. • Exploring human geography including what it is like to live in the rainforest and debating deforestation. • Map unit teaches pupils how to use symbols, scales and grids on a map using a digital project where they develop their own towns. • Pupils conduct fieldwork where they produce questionnaires for residents, gather, present and analysing data.
History	<p>Tudors</p> <ul style="list-style-type: none"> • Monarchy and succession 	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Democracy 	

	<ul style="list-style-type: none"> • Empire and exploration • Henry VIII and Elizabeth I • Using sources and artefacts (including artwork) 	<ul style="list-style-type: none"> • Using sources and artefacts • Ancient Olympics • Alexander the Great • Comparing Ancient Greek to modern Greek culture 	
Modern Foreign Languages	<p>J'apprends le français - I Am Learning French</p> <p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p>	<p>La Date – The Date</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p> <p>Quel temps fait-il? - What Is the Weather?</p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p>Traditions et Célébrations - Traditions & Celebrations</p> <p>By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the French-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture.</p>
Music	<ul style="list-style-type: none"> • Music Theory: rhythm; notation; treble clef; note length, time signatures. • Music Appreciation: Holst Planet Suite – an in-depth study • Studying a variety of Tudor composers and listening to their music. • Composition: Song Writing 	<ul style="list-style-type: none"> • Music Theory: rhythm; notation; treble clef; note length, key signatures, time signatures. • Music Appreciation: Greek Folk Music • Composition: Song Writing – Groovy Music and Dance Ejay 	<ul style="list-style-type: none"> • Music Theory: rhythm; notation; treble clef; note length, key signatures, time signatures. • Music Appreciation: Rainforest Rap and Compositions • Composition: Song Writing – Groovy Music and Dance Ejay • Rainforest Rap and Composition
Physical Education	<ul style="list-style-type: none"> • Swimming 	<ul style="list-style-type: none"> • Football • Netball • Hockey • Indoor athletics • Handball 	<ul style="list-style-type: none"> • Rugby • Gymnastics • Lacrosse • Cricket • Athletics
Religious Education	<p>What does it mean to be part of a synagogue community?</p> <ul style="list-style-type: none"> • Understanding what a synagogue community is and its impact on school life and festivals. 	<p>Why is the idea of rescue so important to Christians?</p> <ul style="list-style-type: none"> • Organising our knowledge of covenants to understand how they build up to a prophecy of a messiah. 	<p>What does it mean to live a good life?</p> <ul style="list-style-type: none"> • Children to explore the wisdom of different religious leaders on forgiveness

	<ul style="list-style-type: none"> Exploring how migration can both preserve and adapt religious heritage <p>What do Christians believe about creation?</p> <ul style="list-style-type: none"> Understanding the Christian creation story as told in the bible. Contrasting with other creation stories to find similarities and differences. 	<ul style="list-style-type: none"> Exploring historical evidence of Jesus outside of the bible. <p>What helps Muslims live a good life?</p> <ul style="list-style-type: none"> Learning where Muslims get their information from and how it has been academically interpreted and enshrined in law. Understanding what Mohammad is the perfect example of a Muslim and how that shapes Muslim's lives. 	<ul style="list-style-type: none"> Children contrast and compare with their own ideas on forgiveness <p>How did the church begin and where is it now?</p> <ul style="list-style-type: none"> Exploring the Davidic covenant Understanding what a church is. Debating whether church began at Pentecost.
<p>Science</p> 	<p>Earth & Space</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Working Scientifically (UKS2)</p>	<p>Properties of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Properties and changes of materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals <p>Animals (including humans)</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p>Working Scientifically (UKS2)</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording results using scientific diagrams and labels Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

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<p>PSHE/ RSE</p>	<p>Me and my relationships</p> <ul style="list-style-type: none"> • Collaboration • Communication • Friendship • Being assertive <p>Valuing difference</p> <ul style="list-style-type: none"> • Kind conversations • Happy being me • Respect and relationships 	<p>Keeping safe</p> <ul style="list-style-type: none"> • Bullying • Making decisions • Taking risks • Healthy and unhealthy habits <p>Rights and respect</p> <ul style="list-style-type: none"> • Fact and opinion • Rights and respect • Being a careful consumer 	<p>Growing and changing</p> <p><i>The updated curriculum will be introduced in 2025</i></p> <ul style="list-style-type: none"> • Puberty • Hormonal and emotional changes • Physical changes <p>Being my best</p> <ul style="list-style-type: none"> • Community • Independence • Responsibility • First Aid

