



Marus Bridge Primary School  
Curriculum Overview Year 5



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Independent write (Leon and the Place Between setting description)  <b>Book Unit – Wonder</b>  Character profile  Non-Chronological Report (Traicher Collins Syndrome)  Diary entry	<b>Book Unit – Odysseus</b>  Narrative - myth and legend  <b>Play-script Greek Theatre</b>  Independent write (John Lewis advert retell)	<b>Poetry - Joseph Coelho: Werewolf Club Rules</b>  Rhythm and rhyme - Little bit of food.  Cinquain - link to Geography  Limerick - Miss Flotsam  <b>Persuasive writing.</b>	<b>Book Unit: – Harry Potter and the Philosophers Stone</b>  Setting description  Poetry - Narrative poem  Independent write (Literacy Shed - Nowhere Emporium story writing based on an image)	<b>Non-Fiction - Tudor History</b>  Biography - Queen Elizabeth 1/Henry V111.  Newspaper report - Tudors	<b>Book Unit – Fox</b>  Epilogue Narrative Writing  Fact file – Grand Canyon  Independent write (Redo Sept independent piece)



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<b>Maths</b>	<p>Number Place Value Addition and Subtraction</p>	<p>Number Multiplication and Division</p>	<p>Number Fractions Decimals</p>	<p>Number Percentages Statistics Perimeter and Area Volume</p>	<p>Geometry Angles Shapes Position and Direction</p>	<p>Measurements Converting Units</p>
<b>Science</b>	<p style="text-align: center;">Material Properties</p> <p><b>I can compare and group</b> together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p><b>I can give reasons</b>, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages).</p> <p><b>I can compare</b> a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical</p>	<p style="text-align: center;">Forces</p> <p><b>I can explain</b> that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p><b>I can identify</b> the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down) and recognise their usefulness and that they can be reduced or increased.</p> <p><b>I can recognise</b> that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>I know</b> that there are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, and gravity) which have different effects on objects.</p> <p><b>I know</b> that gravity can</p>	<p style="text-align: center;">Earth and Space</p> <p><b>I can describe</b> the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</p> <p><b>I can describe</b> the movement of the Moon relative to the Earth.</p> <p><b>I can describe</b> Sun/Earth/Moon as approximately spherical bodies.</p> <p><b>I can use</b> the idea of the Earth's rotation to explain day and night.</p> <p><b>I can use</b> the Earth's movement in space to explain the apparent movement of the sun across the sky.</p>	<p style="text-align: center;">Animals – Humans Life Cycles</p> <p><b>I can describe</b> the changes as humans develop to old age.</p> <p><b>I recognise</b> that animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</p> <p><b>I can draw</b> a timeline to indicate stages in the growth and development of humans.</p> <p><b>I can research</b> the gestation periods other animals and <b>compare</b> them with humans.</p> <p><b>I can find out</b> and <b>record</b> the length and mass of a baby as it grows.</p>	<p style="text-align: center;">Materials – Reversible and Irreversible Changes</p> <p><b>I can explain</b> that some changes result in the formation of new materials.</p> <p><b>I can recognise</b> that and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda (producing a gas / fizzing).</p> <p><b>I know</b> that some materials will dissolve in liquid to form a solution.</p> <p><b>I can describe</b> how to recover a substance from a solution.</p> <p><b>I can use my knowledge</b> of solids, liquids and gases to decide how mixtures might be separated,</p>	<p style="text-align: center;">Living things and Their Habitats</p> <p><b>I can describe</b> the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>I can describe</b> the life process of reproduction in some plants and animals.</p> <p><b>I can name, locate and describe</b> the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary)</p> <p><b>I can research and present</b> a non-chronological report on the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p><b>I can observe and compare</b> the life cycles of plants and animals in my local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p><b>I can suggest reasons</b> for similarities &amp; differences [grouping and classifying].</p> <p><b>I can observe changes</b> in</p>



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	<p>conductivity).</p> <p>Also link in some of reversible and irreversible changes objectives.</p>	<p>act without direct contact between the Earth and an object.</p>		<p>including through filtering, sieving and evaporating.</p> <p><b>I can demonstrate</b> that dissolving, mixing and changes of state are reversible changes.</p> <p><b>I recognise</b> that some changes can occur when different materials are mixed.</p> <p><b>I recognise</b> that dissolving is a reversible change and recognise everyday situations where dissolving occurs.</p> <p><b>I can distinguish</b> between melting and dissolving.</p> <p><b>I know</b> that mixtures of solids (of different particle size) can be separated by sieving.</p> <p><b>I know</b> that mixtures of solids and liquids can be separated by filtering if the solid is insoluble (undissolved).</p> <p><b>I know</b> that evaporation helps us separate soluble materials from water.</p> <p><b>I know</b> that changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed, etc).</p>	<p>an animal <b>over a period of time</b> (for example, by hatching &amp; rearing chicks).</p> <p><b>I can compare</b> how different animals reproduce and grow.</p>
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					<p><b>I recognise</b> that freezing, melting and boiling changes can be reversed (revision from YR4).</p>	
<p><b>History</b></p>	<p><b>Local History Study</b></p> <p>Use appropriate historical vocabulary.</p> <p>I can compare two or more historical periods - explaining things, which stayed the same and which changed.</p> <p>I can compare and contrast a period of history to present day.</p> <p>I can explain how our locality has changed over time.</p>	<p><b>Ancient Greeks</b></p> <p>I can draw a timeline with different historical periods showing key historical events and lives of significant people.</p> <p>Use appropriate historical vocabulary.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can use sources to form an argument and justify my conclusions about life in a past society.</p>			<p><b>Tudors</b></p> <p>Use appropriate historical vocabulary.</p> <p>I can compare and contrast a period of history to present day.</p> <p>I can explain how our locality has changed over time.</p> <p>I can explain how parliament affects decision making in England and compare it to a past society.</p> <p>I can use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>	



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<p><b>Geography</b></p>			<p><b>Investigating Coasts</b></p> <p>I can understand the physical features of coasts and the process of erosion.</p> <p>I can find at least six cities in the United Kingdom on a map.</p>	<p><b>Extreme Earth</b></p> <p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p>		<p><b>The Grand Canyon</b></p> <p>I can use a range of geographical resources to give detailed descriptions of a location outside of Europe.</p> <p>I can identify settlements and land use.</p> <p>I can explain how time zones work and calculate time differences throughout the world.</p> <p>I can explain the different climate zones of the world.</p> <p>I can explain the significance of latitude and longitude.</p>
<p><b>Design Technology</b></p>			<p><b>Moving Toys</b></p> <p>I can use a range of tools and equipment competently.</p> <p>I can come up with a range of ideas after collecting a range of ideas from a range of sources.</p> <p>I can produce a detailed step by step plan.</p> <p>I can suggest alternatives outlining positive features and drawbacks.</p> <p>I can explain how my product will appeal to different audiences.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can ensure products have a high quality finish.</p> <p>I can evaluate the design of products and suggest improvements needed for the users experience.</p> <p>I can consider the characteristics of mechanisms when</p>		<p><b>Tudor Food</b></p> <p>I can use acquired healthy eating knowledge to design and make food products.</p> <p>I can use the internet to research a selection of food products.</p> <p>I can develop and practise my food skills by preparing food safely and hygienically.</p>	



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			designing the moving part of my product.			
<b>Art and Design</b>	<p><b>Italian art - Leonardo da Vinci (Technique focus - drawing and painting)</b></p> <p>I can research the work of artists and designers, using them to influence my own work.</p> <p>I can use drawing, painting, printing and collage to create my own artwork in response to the work of an artist or designer, utilising the skills taught so far.</p> <p>I can accurately copy a more detailed drawing, taking into account line, shape, shade, texture and form.</p> <p>I can accurately draw a small scene/collection of objects from observation, taking into account, the size of my drawing, the thickness of the lines, shape, form</p>	<p><b>Greek Art (Technique focus - printing and drawing)</b></p> <p>When creating digital art, I can use images which I have created, scanned and found; altering them as necessary.</p> <p>I can choose and use a wider range of pencil grades, pastels and charcoal when drawing, to show tones and textures in my art.</p>				<p><b>Famous Fashions (Technique focus - collage and printing)</b></p> <p>I can use drawing, painting, printing and collage to create my own artwork in response to the work of an artist or designer, utilising the skills taught so far.</p> <p>When using my sketch book, I can take influence from a range of sources (magazines, books, online) and present ideas in an organised but imaginative fashion.</p> <p>When studying the work of designers, I can take influence to design my own print. (William Morris, Cath Kidston, Emma Bridgewater)</p> <p>I can use my own print design to create a printed textile.</p> <p>I can design a range of products, utilising my own print design (notebooks, mugs, purses etc)</p>



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	and texture.					
<b>ICT and Computing</b>	<p><b>iSafe</b></p> <p>I understand the risks and benefits of various modes of communication</p> <p>I can begin to make sensible and considered judgments about whether or not to trust online content and people when online</p> <p>I can identify different forms of cyber bullying</p> <p>I understand what to do if confronted with cyber bullying</p>	<p><b>iWeb</b></p> <p>I know that websites are written in HTML code</p> <p>I can read basic HTML code</p> <p>I understand how HTML provides structure for web content</p> <p>I understand that the world wide web is one of the services offered on the internet</p> <p>I know that the world wide web consists of many websites and web pages that can be accessed using the internet</p>	<p><b>iProgram Unit 1 - Algorithms and programming.</b></p> <p>I understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p> <p>I can use conditional (if) statements</p> <p>I understand that some variables can only be true or false</p> <p>I understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)</p>	<p><b>iProgram Unit 2 - Microsoft Kodu</b></p> <p>I understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p> <p>I can use conditional (if) statements</p> <p>I understand that some variables can only be true or false</p> <p>I understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)</p>	<p><b>iAlgorithm</b></p> <p>I understand that a linear search involves checking information one-by-one</p> <p>I understand that networks connect a group of things</p> <p>I find the most efficient way of connecting a group of houses</p> <p>I work cooperatively as a group on a network to avoid deadlock</p> <p>I find the quickest route on a map to a given location</p>	<p><b>iCrypto</b></p> <p>I understand that messages can be sent and received secretly</p> <p>I can learn to encrypt/decrypt simple messages</p> <p>I understand that messages can be sent electronically over distances</p> <p>I understand that data can be transmitted as binary (on or off)</p> <p>I understand the algorithm of a simple shift cipher</p> <p>I use frequency analysis to decipher encrypted text</p> <p>I understand the importance of cryptography historically and today</p>
	<b>Music</b>	<p><b>Livin' on a prayer</b></p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can listen and comment on different genres of music.</p>	<p><b>Classroom Jazz</b></p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can listen and comment on different genres of music.</p>	<p><b>Make you feel my love</b></p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can listen and comment on different genres of music.</p> <p>I can breathe in the correct</p>	<p><b>The Fresh Prince of Bel Air</b></p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can listen and comment on different genres of music.</p> <p>I can breathe in the correct</p>	<p><b>Dancing in the Street</b></p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can listen and comment on different genres of music.</p>



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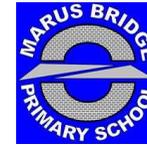


	<p>I can breathe in the correct place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can choose an appropriate tempo for a piece of music.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can choose an appropriate tempo for a piece of music.</p> <p>I can change sounds and organise them differently.</p>	<p>place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can choose an appropriate tempo for a piece of music.</p>	<p>place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can choose an appropriate tempo for a piece of music.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can maintain my part whilst others perform their part (Tudor music in the round)</p> <p>I can choose an appropriate tempo for a piece of music.</p>	<p>place when singing.</p> <p>I can compose music that meets a specific criteria.</p> <p>I can choose an appropriate tempo for a piece of music.</p> <p>I can use notation to record my compositions (on a staff if possible)</p> <p>I can compare and contrast classical and romantic composers.</p>
<b>PE</b>	<p style="text-align: center;"><b>Topic: Yoga</b></p> <p>I show increasing clarity and fluency in movements.</p> <p>I can combine changes of shape, speed and level in sequences.</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p> <p style="text-align: center;"><b>Topic: Fusion dance styles</b></p> <p>I can use movement expressively, to</p>	<p style="text-align: center;"><b>Topic: Dance</b></p> <p>I can use movement expressively, to convey and idea, mood or feeling.</p> <p>I can show control/coordination in travel and balance.</p> <p>I can perform a range of jumps showing control. I show increasing clarity and fluency in movements.</p> <p>I can make good use of creativity/imagination when making sequences in dance and/or gym.</p> <p>I can combine changes of shape, speed and level in sequences.</p>	<p style="text-align: center;"><b>Topic: Gymnastics</b></p> <p>I can show control/coordination in travel and balance.</p> <p>I can perform a range of jumps showing control.</p> <p>I show increasing clarity and fluency in movements.</p> <p>I can make good use of creativity/imagination when making sequences in dance and/or gym.</p> <p>I can combine changes of shape, speed and level in sequences.</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p> <p style="text-align: center;"><b>Topic: Netball</b></p> <p>I use a range of throwing techniques with increasing power and accuracy.</p>		<p style="text-align: center;"><b>Topic: Yoga</b></p> <p>I show increasing clarity and fluency in movements.</p> <p>I can combine changes of shape, speed and level in sequences.</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p> <p>I can analyse and comment on skills and techniques.</p> <p>Tudor Dance for parents afternoon.</p>	<p style="text-align: center;"><b>Topic: Dance</b></p> <p>I can lead a warm up and cool down appropriately.</p> <p>I can use movement expressively, to convey and idea, mood or feeling.</p> <p>I can show control/coordination in travel and balance.</p> <p>I can perform a range of jumps showing control.</p> <p>I show increasing clarity and fluency in movements.</p> <p>I can make good use of creativity/imagination when making sequences in dance and/or gym.</p> <p>I can combine changes of shape, speed and level in</p>



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	<p>convey and idea, mood or feeling.</p> <p>I can show control/coordination in travel and balance.</p> <p>I show increasing clarity and fluency in movements.</p> <p>I can make good use of creativity/imagination when making sequences in dance and/or gym.</p> <p>I can combine changes of shape, speed and level in sequences.</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p>	<p>I apply actions, skills and ideas with increasing coordination and control.</p> <p style="text-align: center;"><b>Topic: Invasion Games</b></p> <p>I apply a broad range of skills to different situations.</p> <p>I can plan different approaches to attacking and defending.</p> <p>I can choose the best pace to use in athletics or games.</p> <p>I can show a growing awareness of space in team games.</p>	<p>I use a range of fielding skills and throw with accuracy.</p> <p>I can plan different approaches to attacking and defending.</p> <p>I can choose the best pace to use in athletics or games.</p> <p>I can show a growing awareness of space in team games.</p> <p>I can keep possession.</p> <p>I can analyse and comment on skills and techniques.</p>	<p><b>Topic: Hockey</b></p> <p>I can lead a warm up and cool down appropriately.</p> <p>I can show a growing awareness of space in team games.</p> <p>I can keep possession.</p> <p>I can plan different approaches to attacking and defending.</p>	<p>sequences.</p> <p>I apply actions, skills and ideas with increasing coordination and control.</p> <p style="text-align: center;"><b>Topic: Athletics</b></p> <p>I can become aware of my strengths and development points.</p> <p>I can lead a warm up and cool down appropriately.</p> <p>I can demonstrate a good sporting attitude regardless of the outcome.</p> <p>I can choose the best pace to use in athletics or games.</p>
RE	<p style="text-align: center;"><b>Growing Up/Living Right</b></p> <p style="text-align: center;"><b>Topic: Islam</b></p> <p>I can talk about the religion of Islam.</p>	<p style="text-align: center;"><b>Growing Up/Living Right</b></p> <p style="text-align: center;"><b>Topic: Marriage</b></p> <p>I know about marriage ceremonies and how different faiths celebrate this.</p>	<p style="text-align: center;"><b>Believing/Belonging</b></p> <p style="text-align: center;"><b>Topic: Christianity</b></p> <p>I have a further understanding of the Christian religion.</p>	<p style="text-align: center;"><b>Rights and responsibilities</b></p> <p style="text-align: center;"><b>Topic: Life's Big Questions</b></p> <p>I know about life's big views of multi faiths.</p>	<p style="text-align: center;"><b>Rights and responsibilities</b></p> <p style="text-align: center;"><b>Topic: Life's Big Questions</b></p> <p>I know about life's big views of multi faiths.</p>



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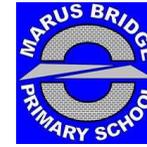


<b>PSHE &amp; C</b>	<b>We're all stars</b>	<b>Be friendly, be wise</b>	<b>Living long and living strong</b>	<b>Daring to be different</b>	<b>Dear Diary</b>	<b>Joining in and joining up.</b>
	<p>I understand my rights and responsibilities in our school.</p> <p>I know the dangers of the internet.</p> <p>I know how to keep my personal details safe.</p> <p>I can explain how we interact via the Internet and phones etc in a safe way.</p> <p>I can recognise and resist negative peer pressure.</p>	<p>I can say and do things that are likely to make a conflict situation better.</p> <p>I can tell the difference between a friend and an acquaintance.</p> <p>I know I can prevent bullying using different strategies.</p>	<p>I can explain the main physical and emotional changes that happen during puberty.</p> <p>I can describe how to manage physical and emotional changes.</p> <p>I know how to get help and support during puberty.</p> <p>I understand the importance of a balanced lifestyle.</p>	<p>I can engage in a discussion, offer my own opinions and listen to the views of others.</p> <p>I can tell you what bullying is (inc. cyber-bullying).</p> <p>I know what to do if bullying is going on.</p> <p>I can make a judgement about whether to take a risk.</p> <p>I can behave in an assertive way using appropriate body language and tone of voice.</p>	<p>I know some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>I can recognise an emergency and call emergency services.</p> <p>I can recognise a put-down and know how a boost-up or put-down can make someone feel.</p> <p style="text-align: center;"><b>SRE sessions</b></p> <p>I can explain the main physical and emotional changes that happen during puberty.</p> <p>I can describe how to manage physical and emotional changes.</p> <p>I know how to get help and support during puberty.</p>	<p>I can contribute to a simple debate.</p> <p>I know what facilities exist in my local area and nationally for young people.</p> <p>I am aware of anti-social behaviours and the consequences of crime.</p> <p>I know why laws are important.</p> <p>I am aware of the British legal system and how it works.</p> <p>I can work as part of a group and contribute to a project that supports the local community.</p>
<b>Spanish</b>	<b>Unit 8 "La Paga" – Pocket Money</b>	<b>Unit 9 "Cuéntame un cuento" – Tell me a tale</b>		<b>Unit 10 "¡Viva el deporte!" – Long live sport!</b>		
	<p>I can count to 39</p> <p>I can say for my birthday 'I would like'</p> <p>I can name toys and give the price for toys</p>	<p>I can count from 39-60</p> <p>I can count from 60 -100</p>		<p>I can name sports</p> <p>I can express opinions</p> <p>I can recognise and understand which verbs use Juego</p>		



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	<p>I can count in euros and ask how much something costs</p> <p>I can express opinions – I would like/I like/I don't like</p>	<p>I can watch and understand Sleeping Beauty Video (in Spanish)</p> <p>I understand the masculine and feminine rule and introduction of articles in more detail.</p> <p>I am aware of the adjectival endings rule.</p> <p>I understand more classroom instructions</p> <p>I understand the imperative.</p>	<p>(I play) and Hago (I do)</p> <p>I can say the days of the week</p> <p>I can say which sports we play on the days of the week</p>			
<b>Educational visits or visitors</b>		Greek Day – in school visitor.	Jodrell Bank Visit. Approx. cost £14	Virtual Reality Experience. Approx Cost £9		London Visit June 2020 Approx. cost £200
<b>Parents Afternoon / workshops</b>		Quiz/Exhibition Y5 Assembly			Tudor Parent Afternoon	Sports Day Summer Fayre
<b>Bridge Builders</b>	Research a contrasting culture (Islam)	Produce and exhibit a sculpture (Greek Vase/Pot made from clay/Greek weapon)  Quiz  Links between school and the local community (carol singing at care homes)		Sport Relief Week – charity fundraiser	Take an interest in current news	Complete an outdoor challenge  Plant a vegetable/flower garden in the local environment



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