SCIENCE

Children will learn about:

Autumn:
Forces: gravity; air resistance; water resistance; friction; levers, gears and pulleys
Materials: compare/group materials; dissolving and solutions; separating mixtures; reversible/irreversible changes; uses of everyday materials

Spring:
Earth and Space: the movement of the Earth and planets; the movement of the Moon; spherical bodies; day and night
Living things: life cycles of a mammal, an amphibian, an insect and a bird

Summer:
Living things: the life process of reproduction in some plants and animals
Animals including humans: changes in humans to old age

HISTORY

Children will learn about:

Autumn:
Victorians: rich and poor; daily life; schooling; children's life; significant figures, industrial revolution, British Empire
Chocolate: The history of chocolate; Mayans; Aztecs

Spring:
The Golden Age of Baghdad: The House of Wisdom; discovery and learning; Prophet Mohammad; The first four Caliphs, trade and power
United Nations: the timeline of apartheid; Martin Luther King; Rosa Parks; Nelson Mandela

GEOGRAPHY

Children will learn about:

Autumn:
Chocolate: chocolate growing countries and climates, including Ghana

Spring:
South Africa: map skills; physical and human features of South Africa; world geography; countries and capitals and cultural differences

Summer:
The Isles of Scilly: human and physical geography; coastal features; effects of erosion; tourism; comparison of urban and coastal locations in Britain.
London: London Landmarks; human geography; The River Thames; bridge; transport system; London compared with rural locations

RELIGIOUS EDUCATION

Children will learn about:

Autumn
Christianity: the history of the bible; the features of the Bible; the different types of writing in the Bible; famous stories from the Bible and their meanings

Spring:
Islam: the five pillars; the history of the Qu'ran; important messages from the Qu'ran; the significant parts of a mosque

Summer:
Islam: exploring Islamic celebrations, including Ramadan and Eid

PSHE/RSE

Children will learn about:

Autumn:
Being Me In My World: who am I and how do I fit?
Celebrating Differences: respect for similarity and difference; Anti-bullying and being unique

Spring:
Dreams And Goals: aspirations; how to achieve goals and understanding the emotions that go with this
Healthy Me: being and keeping safe and healthy

Summer:
Relationships: building positive; healthy relationships
Changing Me: coping positively with change

Chase Bridge Foundation Subject **Overview**

Our CURRICULUM

Year 5

EXPRESS YOUR TALENTS
EXCEL AT LEARNING
CARE FOR OTHERS

OUR TOPICS

AUTUMN 2 Chocolate

SPRING 2 United Nations

SUMMER 2 London

AUTUMN 1 The Victorians

SPRING 1 The Islamic Golden Age

SUMMER 1 Coast vs City

LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

Autumn:
Phonetics 3 &
Do You Have A Pet?
What Is The Date?

Spring:
The Planets
Habitats

Summer:
Clothes
At The Cafe

DESIGN AND TECHNOLOGY/ ART AND DESIGN

Following the Kapow Primary planning scheme
Autumn:
Term 1: Design & Technology
- Electrical Systems: Doodlers
Term 2: Art & Design
- Structures and 3D: Interactive Installations
- Portraits
Spring:
Term 1: Design & Technology
- Mechanical Systems: Making a pop-up book
Term 2: Art & Design
- Drawing: I need space
Summer:
Term 1: Design & Technology
- Cooking / Nutrition: What could be healthier?
Term 2: Art & Design

MUSIC

Children will strengthen the skills needed for:

Singing: sing popular songs and accompany them with the ukulele. Sing as soloist and in small groups in the Battle of the Bands.
Music Appreciation:
To listen and respond to a variety of music from different countries and cultures, for example South African Anti-apartheid songs and Islamic music
Performance: To perform South African songs for the class assembly.
Instruments: playing ukulele; chord knowledge; keeping a pulse; listening to each others; Battle of the Bands competition.
Composition: play and improvise rhythms on the drum; produce simple compositions in the form of Victorian street cries.

COMPUTING

Children will learn about:

Digital Literacy:
Online Safety: Digital content sharing, maintain secure passwords, appropriate sharing, referencing sources, interacting responsibly. Misuse of AI.

Information Technology
Word Processing: Animation: understand and use word processing tools, add, edit and improve a document, using tables, enhancing presentation, writing for purpose.
3D Modelling: designing a model, moving points, refine and print a model, interacting with polygons.

Computer Science:
Coding and Game Creator : simplify code, functions in code, variables in code, coding strings, create a playable game, debug and test a playable game.

PHYSICAL EDUCATION

Children will strengthen the skills needed for:
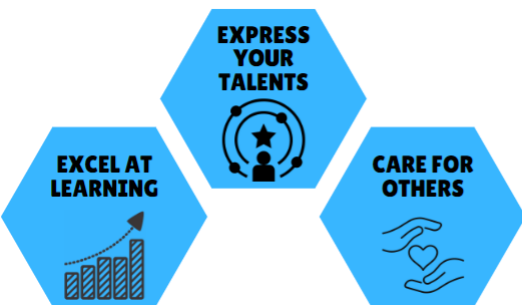**Autumn:**
Tag rugby, netball and dance: develop their use of a variety of skills under increasing pressure — including attacking skills, use of speed and balance, creating space for themselves and others, losing an opponent; adapt and develop choreographed steps
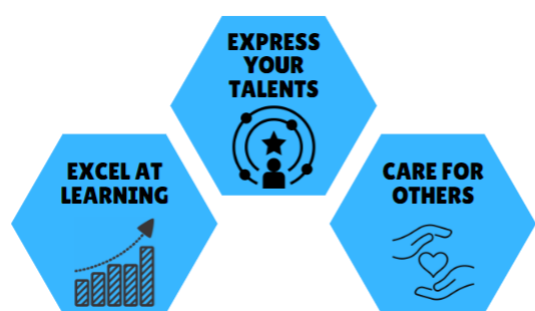**Spring:**
Gymnastics, football and OAA: perform shapes consistently and fluently; ; develop competitive game play (attacking, change of pace and direction under pressure); navigating maps and courses; develop critical thinking and reflect on success when solving challenges

Summer:
Athletics, cricket and rounders: explore defensive, driving and directional batting; demonstrate good throwing and catching while under pressure; effectively apply speed and explore triple jump, javelin and shotput.
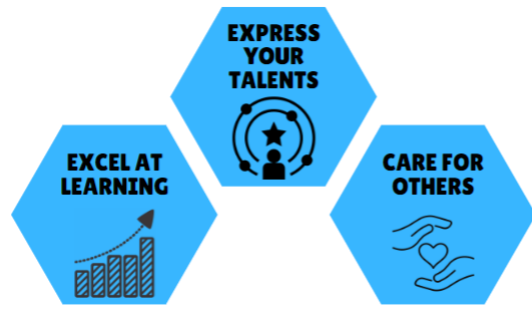
Chase Bridge English Overview

Year 5

EXPRESS YOUR TALENTS

EXCEL AT LEARNING

CARE FOR OTHERS

Topic Linked Class Texts

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BERLIE DOHERTY — STREET CHILD	ROALD DAHL — CHARLIE AND THE CHOCOLATE FACTORY	SAVIOUR PIROTTA — GOLDEN HORSEMEN OF BAGHDAD	BEVERLEY NAIDOO — Journey to Jo'burg	MICHAEL MORPURGO — THE WRECK OF THE ZANZIBAR	THE LONDON EYE MYSTERY — SIOBHAN DOWD

En5/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En5/1a listen and respond appropriately to adults and their peers

En5/1b ask relevant questions to extend their understanding and knowledge

En5/1c use relevant strategies to build their vocabulary

En5/1d articulate and justify answers, arguments and opinions

En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En5/1h speak audibly and fluently with an increasing command of Standard English

En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En5/1j gain, maintain and monitor the interest of the listener(s)

En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En5/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 5 and 6)

En5/2.1 Word Reading

En5/2.1a 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.

En5/2.2 Comprehension

En5/2.2a maintain positive attitudes to reading and an 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

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

En5/2.2b 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 1 paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En5/2.2d distinguish between statements of fact and opinion

En5/2.2e retrieve, record and present information from non-fiction

En5/2.2f 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

En5/2.2g 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

En5/2.2h provide reasoned justifications for their views.

Writing

(The objectives for Writing are common across Years 5 and 6)

En5/3.1 Spelling

En5/3.1a use further prefixes and suffixes and understand the guidance for adding them

En5/3.1b spell some words with 'silent' letters

En5/3.1c continue to distinguish between homophones and other words which are often confused

En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

En5/3.1e use dictionaries to check the spelling and meaning of words

En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

En5/3.1g use a thesaurus

En5/3.2 Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En5/3.2b choosing the writing implement that is best suited for a task

En5/3.3 Composition

En5/3.3a Plan their writing by:
- 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

En5/3.3b Draft and write by:
- 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
- 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

En5/3.3c Evaluate and edit by:
- 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

En5/3.3d proofread for spelling and punctuation errors

En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En5/3.4 Vocabulary, grammar & punctuation

En5/3.4a develop their understanding of the concepts set out in Appendix 2 by:
- 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 (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in Appendix 2

En5/3.4b indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semicolons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Chase Bridge Maths Overview

Mathematical Approaches

Year 5

EXPRESS YOUR TALENTS
EXCEL AT LEARNING
CARE FOR OTHERS

CONCRETE + PICTORIAL + ABSTRACT
2 + 1 = 3

Read
Identify
Solve
Evaluate

Number & place value in Year 5

Children will learn to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition & subtraction in Year 5

Children will learn to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & division in Year 5

Children will learn to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Statistics in Year 5

Children will learn to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Geometry (position and direction) in Year 5

Children will learn to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Fractions (including decimals and percentages) in Year 5

Children will learn to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0·71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement in Year 5

Children will learn to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume (for example, using 1 cm^3 blocks to build cuboids, including cubes) and capacity (for example, using water)
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

Geometry (properties of shapes) in Year 5

Children will learn to:

- identify 3D shapes, including cubes and other cuboids, from 2D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.