

Year 5 Curriculum Topic Web

Term 1



Norton Hill
Primary School



Welcome to Year 5



We would like to begin by extending a very warm welcome to all the pupils and parents/carers of Year 5. We hope the children have enjoyed settling back into school life, getting to know their new routines and are feeling ready and excited for the year ahead.

We have had an enjoyable first week back as part of our "**Wellbeing Week**", giving the children an opportunity to settle into their new year group, build relationships and prepare for the exciting learning ahead.

The following topic web provides an overview of the **knowledge, skills and learning** that the children will be exploring throughout the term. It will give you an insight into the different subjects and topics covered in the Year 5 curriculum, as well as some ideas for how you can support and encourage your child's learning at home.

We are looking forward to a fantastic year of learning, discovery and new experiences together!

Mr Frayling (Rhino Class) & Mrs Mudge (Buffalo Class)



Home Learning/ Supporting at Home

Each week, pupils will have 'Home Learning Books' sent home on Friday.

These will/may contain:

- Weekly spelling lists (6-8 spellings)
- Reading (x3 a week minimum)
- Maths/ English consolidation questions from the weeks learning
- Maths/ English Recap questions from previous learning

We ask the pupils complete the Home Learning and hand them in for the Following Thursday. This allows teaching staff to look over the completed work and support pupils where needed.

Spellings will be tested each Friday.

Pupils have reading books and reading records that are matched to their reading level. We encourage parents to read with their children as much as possible, as the benefits of reading across all areas of learning are significant. Please make sure to sign the reading record once you have read with your child.

Reading records will be checked regularly, and books can be changed as the children complete them. Children will also be required to review what they have read to encourage them to complete their books and develop their VIPERS skills.



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Supplementary Learning:
Pupils have logins for both
Doodle Maths and Times Table
Rockstars.

Home Learning/ Supporting at Home



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Spellings (test next Friday)

1. Accidentally
2. Appear
3. Believe
4. Bicycle
5. Business
6. Centre
7. Certain
8. Disappear

Look



Say



Cover



Write



Check



Each week pupils will be assigned a spelling list to learn for the following week (6 - 8 spellings). Spellings will be assessed each week on a Friday.

The focus of Term 1 is to secure spelling of the Y3/Y4 statutory spellings. These are words that pupils will use frequently across their writing.

More information on NHP spelling scheme will be communicated in Term 2.

Supporting at Home:

Look, Say, Cover, Write, Check is an effective method for learning spellings by rote. Regularly practicing and testing spellings with your child each week will help them to secure spellings of these words.

accident	different	important	potatoes
accidentally	difficult	interest	pressure
actual	disappear	island	probably
actually	early	knowledge	promise
address	eight	learn	purpose
although	eighth	length	quarter
answer	enough	library	question
appear	exercise	material	recent
arrive	experience	medicine	regular
believe	experiment	mention	reign
bicycle	extreme	minute	remember
breath	famous	natural	sentence
breathe	favourite	naughty	separate
build	February	notice	special
busy	forward	occasion	straight
business	forwards	occasionally	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess	weight
decide	imagine	possession	woman
describe	increase	possible	women

T1 English: Writing



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Young, Gifted and black - Lara Hawthorne

In English this term, we will be reading excerpts from "Young, Gifted and Black" - a collection of biographical stories about inspirational black figures. Using this text, we will learn about key historic figures and consolidate our knowledge through a variety of text types, such as: character profiles, narrative recounts, interviews and letters.

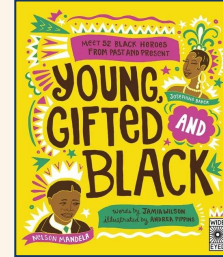


Writing outcome:

To write a diary entry based on a key event in Matthew Henson's Life.

Writing skills within this unit:

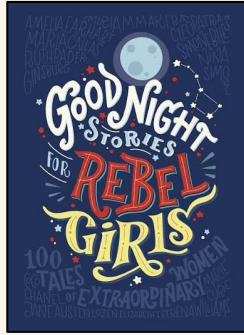
- Organise paragraphs around a theme with a focus on more complex narrative structures
- Use commas after fronted adverbials
- Use commas to clarify meaning or avoid ambiguity in writing
- Use conjunctions to create complex sentences



Y5/6 statutory spellings		Developing Vocabulary	
accompany communicate opportunity achieve environment competition equipment individual physical prejudice	accompany communicate opportunity achieve environment competition equipment individual physical prejudice	adrift dock/ dockside masts clipper navigate/ navigation carpentry rigging harbour ashore horizon plains	valet expedition glacier hardship frostbite polar ice cap Inuit igloo ridges crevasses caribou

T1 English: Reading

Goodnight Stories for Rebel Girls reinvents traditional fairy tales by replacing fictional princesses with the extraordinary true stories of real, heroic women from the past and present.

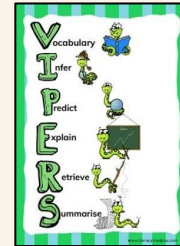


As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding
- Identify main ideas drawn from more than one paragraph and summarise
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range texts
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination

The following skills are practised:

- VIPERS
- Strategies to support with reading fluency
- Teacher - led: read aloud to model fluency while pupils follow the text
- Choral: teacher read aloud to model fluency while pupils read aloud alongside
- Echo: teacher read aloud a small section of text and pupils echo the same section
- Paired : pupils read to each other alternating sentences, paragraphs or sections
- Individual at speed: pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- Repeated (1:1): pupil reads aloud a section of text



T1 Mathematics: Place Value

Place value is the value of each digit in a number, determined by its position within that number. Throughout Term 1, pupils will be securing their prior knowledge of Place Value and further develop their knowledge through the following objectives:

- Use Roman numerals to 1,000
- Build knowledge of numbers to 1,000,000 using place value charts
- Powers of 10
- 10/100/1,000/10,000/100,000 more or less
- Partition numbers to 1,000,000
- Number lines to 1,000,000
- Compare and order numbers to 1,000,000
- Round to the nearest 10, 100 or 1,000
- Round within 1,000,000

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundred	Tens	Ones
7	1	5	9	3	6	2

Roman Numerals Chart			
1 I	11 XI	200 CC	
2 II	20 XX	300 CCC	
3 III	30 XXX	400 CD	
4 IV	40 XL	500 D	
5 V	50 L	600 DC	
6 VI	60 LX	700 DCC	
7 VII	70 LXX	800 DCCC	
8 VIII	80 LXXX	900 CM	
9 IX	90 XC	1000 M	
10 X	100 C	1001 MI	

Th	H	T	O
●●●●●	●●●●●	●●●●●	●●●●●

Th	H	T	O
●●●●●	●●●●●	●●●●●	●●●●●

Problem Solving and Reasoning:

As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.

Zach is thinking of a number.

1. It has 4 digits.
2. The tens and ones digits are the same.
3. The sum of the digits is 16.
4. There are no hundreds.
5. The thousands digit is 8.

Draw a place value chart and use it to help you work out Zach's number.

Examples Questions:

Sanaa says,

"On my Roman Numeral clock face, the big hand is on the VI and the little hand is between the IX and the X"

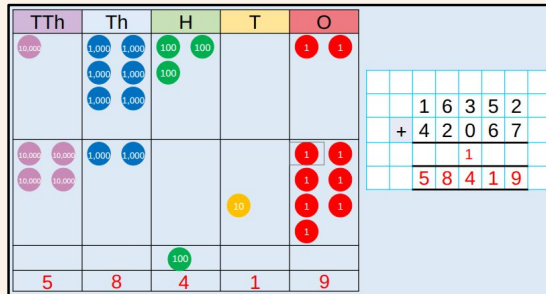
What is the time on Sanaa's clock face?

T1 Mathematics: Addition and Subtraction

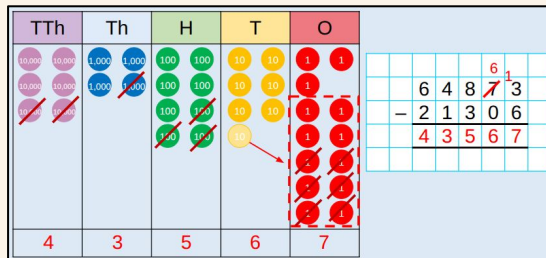
Column Addition

Addition and Subtraction are two of the four core arithmetic operations two of the core operations taught, where addition combines numbers to find a total and subtraction finds the difference or removes an amount. Towards the end of Term 1, pupils will build on their fundamental skills of addition and subtraction through the following objectives:

- Mental strategies
- Add whole numbers with more than four digits
- Subtract whole numbers with more than four digits
- Round to check answers
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Compare calculations
- Find missing numbers

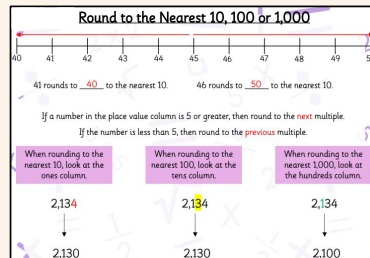
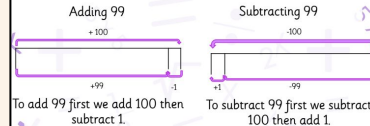


Column Subtraction



Examples of Mental Strategies for Addition and Subtraction

$4 + 6 = 10$ $40 + 60 = 100$ $4,000 + 6,000 = 10,000$ $40,000 + 60,000 = 100,000$	$17 + 8 = 25$ $170 + 80 = 250$ $1,700 + 800 = 2,500$ $17,000 + 8,000 = 25,000$
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T1 Science: Living Things and Their Habitats

Through this project, pupils will learn about how living things move through different stages of growth and development.

Key Substantive Knowledge:

- A lifecycle is the different stages a living thing goes through during its life.
- Most animals have four main stages: birth → growth → reproduction → death.
- Mammals, amphibians, insects and birds have different lifecycles and stages of development.
- Reproduction is the process by which living things produce offspring.
- Sexual reproduction involves genetic material from two parents.
- In animals, sexual reproduction usually involves a male and female.
- Internal fertilisation happens when an egg is fertilised inside the female's body.
- External fertilisation happens when eggs and sperm meet outside the body, usually in water.
- Plants can reproduce sexually or asexually.
- In sexual reproduction in plants, pollen from the male part of a flower joins with an ovule in the female part to produce a seed.
- Asexual reproduction allows some plants to reproduce without seeds.
- Asexual reproduction produces offspring that are genetically identical to the parent (clones).
- Plants and animals have different ways of reproducing and developing, which help them survive in their habitats.



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Big ideas

03

Living things move through different stages of growth and development.

05

Living things have common life processes to survive; lifestyle choices impact survival and health.



Vocabulary

Tier 2

Lifecycle, natural world, expertise, observe, document, study.

Tier 3

Stages of development, sexual, asexual, reproduction, larvae, embryo, metamorphosis, naturalist, sexual/asexual reproduction, pistil/carpel, stigma, style, ovary, stamen, anther, nectar, pollen, pollination, fertilisation, dispersal, tuber, bulb, runner, clone, vegetative propagation, sperm, egg, external/internal fertilisation.

Disciplinary (non-statutory)

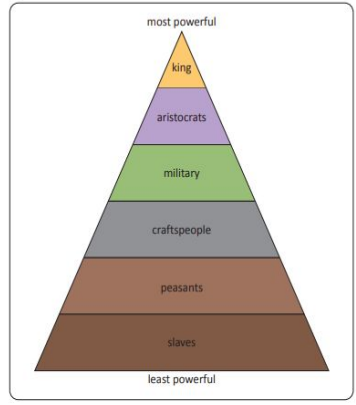
Causal relationship, classification key, comparative test, conclusion, control, diagram, enquiry, equipment, evidence to support/refute, fair test, graph (scatter/bar/line), information- record, measurement, observation, pattern, prediction, repeat reading, research, results, secondary source, table, variable.

T1 History: Dynamic Dynasties

A dynasty is a system of rule where the throne passes from one member of a ruling family to another. Dynasties have ruled China for 4000 years, from c2070 BC until 1912. During that time, around 15 different dynasties have held power. Each dynasty made important changes to the country, but many aspects of life in China started during the first five dynasties.

Power and hierarchy

There was a strict social hierarchy in the Shang Dynasty, with the king at the top and peasants and slaves at the bottom.



The Shang Dynasty is the earliest ruling dynasty in the recorded history of China. The Xia Dynasty is thought to have gone before, however there is no recorded evidence to support this. The Shang Dynasty reigned during China's Bronze Age, from c1600 to c1046 BC, and were known for their advances in bronzework, silk manufacture, jade carving and military technology.

Glossary

ancestor	A person from whom someone is descended.
Confucianism	A philosophy based on the ideas of the philosopher, Confucius.
composite	A new material that is made up of more than one existing material.
deity	A god or goddess.
imperial	Relating to an empire.
oracle bones	Bones used to communicate with ancestors and gods.
ritual	A ceremony that involves a series of actions performed in a fixed order.
sacrifice	To kill an animal or a person and offer them to the gods.
shaman	A priest who is believed to communicate with spirits.
smelt	To melt metals at a high temperature.
tyrant	A ruler who has unlimited power over other people and uses it unfairly or cruelly.
virtue	The quality of being morally good.

T1 Design Technology: Moving Mechanisms

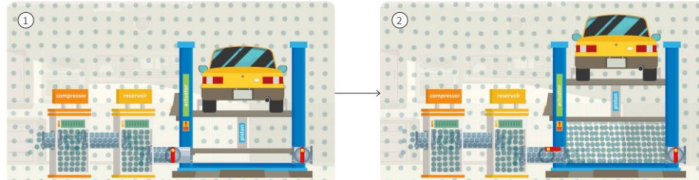
In DT, we shall learn about pneumatic systems - designing, making and evaluating a pneumatic machine that performs a useful function.

We will:

- Test and evaluate products against a detailed design specification
- Adapt our products as they develop
- Build a framework using a range of materials to support mechanisms
- Select and combine materials with precision

Pneumatics

Compressing air increases air pressure and the amount of energy stored in it. This stored energy can be put to practical use to make things move. This is called pneumatics. The energy in the compressed air can be used to do work, such as making a piston move. This car lift uses a piston mechanism.



1
Air is sucked from the atmosphere and squashed in a compressor. The compressed air is stored under high pressure in a reservoir. When the in valve between the reservoir and the actuator is closed, air cannot move out of the reservoir and the piston remains down.

2
When the in valve is opened, the air under high pressure moves into the actuator and forces the piston to rise, lifting the car up. The air is released through the out valve to lower the piston back down again.

Key Vocabulary

actuator

A part of a machine that moves something or makes it work.

compress

To press or squeeze something into a smaller space.

compressor

Part of a machine that compresses gas into a smaller space.

deflate

To let out gas from an expandable object, such as a balloon.

force

A push or pull that makes an object move or changes its direction of movement.

gas

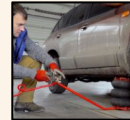
A substance that is neither a solid nor a liquid and is characterised by having no fixed volume and the ability to expand into any given space and to be compressed.

inflate

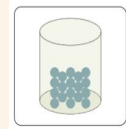
To fill an expandable object, such as a balloon, with gas until it becomes swollen.

jack

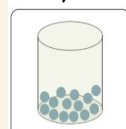
A piece of equipment that is used to raise a heavy object, such as a car, off the ground.



Solid



Liquid



Gas



T1 Art: Painting: Colour in Landscapes



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In Art this term, we will be learning about colour theory through studying tints, shades and tones. We shall learn about the features of landscapes before then using this knowledge to create landscape paintings.

Tints in landscapes

In this painting by Pierre Auguste Renoir, a bright, soft colour palette is used with lots of tints to emphasise the effect of light.



The Piazza San Marco by Pierre Auguste Renoir, 1881



Tones in landscapes

In this painting by Robert Spencer, tones of blue, brown and orange are used to reflect the gritty reality of an industrial mill town.



The Evangelist by Robert Spencer, 1919



shades of red

Shades in landscapes

In this painting by Peter Graham, shades of green and orange are used to give the impression of wandering shadows.



Wandering Shadows
by Peter Graham, 1978



shades of red

Project glossary

cityscape

A view or image of a city.

colour palette

The range of colours usually used by a particular artist or art movement.

horizon

The line where the sky appears to meet the Earth's surface.

Impressionists

A group of artists who emphasised the effects of light in their paintings.

landscape

The human and physical features that you can see when you look across an area of land.

perspective

A technique that enables an artist to add depth to a painting or drawing.

scale

The size of objects in a picture in relation to each other.

shade

A colour mixed with black to make it darker.

thumbnail sketch

A quick drawing that is usually very small.

We will:

Mix and use tints and shades of colour using a range of different materials, including paint. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. Use a range of materials to create imaginative and fantasy landscapes.

T1 PSHE: Being Me in My World



In PSHE this term, we will begin by looking ahead to the year, setting personal goals and thinking about what we value about our school community.

We will explore leadership, motivation and positive ways to approach challenges, while developing our understanding of rights and responsibilities. We will consider fairness, privilege and disadvantage, and develop empathy by thinking about the experiences of people whose lives may be different from our own.

We will also explore how choices, rewards and consequences can influence our behaviour and the behaviour of others. Working together, we will create and follow our Learning Charter, developing our skills in cooperation, teamwork and having a voice.

Finally, we will learn about democracy and shared expectations, considering how these help us to build a positive, respectful and inclusive school community. Our learning will contribute to our whole-school Learning Charter, which will be a shared outcome for everyone.



T1 RE and World Views: Holi (Hinduism)



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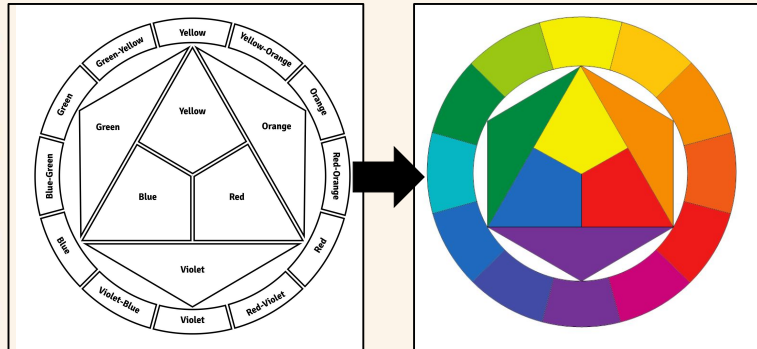
In RE this term, we will be learning about the Hindu celebration of Holi.

Holi is celebrated throughout India and beyond. Bonfires are lit on the first day of Holi to remind Hindus of the story of Holika and Prahlad. Coloured paint is thrown or squirted at friends, family and even strangers on the second day of the festival. This commemorates a story about the young Krishna and his beloved Radha.

The festival also marks the winter harvest, welcomes spring and celebrates love.

Keywords

dharma
karma
kathak
Krishna
mehndi
pichkaris
Radha
saffron
sindoor
varna



Key Learning

- Understand Holi Colours
- Understand "The Story of Holika and Prahlad"
- Understand the Importance of Colour
- Understand Hindus' view of nature

T1 Music: Melodies of Divinity

note values		
	1 beat	two 1/2 beats
		



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In Indian music the seven most important swaras (notes) are:



C D E F G A B C

sa re ga ma pa dha ni sa

A raga is the set (scale) of notes (swaras) that the melodies are formed from. Each raga has a different set of swaras and represents different times of the day, seasons, characters, moods and emotions.

Hindustani classical music is the classical music of Northern regions of India. It has two foundation elements, the raga and the tal. Ragas are patterns of swaras (notes). Each raga has a particular ascending and descending pattern and is associated with a different time of the day, season, character or mood.

The tal are the beats that create the rhythm. The tal repeats to make it into a pattern. A lot of the music is improvised within a given structure of notes. This gives the music a spontaneous freedom where every performance is completely unique.

Key Instruments



drone: a sustained sound, which could be a single note or a chord
dynamics: how loud or quiet a sound is
flat: lower in pitch, note is marked with a b
fusion: blend of two different styles of music
improvisation: make up on the spot
improvise: creating music on the spot
layer: the different parts that make up a piece of music
melody: the tune of the music made up of high and low pitches
rhythm: patterns of sound consisting of shorter and longer notes
scale: a set of musical notes ordered by pitch
sharp: higher in pitch, marked with a #
structure: how a piece is organised
tempo: how fast or slow the music is
timbre: the unique sound of an instrument or piece of music

T1 French: La Date/ Traditions et Célébrations



By the end of the topic we will know (La Date)

- Recognise and recall the 7 days of the week in French.
- Recognise and recall the 12 months of the year in French.
- Recognise and recall numbers 1-31 in French.
- Ask what the date is and say the date in French.

vocabulary

The 7 days of the week in French.

lundi mardi mercredi jeudi
vendredi samedi dimanche

The 12 months of the year in French.

Numbers 21-31 in French.

21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

Quelle est la date aujourd'hui ?
What is the date today?

C'est quand ton anniversaire ?
When is your birthday?

vocabulary

Key questions words in French.

- Combien de... ? (How many...?)
- Où... ? (Where...?)
- Quand... ? (When...?)
- Pourquoi... ? (Why...?)

Key vocabulary to answer the questions.

- J'aime/Je n'aime pas (I like/I do not like)
- parce que (because)
- c'est (it is)
- et (and)

Other topic-related vocabulary in French such as:

une fête
a festival

une couronne
a crown

le roi
the king

le feu d'artifice
the firework display

Key Language:

le Carnaval de Nice = Nice Carnival

Quand... ? = When...?

Où... ? = Where...?

C'est = It is

le Mardi Gras = 'Fat' Tuesday

le roi = the King

les chars = the floats

la Bataille des Fleurs = the 'Battle' of the Flowers

la Fête du Citron = the Lemon Festival

The date in French is formed as follows:

- 1) Aujourd'hui, c'est (Today is)
- 2) The day of the week in French
- 3) The number of the date in French (numbers 1-31)
- 4) The month of the year in French

T1 PE: Netball

Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals. In this unit, you will learn the fundamental movement skills and strategies needed to play netball effectively. You will need teamwork, spatial awareness, and game tactics.

accelerate: to speed up
angle: formed when two lines come together at a shared point e.g. arm to floor
create: to make
drive: a fast movement that helps to tell the ball carrier that you want the ball
intercept: to take possession
maintain: to keep
opposition: the other team
pressure: feeling challenged
receiver: the person receiving the ball

rebound: when a player attempts to shoot a goal but the ball hits the ring and bounces back into play
situation: circumstances that create the environment
sportsmanship: play fairly, respect others and be gracious in victory and defeat
stance: body position
support: to help
technique: how you apply a skill
tournament: a competition of more than two teams

Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Movement Skills

- throw
- catch
- run
- jump
- change speed
- change direction
- shoot

This unit will also help you to develop other important skills.

Social

communication, support, collaboration, respect

Emotional

honesty, independence, perseverance, self regulation, resilience

Thinking

select and apply skills, apply tactics, observation, apply rules



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Over the course of the unit pupils will learn to:

- defend one on one and know when to win the ball.
- explain what happens to my body when I exercise and how this helps to make me healthy.
- move to space to help my team to keep possession and score goals.
- pass, receive and shoot the ball with increasing control.
- provide feedback using key terminology and understand what I need to do to improve.
- use simple tactics to help my team score or gain possession.
- share ideas and work with others to manage our game.
- understand the rules of the game and I can use them often and honest.

T1 PE: OAA (Outdoor Adventurous Activities)



In Physical Education, we shall be working individually and collaboratively to solve problems. We will be encouraged to be inclusive of others, share ideas to create strategies and produce plans to best solve problems.

cardinal points: the four main compass directions: north, south, east, and west
compromise: come to an agreement
concise: give information clearly
critical thinking: evaluate to improve
landmark: a location on a map
navigation: plan and / or follow a route
negotiate: to agree on shared terms
orientate: to turn a map so that it always faces the same way as the ground it represents
solve: to find an answer
strategy: a plan of action to complete a set task or challenge
verbal: communication with voice
visual: communication with eyes



Key Skills

Physical: balance, co-ordination, run at speed, run over distance

Social: negotiation, communication, leadership, work safely

Emotional: empathy, confidence, resilience

Thinking: problem solving, reflect, critical thinking, select and apply.

- balance
- co-ordination
- run at speed
- run over distance

This unit will also help you to develop other important skills.

Social negotiation, communication, leadership, work safely

Emotional empathy, confidence, resilience

Thinking problem solving, reflect, critical thinking, select and apply, comprehension

Over the course of the unit, pupils will learn:

- To develop co - operation and teamwork skills.
- To orientate a map and navigate around a grid.
- To develop observational skills, listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.

Ladder Knowledge

Problem solving:

There may be more than one way to solve a challenge. Using trial and error may help to guide you to the best solution.

Navigational skills:

Using a key helps you to identify objects and locations on a map.

Communication:

Being descriptive but concise when giving instructions e.g. 'two steps to the left' will help you to communicate clearly.

Reflection:

Reflecting on when you are successful at solving challenges will help you to alter your methods to help you improve.

T1 Computing: Internet Safety



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In this unit, pupils will learn to:

- Understand that passwords need to be strong and that apps require some form of password.
- Recognise some types of online communication and know who to go to if they need help with any communication matters online.
- Search for simple information about a person, such as their birthday or key life moments.
- Know what bullying is and that it can occur both online and in the real world.
- Recognise when health and well-being are being affected in either a positive or negative way through online use.
- Offer some advice and tips to combat the negative effects of online use.

Key Knowledge - To know:

- Possible dangers online and how to stay safe.
- The pros and cons of online communication.
- That information on the internet might not be true or correct and ways of checking validity.
- What to do if they experience bullying online.
- How to use an online community safely.

accurate	advice	app
application	app permissions	biography
bullying	communication	emojis
health	in-app purchases	information
judgement	meme	mental health
mindfulness	negative contribution	online
online communication	opinion	organisation

T1 Computing: Systems and Searching

In this unit, pupils will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems and explain the input, output, and process aspects of a variety of different real-world systems. Pupils will also discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

In this unit, pupils will learn to:

- Introduced to the concept of a system.
- Consider how larger computer systems work
- See how devices and processes are connected
- Reflect on how computer systems can help them.
- Introduced to a range of search engines
- Explain how to search, before they write and test instructions.
- Understand components can work together to perform a task.
- Introduced to the two most common methods of searching: using a search engine and using the address bar.
- Understand why search engines are necessary to help them find things on the World Wide Web.
- Conduct their own searches and break down, in detail.
- Create paper-based webpages.

- Emulate web crawlers to create an index of their own classroom.
- Find out about how a webpage's content can influence where it is ranked in search results.
- Discover how their webpages would rank when searching for keywords relating to their content.
- Explore how someone performing a web search can influence the results that are returned.
- Explore some of the limitations of searching and discuss what cannot be searched.

