

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the Lid...Release the Potential	
		Autumn 1 'A Kingdom United'	Autumn 2 'Food, Glorious Food'	Spring 1 'Earthlings'	Spring 2 'Inventors and Inventions'	Summer 1 'Amazon Adventure'	Summer 2 'Ancient Greeks – Faster, Higher, Stronger'
Enrichment	Visit/ Trip	Christmas Pantomime (Clitheroe) Supermarket visit/RK sweets  Mrs. Bateman – prosthetic limbs (diversity)		Visitor in school (eg: UCLAN or Alston observatory or an observatory in school)		Martin Mere, Leighton Moss or Williamson Park Butterfly House Liverpool Philharmonic Concerts for schools 'Musical Tracks' Anglican Cathedral, Liverpool Blackburn Rovers Football Stadium -'Let's Go Sing' concert	
	Kick Start	'Outlaw' Michael Morpurgo (chapters 1 and 2) Role play/hot seating – Robin Hood ('Outlaw' and Prince Llewelyn 'The Story of Gelert') Robin Hood 'artefacts' (bow/arrow/cross bow/hat) and display Buffet/Design and make a sandwich		Moon diary Shadow Clock Scavenger Hunt (planets)  Science Week (spring term)		Kew Gardens virtual tour	
English	Core Text	'Outlaw' Michael Morpurgo + other legend stories eg: 'Beowulf'  'Oliver Twist' retold by Gill Tavner 'A Christmas Carol' retold by Gill Tavner 'Oliver' film and scene scripts 'The Highwayman' by Alfred Noyles 'The Lion, the Witch and the Wardrobe' by C.S. Lewis		'The Portal' by Andrew Norris 'The Fun They Had, by Isaac Asimov 'Doctor Xargle's Book of Earthlets' by Jean Willis and Tony Ross  Non- fiction texts from the Lancashire English Unit Plan (magazine/articles)  Poems from the Lancashire English Unit Plan		'Journey to the River Sea' by Eva Ibbotson 'The Great Kapok Tree' by Lynne Cherry  'The Vanishing Rainforest' by Richard Platt 'The Shaman's Apprentice' by Lynne Cherry and Mark Plotkin  Non- fiction texts from the Lancashire English Unit Plan (debate)	

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

			Extracts from the 'The Invention of Hugo Cabret' by Brian Selznick 'The Incredible Adventures of Professor Branestawm' by Norman Hunter			The Orchard Book of Greek Myths by Geraldine Mccaughrean. Greek Myths by Marcia Williams. 'In Ramshackle Rainbow: Poems for Year 5' chosen by Pie Corbett: Winter Morning by Sue Cowling. Winter and Snow by Vasko Popa. A Poem to be Spoken Silently by Pie Corbett. Sunset by Gina Douthwaite. Smiles Like Roses by Helen Dunmore. Cat Began by Andrew Matthews. Don't be Scared by Carol Ann Duffy.
	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
<b>Mathematics</b> (White Rose Maths)	<b>Number: place value</b> <ul style="list-style-type: none"> <li>▶ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>▶ <i>Count forwards and backwards in decimal steps.</i></li> </ul>	<b>Number: multiplication and division</b> <ul style="list-style-type: none"> <li>▶ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally,</i></li> </ul>	<b>Number: multiplication and division</b> <ul style="list-style-type: none"> <li>▶ <i>Use partitioning to double or halve any number, including decimals to two decimal places.</i></li> <li>▶ <i>Multiply and divide numbers</i></li> </ul>	<b>Number: fractions, decimals and percentages</b> <ul style="list-style-type: none"> <li>▶ <i>Recognise mixed numbers and improper fractions and convert from one form to the other.</i></li> <li>▶ <i>Read and write decimal numbers</i></li> </ul>	<b>Number: decimals</b> <ul style="list-style-type: none"> <li>▶ <i>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with</i></li> </ul>	<b>Geometry: position and direction</b> <ul style="list-style-type: none"> <li>▶ <i>Describe positions on the first quadrant of a coordinate grid.</i></li> <li>▶ <i>Plot specified points and complete shapes.</i></li> <li>▶ <i>Identify, describe and represent the position of a shape</i></li> </ul>

# Grimsargh St Michael's CE Primary School

## Curriculum Overview 2021/22

### Year 5

	<ul style="list-style-type: none"> <li>▶ <u>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</u></li> <li>▶ <u>Read, write, order and compare numbers with up to 3 decimal places.</u></li> <li>▶ <u>Identify the value of each digit to three decimal places.</u></li> <li>▶ <u>Identify represent and estimate numbers using the number line.</u></li> <li>▶ <u>Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.</u></li> <li>▶ <u>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</u></li> </ul>	<p><u>use a jotting, written method).</u></p> <ul style="list-style-type: none"> <li>▶ <u>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</u></li> <li>▶ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>▶ Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>▶ Recognise and use square (<sup>2</sup>) and cube (<sup>3</sup>) numbers, and notation.</li> </ul> <p><b>Measurement:</b> <b>perimeter and area</b></p> <ul style="list-style-type: none"> <li>▶ <u>Use, read and write standard units of length and mass.</u></li> </ul>	<p><u>mentally drawing upon known facts.</u></p> <ul style="list-style-type: none"> <li>▶ <u>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</u></li> <li>▶ <u>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.</u></li> <li>▶ <u>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division</u></li> </ul>	<p><u>as fractions (e.g. <math>0.71 = \frac{71}{100}</math>).</u></p> <ul style="list-style-type: none"> <li>▶ <u>Count on and back in mixed number steps such as <math>1\frac{1}{2}</math>.</u></li> <li>▶ Compare and order fractions whose denominators are all multiples of the same number (including on a number line).</li> <li>▶ <u>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</u></li> <li>▶ <u>Recognise and use thousandths and relate them to tenths, hundredths and</u></li> </ul>	<p><u>denominator 100, and as a decimal.</u></p> <ul style="list-style-type: none"> <li>▶ <u>Solve problems involving fractions and decimals to three places.</u></li> </ul> <p><u>Solve problems which require knowing percentage and decimal equivalents of</u> <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> <u>and fractions with a denominator of a multiple of 10 or 25.</u></p> <p><b>Geometry: properties of shape</b></p> <ul style="list-style-type: none"> <li>▶ <u>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</u></li> <li>▶ Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> </ul>	<p>following a reflection or — translation, using the appropriate language, and know that the shape has not changed.</p> <p><b>Measurement: converting units and volume</b></p> <ul style="list-style-type: none"> <li>▶ <u>Use, read and write standard units of length and mass.</u></li> <li>▶ <u>Estimate (and calculate) volume ((e.g., using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (e.g. using water).</u></li> <li>▶ <u>Understand the difference between liquid volume and solid volume.</u></li> <li>▶ <u>Continue to order temperatures including those below 0°C.</u></li> </ul>
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**Grimsargh St Michael's CE Primary School**  
**Curriculum Overview 2021/22**  
**Year 5**

	<ul style="list-style-type: none"> <li>▶ Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>▶ <u>Multiply/divide whole numbers and decimals by 10, 100 and 1000.</u></li> <li>▶ <u>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.</u></li> <li>▶ <u>Describe and extend number sequences including those with multiplication/division on steps and where the step size is a decimal.</u></li> <li>▶ Read Roman numerals to 1000</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Estimate (and calculate) volume</u> ((e.g., using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (e.g. using water).</li> <li>▶ <u>Understand the difference between liquid volume and solid volume.</u></li> <li>▶ <u>Continue to order temperatures including those below 0°C.</u></li> <li>▶ <u>Convert between different units of metric measure.</u></li> <li>▶ <u>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</u></li> <li>▶ Measure/calculate the perimeter of</li> </ul>	<p><u>and interpret remainders appropriately for the context.</u></p> <ul style="list-style-type: none"> <li>▶ <u>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</u></li> <li>▶ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>▶ Solve problems involving multiplication and</li> </ul>	<p><u>decimal equivalents.</u></p> <ul style="list-style-type: none"> <li>▶ <u>Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).</u></li> <li>▶ Write statements &gt; 1 as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>).</li> <li>▶ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> </ul> <p style="text-align: center;"><b>Spring Activity Week</b></p>	<ul style="list-style-type: none"> <li>▶ Identify 3-D shapes from 2-D representations.</li> <li>▶ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>▶ <u>Draw given angles, and measure them in degrees (°).</u></li> <li>▶ <u>Identify:</u> <ul style="list-style-type: none"> <li>- <u>angles at a point and one whole turn (total 360°).</u></li> <li>- <u>angles at a point on a straight line and half a turn (total 180°).</u></li> <li>- other multiples of 90°.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Convert between different units of metric measure.</u></li> <li>▶ <u>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</u></li> <li>▶ Measure/calculate the perimeter of composite rectilinear shapes.</li> <li>▶ <u>Calculate and compare the area of rectangle, use standard units square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</u></li> <li>▶ <u>Continue to read, write and convert time between analogue and digital</u></li> </ul>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>(M); recognise years written as such.</p> <ul style="list-style-type: none"> <li>▶ Solve number and practical problems that involve all of the above.</li> </ul> <p><b>Number: addition and subtraction</b></p> <ul style="list-style-type: none"> <li>▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u></li> <li>▶ <u>Select a mental strategy appropriate for the numbers involved in the calculation.</u></li> <li>▶ <u>Recall and use addition and subtraction facts for 1 and 10 (with</u></li> </ul>	<p>composite rectilinear shapes.</p> <ul style="list-style-type: none"> <li>▶ <u>Calculate and compare the area of rectangle, use standard units square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</u></li> <li>▶ <u>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks.</u></li> <li>▶ <u>Solve problems involving converting between units of time.</u></li> </ul> <p><u>Use all four operations to solve problems involving measure using decimal notation, including scaling.</u></p>	<p>division, including scaling by simple fractions and problems involving simple rates.</p>			<p><i>12 and 24-hour clocks.</i></p> <ul style="list-style-type: none"> <li>▶ <i>Solve problems involving converting between units of time.</i></li> </ul> <p><u>Use all four operations to solve problems involving measure using decimal notation, including scaling.</u></p> <p><b>Summer Activity Week</b></p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p><u>decimal numbers to one decimal place).</u></p> <ul style="list-style-type: none"><li>▶ <u>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</u></li><li>▶ <u>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</u></li><li>▶ <u>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</u></li><li>▶ <u>Use rounding to check answers to calculations and determine, in the context of a</u></li></ul>	<b>Maths Week and Autumn Activity Week</b>				
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p><u>problem, levels of accuracy.</u></p> <ul style="list-style-type: none"><li>▶ <u>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</u></li><li>▶ <i>Solve addition and subtraction problems involving missing numbers.</i></li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>▶ <i>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</i></li><li>▶ <u>Complete, read and interpret information in tables and timetables.</u></li></ul>					
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<ul style="list-style-type: none"> <li>▶ Solve comparison, sum and difference problems using information presented in <i>all types of graph including a line graph.</i></li> <li>▶ <i>Calculate and interpret the mode, median and range.</i></li> </ul>					
<b>Science (topics)</b>	<p><b>Properties of materials</b>  <u>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</u></p>	<p>Changes in the properties of materials (reversible and irreversible)  <u>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</u>  <u>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering.</u></p>	<p><b>Earthlings – earth and space; light and astronomy</b>  <u>Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</u>  <u>Describe the movement of the Moon relative to the Earth.</u>          Describe Sun/Earth/Moon as approximately spherical bodies.</p>	<p><b>Forces and falling objects</b>  <u>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</u>  <u>Identify the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down)</u></p>	<p><b>Living things and their habitats (visit to Martin Mere/Leighton Moss/Butterfly House)</b></p> <p><b>Life cycle changes in animals and plants</b>  <u>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</u>  <u>Describe the life process of reproduction in some plants and animals.</u></p>	<p><b>Animals including humans – growth and development (including BBC Terrific Scientific - ‘Beep Test’ and ‘Feet’ investigations)</b>  <u>Describe the changes as humans develop to old age.</u>          Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p><u>including metals, wood and plastic (advantages and disadvantages).</u>          Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity).</p> <p><b>Temperature and Thermal Insulation</b>          Heat always moves from hot to cold. Some materials (insulators) are better at slowing down the movement of heat than others. Objects/liquids will warm up or cool down until they reach the temperature of their surroundings.</p>	<p><u>sieving and evaporating.</u>  <u>Demonstrate that dissolving, mixing and changes of state are reversible changes.</u>          Changes can occur when different materials are mixed. Some material changes can be reversed and some cannot. Recognise that dissolving is a reversible change and <u>recognise everyday situations where dissolving occurs.</u>          Distinguish between melting and dissolving. Mixtures of solids (of different particle size) can be separated by sieving. Mixtures of solids and liquids can be separated by filtering</p>	<p><u>Use the idea of the Earth's rotation to explain day and night.</u>          The Earth spins once around its own axis in 24 hours, giving day and night. The Earth orbits the Sun in one year. We can see the Moon because the Sun's light reflects off it. The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this. <u>Use the Earth's movement in space to explain the apparent movement of the sun across the sky.</u>          The Sun appears to move across the sky</p>	<p><u>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</u>  <u>There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects</u>  <u>Gravity can act without direct contact between the Earth and an object.</u>          Friction, air resistance and water resistance can be useful or unwanted. The effects of friction, air resistance and water resistance can be reduced or increased</p>	<p><u>Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary).</u></p>	
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22

**Year 5**

		<p>if the solid is insoluble (un-dissolved). Evaporation helps us separate soluble materials from water. Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed, etc). Freezing, melting and boiling changes can be reversed (revision from YR4). <u>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda</u></p>	<p>from East to West and this causes shadows to change during the day. Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth.</p> <p><b>Science Week</b></p>	<p>for a preferred effect. More than one force can act on an object simultaneously (either reinforcing or opposing each other).</p>		
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

		(producing a gas / fizzing).				
<b>Science: Nature Journalling</b>	Ongoing/monthly nature journal to observe, record and review a variety of plant and animal examples over a period of time.					
<b>Science (working scientifically)</b>	Carry out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' Compare materials in order to make a switch in a circuit.	Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. Researching and discussing how chemical changes have an impact on our lives, for example cooking. Discuss [research] the creative use of new materials such as polymers, super-sticky and super-thin materials.	Comparing the time of day at different places on the Earth through internet links and direct communication. Creating simple models of the solar system. Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day. Finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	Exploring falling paper cones or cup-cake cases. Designing and making [exploring] a variety of parachutes. Carrying out fair tests to determine which designs are the most effective. Exploring resistance in water by making and testing boats of different shapes. Design and make artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.	Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times). Asking pertinent questions. Suggesting reasons for similarities & differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.	Researching the gestation periods other animals and comparing them with humans. By finding out and recording the length and mass of a baby as it grows.

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

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RE	<p><b>Unit 5.1 (6 hours)</b>  <b>How and why do Christians read the Bible? Key skills:</b>  <b>Interpret</b>  <b>Analyse</b>  <b>Evaluate</b>  <b>Investigate</b>            Make links between Bible passages and Christian values, attitudes and beliefs.            Use religious language to ask relevant questions.            Talk about the work and perseverance of Bible translators.            Describe what inspires and influences them.</p>	<p><b>Unit 5.2 (4 hours)</b>  <b>Christmas – the Gospels of Matthew and Luke</b>  <b>Key skills:</b>  <b>Analyse</b>  <b>Interpret</b>  <b>Reflect</b>  <b>Evaluate</b>  <b>Synthesise</b>            Identify which parts of the story are found in each gospel and the purpose of each writer.            Identify the influence the two stories have on our Christmas celebrations.            Describe using religious vocabulary</p>	<p><b>Unit 5.3 (6 hours)</b>  <b>Jesus the Teacher</b>  <b>Key skills:</b>  <b>Reflect</b>  <b>Apply</b>  <b>Synthesise</b>  <b>Analyse</b>            Retell the Bible stories we have explored in this unit.            Ask important and relevant questions that improve my learning.            Describe the Christian beliefs revealed in Jesus teaching.            Explain how Jesus teaching is used to</p>	<p><b>Unit 5.4 (5 hours)</b>  <b>Why do Christians believe that Easter is a celebration of victory?</b>  <b>Key skills:</b>  <b>Interpret</b>  <b>Reflect</b>  <b>Analyse</b>            Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.            Ask important questions about Christian belief.</p>	<p><b>Unit 5.5 (5 + 2 hours)</b>  <b>Exploring the lives of significant women in the Old Testament + Jewish festival of Purim (non-Christian faith link)</b>  <b>Key skills:</b>  <b>Key skills:</b>  <b>Investigate</b>  <b>Empathise</b>  <b>Reflect</b>            Respond sensitively to questions about my own experiences and those of others.            Make a link between my own values and the values and commitments of the women in the Bible.</p>	<p>Unit 5.8 (6 hours)  <b>Daniel – did he make the right choice?</b>  <b>Key skills:</b>  <b>Reflect</b>  <b>Empathise</b>  <b>Interpret</b>  <b>Express</b>            Talk knowledgeably about Christians being persecuted.            Talk about the ways in which the stories in the Bible encourage and motivate believers.</p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Describe the impact of the content of the Bible on believers' lives.          Use religious vocabulary to show understanding of religious texts.          Make comparisons between the Bible and other holy books.</p>	<p>the Christian beliefs revealed in the nativity story.</p>	<p>answer the big questions in life.          Use religious vocabulary to show understanding of Jesus teaching.          Identify one of Jesus' parables that has a strong message for today and explain my choice.</p>	<p>Talk about and describe feelings in relation to situations of victory.          Make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.          Reflect thoughtfully on the answers to big questions about Jesus' death and resurrection.          Explain why Christians believe Jesus' death and resurrection are a victory.          Explain the impact of believing in Jesus' death and resurrection on a person's life.</p>	<p>Ask good questions and suggest answers about belonging, commitment, truth and values.          Talk about the impact the lives of the women whose stories we explored had on God's great salvation plan.          Describe what inspires me about the lives of the women in the Bible.</p>	
	<p><b>Unit 5.6 (5 +1 hours) Exploring loss, death and Christian hope</b>  <b>Key skills:</b>  <i>Enquire</i>  <i>Empathise</i>  <i>Reflect</i>          Express my own opinion about what I think happens when you die.          Talk about what I think heaven is like.          Make links between what the Bible says and what Christians believe.          Use the right language to show I understand what Christians believe about death and heaven.          Talk about what the Bible says heaven will be like.</p>				<p><b>Unit 5.9 (6 hours) Pentecost, what happens next?</b>  <b>Key skills:</b>  <i>Investigate</i>  <i>Empathise</i>  <i>Express</i>          Retell the story of the conversion of St Paul.          Describe the significance of the conversion of St Paul.          Talk about how Christianity travelled to Britain.</p>	

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Identify Christian beliefs in the words of songs and prayers.          Talk about similarities and differences between what religions say on the subject of death and heaven.</p>			<p>Talk about the content of Paul's teaching and how it effects believers' lives.          Interpret 1 Corinthians 13 and give a message for today's society.          Tell you what I have learnt and what has inspired me.</p>	
<p><b>Geography</b></p>	<p><b>A Kingdom United Locational Knowledge</b>          Name and locate counties and cities of the United Kingdom.  <b>Human and Physical Geography</b>          Describe and understand key aspects of:          Physical geography, including rivers, mountains.          Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p><b>Food, Glorious Food Locational Knowledge</b>          Locate the world's countries.          Name and locate (relevant) counties and cities of the United Kingdom.          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  <b>Human and Physical Geography</b></p>			<p><b>Amazon Adventure Locational Knowledge</b>          Locate the world's countries, using maps to focus on North and South America.          Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.  <b>Place Knowledge</b>          A region within North or South America.  <b>Human and Physical Geography</b></p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>including energy, food, minerals and water.</p> <p><b>Mapping</b>          Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Interpret and use thematic maps. Use six figure coordinates. Use a wider range of Ordnance Survey symbols including 1:50K symbols.</p>	<p>Describe and understand key aspects of:          Physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water.</p> <p><b>Mapping</b>          Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs</p>			<p>Describe and understand key aspects of:          Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Mapping</b>          Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos.</p>	
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Know that different scale Ordnance Survey maps use some different symbols.</p> <p><b>Communication</b> Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments</p>	<p>Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Interpret and use thematic maps.</p> <p>Use latitude and longitude in an atlas or on a globe.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p> <p><b>Enquiry and Investigation</b> Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc).</p> <p><b>Communication</b> Identify and explain increasing complex geographical features, processes (changes),</p>			<p>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Interpret and use thematic maps.</p> <p>Understand that purpose, scale, symbols and style are related.</p> <p>Recognise different map projections.</p> <p>Use latitude/longitude in a globe or atlas.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p> <p><b>Enquiry and Investigation</b> Ask and answer questions that are more causal e.g. Why</p>	
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

		<p>patterns, relationships and ideas.</p> <p>Use more precise geographical language (e.g. biomes).</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop views and attitudes to critically evaluate responses to local (and global) geographical issues, or events in the news.</p>			<p>is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p> <p><b>Communication</b></p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the Programme of Study e.g. tundra, coniferous/deciduous forest when learning about biomes.</p>	
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

					<p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news</p>	
<b>History</b>	<p><b>A Kingdom United – Anglo – Saxons Chronology</b>            Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period.</p>			<p><b>Inventors and Inventions Chronology</b>            Show their chronologically secure knowledge by:            Sequencing events (such as inventions) and periods through the use of appropriate terms relating to the</p>		<p><b>Ancient Greeks (Faster, higher, Stronger) Chronology</b>            Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) Identify where periods studied fit into a chronological framework by noting</p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts.</p> <p>Analyse connections, trends and contrasts over the Anglo-Saxon period.</p> <p><b>Events, People and Changes</b></p> <p>Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history.</p> <p>Establish a narrative showing connections and trends within and across periods of study by making</p>			<p>passing of time (empire, civilisation). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>In depth study of different periods (such as the Islamic Golden Age), using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).</p> <p>Analyse connections, trends and contrasts over time.</p> <p><b>Events, People and Changes</b></p> <p>Show their knowledge and understanding of</p>		<p>connections, trends and contrasts over time.</p> <p>In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).</p> <p>Analyse connections, trends and contrasts over time (e.g. Greek influences and their applications to the lives of people in different periods).</p> <p><b>Events, People and Changes</b></p> <p>Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social</p>
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# Grimsargh St Michael's CE Primary School

## Curriculum Overview 2021/22

### Year 5

	<p>connections between the Anglo-Saxons and other history units they have already studied.</p> <p>Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.</p> <p><b>Communication</b></p> <p>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>			<p>local, national and international history by:</p> <p>Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history.</p> <p>Establishing a narrative showing connections and trends within and across periods of study (e.g. by making connections between the House of Wisdom and other history units they have already studied).</p> <p>Beginning to recognise and describe the nature and extent of diversity, change and</p>		<p>history (e.g. relating to Ancient Greece).</p> <p>Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind.</p> <p>Establish a narrative showing connections and trends within and across periods of study (e.g. by making connections between Ancient Greek developments and other history units they have already studied).</p> <p>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p> <p><b>Communication</b></p>
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# Grimsargh St Michael's CE Primary School

## Curriculum Overview 2021/22

### Year 5

	<p><b>Enquiry, Interpretation and Using Sources</b> Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). Understand how our knowledge of the past is constructed from a</p>			<p>continuity and suggest relationships between causes (e.g. by understanding which countries Baghdad AD900 influenced). <b>Communication</b> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <b>Enquiry, Interpretation and Using Sources</b> Understand the methods of historical enquiry, how evidence is used to make historical</p>		<p>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <b>Enquiry, Interpretation and Using Sources</b> Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as</p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)</p>			<p>claims (such as those about Baghdad AD900), and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it</p>		<p>evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

				created, and what does it tell us?)		
<b>Art and Design</b>	Harvest – symmetrical <b>printing</b> colour overlays. Mark Hearld Anglo-Saxon Topic – <b>sculpture</b> – plasticine brooch, <b>sketching</b> artefacts, Illuminated writing	Card to print - <b>painting</b> – colour blocking mixing, creating textures, complimentary and contrasting colours. Bethlehem scene Tibor Reich. Calendar – <b>Textiles</b> – embroidery, creating different stitches. Textures and effects. Christmas card <b>collage</b> – candles 3D element woven tree.	Earth and Space <b>Drawing</b> awareness of composition apply tone and texture– planet surface, Pollock, Rothco space alien, plasticine sculpture Nick Park <b>Printing -stencils</b> – space-scape use a range of media.	Mothering Sunday card – <b>printing</b> – creating stencils – decoration pointillism Yayoi Kusama. Easter – <b>Collage</b> extending initial ideas Matisse	Amazon rainforest <b>Painting</b> camouflage – Rousseau <b>Digital media</b> collect patterns in nature using camera/ipad.	Ancient Greece Topic – <b>drawing</b> movement – to <b>sculpture</b> – elongated figures Giacometti using recycled materials & papier mache
<p><b>Drawing:</b>            Understand the effect of light on objects and people from different directions            Interpret the texture of a surface            Produce increasingly accurate drawings of people            Develop an understanding of the concept of perspective</p> <p><b>Colour:</b>            Use hue, tint, tone, shade and mood            Explore the use of texture in colour            Use colour for purposes            Use colour to express feelings.</p> <p><b>Texture:</b>            Develop experience in embellishing</p>						

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Apply knowledge of different techniques to express feelings          Work collaboratively on a larger scale.</p> <p><b>Form/Sculpture:</b>          Plan and develop own ideas using a range of stimuli – observation or imagination          Shape, form, model and join          Use properties of media          Discuss and evaluate own work and that of other sculptors.</p> <p><b>Printing:</b>          Build up drawings and images of whole or parts of items using various techniques          Screen printing          Explore printing techniques used by various artists</p> <p><b>Pattern:</b>          Create own abstract pattern to reflect personal experiences and expression          Create patterns for a range of purposes.</p>					
<b>DT</b>	Anglo-Saxon Artefacts Sutton Hoo boat and helmet		Healthy eating – inventors Design and make a sandwich/bread	Inventors topic – Cam mechanisms	Amazon musical instruments/belt	Sundials
	<p><b>Design:</b>          Plan the sequence of work          Devise step by step plans which can be read/followed by someone else          Use exploded diagrams and cross sectional-diagrams to communicate ideas</p> <p><b>Make:</b>          Make prototypes          Use researched information to inform decisions          Produce detailed lists of ingredients/components/materials and tools          Refine their product – review and rework/improve</p> <p><b>Evaluate:</b></p>					

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Identify the strengths and weaknesses of their design ideas          Report using correct technical vocabulary          Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user          Understand how key people have influenced design in a variety of contexts</p> <p><b>Technical skills:</b>          Cut strip wood, dowel, square section wood accurately to 1cm          Stiffen and reinforce complex structures          Build frameworks to support mechanisms          Use electrical systems, such as motors and switches          Program, monitor and control using IT</p> <p><b>Cooking and nutrition:</b>          Understand and apply the principles of a healthy and varied diet.          Choose ingredients to support healthy eating choices when designing their food products          Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques</p>					
<p><b>Computing</b>          (Purple Mash and Scratch)</p>	<p><b>Unit 5.1</b>  <b>Coding</b>          To review coding vocabulary.          To use a sketch or storyboard to represent a program design and algorithm.          To use the design to create a program.          To design and write a program that simulates a physical system.</p>	<p><b>Unit 5.2</b>  <b>On-line safety</b>          To gain a greater understanding of the impact that sharing digital content can have.          To review sources of support when using technology.          To review children's responsibility to one another in their online behaviour.</p>	<p><b>Unit 5.3</b>  <b>Spreadsheets</b>          To use formulae within a spreadsheet to convert measurements of length and distance.          To use the count tool to answer hypotheses about common letters in use.          To use a spreadsheet to model a real-life problem</p>	<p><b>Unit 5.4</b>  <b>Databases</b>          To learn how to search for information in a database.          To contribute to a class database.          To create a database around a chosen topic.   <b>Purple Mash (on-line safety)</b></p>	<p><b>Unit 5.6</b>  <b>3D modelling</b>          To be introduced to 2Design and Make.          To explore the effect of moving points when designing.          To understand designing for a purpose.          To understand printing and making.</p>	<p><b>Unit 5.7</b>  <b>Concept maps</b>          To understand the need for visual representation when generating and discussing complex ideas.          To understand and use the correct vocabulary when creating a concept map.          To create a concept map.</p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>To review the use of number variables in 2Code.          To explore text variables.          To create a playable, competitive game.          To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.          To read code so that it can be adapted, personalised and improved.          To explore the launch command and use buttons within a program that launch other programs or open websites.          To create a program to inform others.</p> <p>Use Scratch to model a scene from 'Outlaw' and 'Oliver Twist'</p>	<p>To know how to maintain secure passwords.          To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.          To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.          To learn about how to reference sources in their work          To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>	<p>To use formulae to calculate area and perimeter of shapes.          To learn to create formulae that use text variables.          Calculate how many days in x amount of years.          To use a spreadsheet to help plan a school cake sale.</p> <p><b>Purple Mash (on-line safety)</b></p> <p>Use Scratch to model a scene from 'Portal' and planetary movement</p>		<p><b>Purple Mash or Education City (on-line safety)</b></p>	<p>To understand how a concept map can be used to retell stories and information.          To create a collaborative concept map and present this to an audience.</p> <p><b>Purple Mash or Education City (on-line safety)</b></p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<b>Unit 5.2</b> <b>On-line safety</b> (see autumn 2)	Ensuring reliability through using different methods of communication <b>2simple: 2graph - plot graphs linked to science investigations</b>				
<b>Music</b>	<b>'Let's Go Sing'</b> <b>Blackburn Music Service</b> Use full voice range within a song Sing syncopated rhythms accurately over the beat Manage breathing efficiently when singing Improve sound quality through the formation of good vowel sounds Sing with an awareness of changing tempo Identify the off beats and accent these as I sing Communicate lyrics effectively by singing with clear diction				The Liverpool Philharmonic Orchestra (SOW) End of year production (Y5/6)  (Scheme of Work available from 12 <sup>th</sup> , November, 2021)	
<b>PE</b>	Invasion Games (Tag Rugby) and Gymnastics (progressions 1 – 6) – alternate weeks  Dance (HB)	Net/Wall Games  Invasion Games (Tag Rugby) and Gymnastics (progressions 1 – 6) – alternate weeks	Invasion Games (hockey)  Dance (LH) or Gymnastics (progressions 7 – 12)	Tri Golf  Gymnastics	OAA (Trio orienteering)  Striking and Fielding (rounders/cricket)	Athletics  Striking and Fielding (rounders/cricket)
	<b>Developing skills</b> Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, for example, travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.					

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. Follow a simple course using eight points of the compass and mark on a map the position of a ground.          Work cooperatively with a partner and small group.  <b>Examples of skills</b>          Chest bounce, shoulder pass, catching, push pass, kicking, shooting. Bowl underarm / overarm. Strike a ball (rounders / cricket). Catch a small ball.          Counter balance with a partner.  <b>Application of skills: (attacking and defending strategies)</b>          Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.          Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.  <b>Application of skills: (linking actions and sequences of movement)</b>          Create and perform longer sequences of actions with a partner in a range of activities such as gymnastic activities.          Compose motifs and plan dances creatively and collaboratively in groups.  <b>Evaluating success</b>          Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</p>				
<p><b>PSHE</b> (Coram)</p>	<p><b>Me and my relationships</b> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and</p>	<p><b>Valuing difference</b>          Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.          Develop an understanding of discrimination and its injustice, and describe this using examples;          Empathise with people who have been, and currently are, subjected to injustice, including through racism;          Consider how discriminatory behaviour can be challenged.          Rehearse active listening skills:</p>	<p><b>Rights and responsibilities</b>          Define the differences between responsibilities, rights and duties;          Discuss what can make them difficult to follow;          Identify the impact on individuals and the wider community if</p>	<p><b>Being my best</b>          Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.          Know the basic functions of the four systems covered and know they are inter-related.</p>	<p><b>Growing and changing</b>          Know the correct words for the internal and external sexual organs;          Discuss some of the myths associated with puberty.          Identify some products that they may need during puberty and why;          Know what menstruation is and why it happens.</p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>compromise;  Describe strategies for resolving difficult issues or situations.  Demonstrate how to respond to a wide range of feelings in others;  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  State what is meant by community; Explain what being part of a school community means to them;  Suggest ways of improving the school</p>	<p>Demonstrate respectfulness in responding to others;  Respond appropriately to others.  <b>Keeping myself safe</b>  Explain the difference between a safe and an unsafe secret;  Identify situations where someone might need to break a confidence in order to keep someone safe.  Identify people who can be trusted;  Understand what kinds of touch are acceptable or unacceptable;  Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.  Understand the actual norms around smoking and the reasons for common misperceptions of these.  Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks.  Know two harmful effects each of smoking/drinking alcohol.  Understand some of the complexities of categorising drugs;  Know that all medicines are drugs but not all drugs are medicines;</p>	<p>responsibilities are not carried out.  Understand the difference between a fact and an opinion;  Understand what biased reporting is and the need to think critically about things we read.  Explain what we mean by the terms voluntary, community and pressure (action) group;  Give examples of voluntary groups, the kind of work they do and its value.  Explain some of the areas that local councils have responsibility for;  Understand that local councillors are elected to represent</p>	<p>Explain the function of at least one internal organ.  Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.  Identify their own strengths and talents;  Identify areas that need improvement and describe strategies for achieving those improvements.  Identify people who are responsible for helping them stay healthy and safe;  Identify ways that they can help these people.   Describe 'star' qualities of celebrities as portrayed by the media;</p>	<p>Use a range of words and phrases to describe the intensity of different feelings  Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;  Explain strategies they can use to build resilience.  Recognise how our body feels when we're relaxed;  List some of the ways our body feels when it is nervous or sad;  Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.  Identify the consequences of positive and negative behaviour on themselves and others;</p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>community.          Give examples of some key qualities of friendship;          Reflect on their own friendship qualities.          Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.          Describe ways of making a friendship last;          Explain why friendships sometimes end.          Identify the consequences of positive and negative behaviour on themselves and others;          Give examples of how individual/group actions can impact on others in a positive or negative way.          Identify characteristics</p>	<p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.          Understand that the information we see online, either text or images, is not always true or accurate;          Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.          Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;          Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;          Know how to protect personal information online;          Recognise disrespectful behaviour online and know how to respond to it.          Recognise that there are positive and negative risks;          Explain how to weigh up risk factors when making a decision;          Describe some of the possible outcomes of taking a risk.          Recognise which situations are risky;          Explore and share their views about decision making when faced with a risky situation;</p>	<p>their local community.          State the costs involved in producing and selling an item;          Suggest questions a consumer should ask before buying a product.          Define the terms loan, credit, debt and interest;          Suggest advice for a range of situations involving personal finance.</p>	<p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;          Describe 'star' qualities that 'ordinary' people have.          Explore issues currently in the media concerning health and wellbeing;          Express their opinions on an issue concerning health and wellbeing;          Make recommendations on an issue concerning health and wellbeing.</p>	<p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>
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Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

	<p>of passive, aggressive and assertive behaviours;          Understand and rehearse assertiveness skills. Demonstrate strategies to deal with both face-to-face and online bullying;          Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.          Define what is meant by a dare.</p>	<p>Suggest what someone should do when faced with a risky situation.</p>				
<p><b>French</b>          (French Language Network; Digital Dialects; French Games website; Longridge High School visits)</p>	<p><b>My school, my subject</b></p> <p>Talking all about us</p> <p>School subjects</p>	<p><b>Time in the city</b></p> <p>In the city</p> <p>Christmas shopping + festive jumpers</p>	<p><b>Healthy eating - going to market</b></p> <p>Happy New Year</p> <p>Pantomime and verb 'to be'</p> <p>Going to the market</p> <p>Healthy recipe</p>	<p><b>Clothes, colours, fashions show</b></p> <p>Carnival clowns and clothes</p>	<p><b>Out of this world</b></p>	<p><b>Going to the seaside</b></p>

Grimsargh St Michael's CE Primary School  
Curriculum Overview 2021/22  
**Year 5**

<b>French (skills)</b>	<p><b>Listening:</b> Know at least five nouns for school subjects. Can follow and say some simple instructions to make a simple fruit/veg recipe. Can understand and respond to at least four questions requesting personal information. Develop listening for meaning skills.</p> <p><b>Speaking:</b> Can say an extended sentence about how they are feeling and a reason. Can say a third person singular sentence with details about someone else. Can say and write a simple sequence of sentences using nouns to describe a city or a town. Can say nouns for favourite things/present. Can remember and say fruit and vegetable nouns. Can participate in a simple dialogue at the market.</p> <p><b>Reading:</b> Develop reading for meaning skills. To read and recognise items for sale at a shop or market.</p> <p><b>Writing:</b> Can use adjectives in descriptive sentences with nouns. To write more than one descriptive sentence about an imaginary planet. Practise writing extended sentences using conjunctions and opinion phrases.</p>
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