



**Thorpe C of E Primary School**  
**Curriculum Plan - Upper Key Stage 2 (Year 5)**

Website

Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence*

Our Values	Respect	Kindness	Honesty	Responsibility	Trust	Resilience
Amber (Y5)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>F:</b> Narrative – Odd and the Frost Giant (3 weeks)  <i>Character Development</i>  <i>Dialogue to move action on</i></p> <p><b>NF:</b> Viking Reports (2 weeks)  <i>Relative clauses/Linking paragraphs</i></p> <p><b>P:</b> Viking Kenning Poems (1 week)  <i>Structure and interpretation of Kennings</i>  <i>Use of metaphor</i></p>	<p><b>F:</b> The Explorer            Writing from different perspectives (Letters) 3 weeks  <i>Narrative openers, character development over time, adverbials</i></p> <p><b>F:</b> Portal Stories            'The Place of the Moon and Stars Pie Corbett (3 weeks)  <i>Descriptive vocabulary, show not tell. Devices to build cohesion within and across paragraphs</i></p>	<p><b>NF:</b> Explanation Texts (Centre for Writing for Pleasure Trail Unit) 2 weeks  <i>Using evidence</i>  <i>Brackets, dashes and commas to indicate parenthesis</i>  <i>Commas to clarify meaning</i></p> <p><b>NF:</b> Persuasive leaflet            Why travel to the Mexico? (3 weeks)  <i>Persuasive language/ Indicating degrees of possibility using adverbs and modal verbs</i></p>	<p><b>NF:</b> Biography – linked to History and chosen person (2 weeks)  <i>Parenthesis</i>  <i>Magazine article structure</i></p> <p><b>F:</b> Fiction from our Literary Heritage- Oliver Twist            Descriptive Narrative. (3 Weeks)  <i>Conveying character through verbs and adverbs, parenthesis</i></p>	<p><b>F:</b> Kensuke's Kingdom (3 weeks)            Narrative  <i>Creating tension or suspense through description and dialogue</i></p> <p><b>NF:</b> TBC</p>	<p><b>NF:</b> Shackleton's journey by William Grill. (Diaries)  <i>Linking ideas across paragraphs with adverbials.</i>  <i>Effective use of parenthesis</i></p> <p><b>F:</b> Own journeys (The Journey by Francesca Sanna  <i>Use of literary devices, description for settings</i></p> <p><b>P:</b> On the move Michael Rosen  <i>Show not tell, poetic devices</i></p>
<b>Maths</b>	<p><b>Place Value</b> (3 weeks)  <b>Addition and Subtraction</b> (2 weeks)  <b>Multiplication and Division</b> (1 week)</p>	<p><b>Multiplication and Division</b> (2 weeks)  <b>Fractions</b> (4 weeks)</p>	<p><b>Multiplication and Division</b> (2 weeks)  <b>Fractions</b> (4 weeks)  <b>Decimals and Percentages</b> (1 week)</p>	<p><b>Decimals and Percentages</b> (2 weeks)  <b>Perimeter and Area</b> (2 weeks)  <b>Statistics</b> (2 weeks)</p>	<p><b>Shape</b> (3 weeks)  <b>Position and Direction</b> (2 weeks)  <b>Decimals</b> (2 weeks)</p> <p><a href="#">Maths Link to DT - Shape</a></p>	<p><b>Decimals</b> (2 weeks)  <b>Negative numbers</b> (1 week)  <b>Converting units</b> (2 weeks)  <b>Volume</b> (1 week)</p> <p><a href="#">Maths Link to negative numbers -Science properties of materials.</a></p>
<b>R.E</b>	What do Christians believe about creation?	JUDAISM: What does it mean to be part of a synagogue community?	HINDU (SANATAN) DHARMA: What helps Hindus (Sanatanis) to worship?	Why is the idea of 'rescue' so important to Christians?	How did the Church begin, and where is it now? <a href="#">Church visit</a>	Thematic unit: How did it all begin?
<b>History and Geography</b>	<p><b>History</b></p> <p><b>Vikings</b></p> <p><b>Who won the battle for England?</b></p>	<p><b>Geography</b></p> <p><b>Our World – N&amp;S America overview &amp; Mexico</b></p> <p>Location, Location, Location – USA or UK?</p>	<p><b>Geography – Our World</b></p> <p><i>Mexico as a section of America</i></p> <p>How do people cope with volcanoes and earthquake in and around Mexico City?</p>	<p><b>History</b></p> <p>A study of an aspect or theme beyond 1066 - The changing power of the monarchy</p> <p>Who has the power? The Royals or the people? (Kensington Palace)</p>	<p><b>Geography - Field Work</b></p> <p>How can we use OS maps to navigate our local area?</p>	<p><b>History</b></p> <p>Why do people go on journeys?</p>
<b>Science</b>	Forces	Earth and Space	Properties and changes of materials <a href="#">Maths Link to negative numbers Summer 2</a>		Living Things and their habitats	Animals including humans
<b>Art and DT</b>	<p><a href="#">Drawing</a>: The Portrait Project (first week back in school).</p> <p><b>DT - Frame Structures</b></p>	<p><b>Art</b></p> <p><b>Science - Earth and Space</b></p> <p><a href="#">Drawing</a> &amp; <a href="#">Painting</a>:</p> <p>How does Peter Thorpe depict space?</p>	<p><b>Art</b></p> <p><b>Geography – Mexico</b> <i>Mexico as a section of America</i></p> <p><a href="#">Drawing</a></p> <p>How did social and historical factors affect Frida Kahlo's</p>	<p><b>DT -</b></p> <p><b>Cooking and Nutrition</b></p> <p>Exploring Mexican food and how the ingredients for the dishes are grown. Making their own Mexican dish.</p>	<p><b>Art</b></p> <p>Mexico</p> <p><a href="#">Sculpture</a></p> <p>How do Mexican artists use colour, line, shape, texture and pattern in their work?</p>	<p><b>DT</b></p> <p><b>Mechanisms- Gears and Pulleys</b></p>

	Making a bridge. Exploring how they can make the bridge stronger.		artwork? What emotions does her artwork convey?		<a href="#">Link to Maths Shape</a>	Designing and making a moving vehicle with a wooden chassis and wheels and axles that use a gear or pulley controlled by a motor.
<b>Computing and French</b>	How can I explain what people have or are like? Year 5 French Rigolo 2 Unit 1 Salut Gustave!	<b><u>What does the Mars Rover do?</u></b> Data Handling: Mars Rover 1  Online safety lesson 1 and 2	How can I identify my favourite and least favourite school subjects? Year 5 French Rigolo 2 Unit 2 A l'école	<b><u>How can we create music on a computer?</u></b> Programming Music using scratch Online safety lesson 3 Online safety week (Search engines unit lesson 2 focusing on inaccurate information online)	How can I identify and explain about healthy and unhealthy food? Link with making responsible food choices. Year 5 French Rigolo 2 Unit 3 La nourriture.	<b><u>What is stop picture animation?</u></b> Creating media: Stop Picture animation  Online safety lesson 4 and 5.
<b>PE Cogs and Focus</b>	<b>Term 1 Personal</b> Real PE Unit 1 (3 weeks) Ball skills coordination and Agility reaction and response.  Get set 4 PE – <b>Basketball</b> (3 weeks)	<b>Term 2 Social</b> Real PE Unit 2 Seated static balance Floor work with static Balance  Get set 4 PE – Volleyball/seated <b>Volleyball</b> (3 weeks – lesson 1-3)	<b>Term 3 Cognitive</b> Real PE Unit 3 Dynamic Balance on a line and counterbalance with a partner  Get set 4 PE – <b>Tag rugby</b> (3 weeks – lesson 1-3)	<b>Term 4 Creative</b> Real PE Unit 5 Static balance and Footwork coordination  Get set 4 PE – <b>Hockey</b> (3 weeks – lesson 1-3)	<b>Term 5 Physical</b>  Get set 4 PE - Athletics	<b>Term 6 Health and Fitness</b> Real PE Unit 6 Sending and receiving And ball chasing.  Get set 4 PE – <b>Cricket</b> (3 weeks – lesson 1-3)
	Real gym Unit 1 Rhythmic sequences with hand apparatus Bench sequences.	Get set 4 PE Dance Link with American Rock n Roll.	Real gym Unit 2 Acrobatic sequences with partners Climbing sequences using large apparatus.	Real Dance (3 weeks)  OAA on Get Set 4 PE (3 weeks – lesson 1-3)	Real PE Unit 4 Jumping and landing and static balance on one leg Get set 4 PE – <b>Tennis</b> (3 weeks – lesson 1-3)	Swimming
<b>Music and PSHE</b>	<b>PSHE</b> Y5 Be Yourself	<b>Music</b> Livin' on a Prayer What are the style indicators of rock music and how many can you identify in Livin' On A Prayer?	<b>PSHE</b> Y5 Aiming High	<b>Music</b> Dancing in the Street What is a riff in music? Can you hear one in Dancing in the Street?	<b>PSHE</b> Y5 TEAM	<b>Music</b> Reflect, Rewind, Replay Can you describe a piece of classical music using your knowledge of the musical dimensions and place it in its historical context?
<b>Additional Songs/Music Events</b>		Carol Concert		Easter Service		

