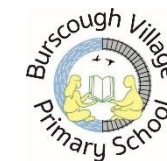




Burscough Village Primary School  
**Year 5**  
**Autumn Curriculum Overview**



	<b>Autumn 1</b>	<b>Autumn 2</b>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value &amp; Decimals</li> <li>Mental &amp; Written Addition &amp; Subtraction</li> <li>Angles</li> <li>Perimeter, Bar Charts &amp; Line Graphs</li> </ul>	<ul style="list-style-type: none"> <li>Mental &amp; Written Multiplication &amp; Division</li> <li>Fractions &amp; Decimals</li> <li>Measure, Length &amp; Area</li> <li>Statistics &amp; Time</li> </ul>
<b>English</b>	<p><b><u>Legends</u></b></p> <ul style="list-style-type: none"> <li>Read and enjoy 'Beowulf'.</li> <li>Create and punctuate complex sentences using '-ed' openers.</li> <li>Blending action and dialogue within paragraphs.</li> <li>Identify the audience and purpose.</li> <li>Use appropriate structure, vocabulary and grammar.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b><u>Persuasion</u></b></p> <ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Create complex sentences by using relative clauses with relative pronouns who, which and where.</li> <li>Draw on reading and research and make notes.</li> <li>Use appropriate structure, vocabulary and grammar.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Use appropriate intonation and volume when reading.</li> </ul>	<p><b><u>Science Fiction</u></b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Link ideas across paragraphs using adverbials for time, place and number.</li> <li>Blend action and description within a paragraph.</li> <li>Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-.</li> <li>Identify the audience and purpose.</li> <li>Use appropriate structure, vocabulary and grammar.</li> <li>Think how authors develop characters and settings (in books, films etc).</li> <li>Use appropriate intonation and volume when reading.</li> </ul> <p><b><u>Information Booklets</u></b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph</li> <li>Link ideas across paragraphs using adverbials for place</li> <li>Identify and use brackets to indicate parenthesis e.g. in formal writing</li> <li>Draw on reading &amp; research to help their writing ideas.</li> <li>Use organisation &amp; presentational devices e.g. underlining, bullet points, headings.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b><u>Poems with a Structure</u></b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Suggest changes to vocabulary and to enhance effects.</li> <li>Use appropriate intonation and volume when reading.</li> </ul>
<b>Science</b>	<p><b><u>Forces- effects on movement</u></b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of gravity</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets around the sun.</li> <li>Describe the movement of the moon around the Earth.</li> <li>Describe the sun, Earth and moon as spherical bodies.</li> <li>Explain day and night and why we see the sun 'move' across the sky.</li> </ul>
<b>PSHE</b>	<p><b><u>Health and wellbeing- Identity</u></b></p> <ul style="list-style-type: none"> <li>Recognise &amp; respect similarities and differences between people</li> <li>Understand that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>Discuss stereotypes and their negative influences</li> <li>Understand how to challenge stereotypes and assumptions about others</li> </ul>	<p><b><u>Health and wellbeing- Common drugs</u></b></p> <ul style="list-style-type: none"> <li>Understand that drugs common to everyday life can affect health and wellbeing</li> <li>Know that some drugs are legal and other drugs are illegal</li> <li>Understand the laws surrounding the use of drugs</li> <li>Explain why people choose to use or not use different drugs</li> <li>Describe how people can prevent or reduce the risks associated with them</li> <li>Understand addictions and that there are organisations to help with them</li> </ul>
<b>History</b>	<p><b><u>Anglo Saxons &amp; Vikings battle for Britain</u></b></p> <ul style="list-style-type: none"> <li>Why the Vikings frequently won battles with the Anglo-Saxons</li> <li>Where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Why the Vikings frequently won battles with the Anglo Saxons</li> </ul>	

<b>Geography</b>		<b>Fieldwork skills</b> <ul style="list-style-type: none"> <li>Develop map reading skills</li> <li>Begin to understand ordnance survey symbols</li> <li>Use 4 grid references on maps</li> </ul>
<b>RE</b>	<b>Christianity (God)</b> <b><i>Why is it sometimes difficult to do the right thing?</i></b> <ul style="list-style-type: none"> <li>Explore the Christian beliefs and teachings about sin and temptation.</li> <li>Investigate the importance of forgiveness in Christianity.</li> <li>To consider the things that might be classed as temptations by Christians.</li> <li>To know where a Christian might look for guidance about how to avoid and resist temptation.</li> </ul>	<b>Islam</b> <b><i>Why is the Qur'an so important to Muslims?</i></b> <ul style="list-style-type: none"> <li>Recall the night of power and explain how and why Muslims remember it.</li> <li>Explore Islamic beliefs about how the Qur'an is the word of God.</li> <li>Investigate how the Qur'an is used as a source of guidance in everyday life.</li> <li>Explain why Muhammad is called the seal of the prophets and investigate the impact of believing the Qur'an is divine revelation.</li> <li>Explain how Muslims demonstrate respects for Allah through the use and treatment of the Qur'an.</li> </ul>
<b>PE</b>	<b><u>Invasion Games- Netball</u></b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Dance- Push, Pull, Turn, Go</u></b> <ul style="list-style-type: none"> <li>Explore the idea of circuits and electricity, individual parts of machines.</li> <li>To create actions and reactions to make things move.</li> <li>Use canon, unison and working in small groups to make things move.</li> </ul>
<b>Art</b>	<b><u>Drawing &amp; Sketchbooks- Typography and Maps</u></b> <ul style="list-style-type: none"> <li>Understand that Typography is when designers work with fonts and layouts.</li> <li>To use words to communicate ideas and emotions.</li> <li>To create own letters using collage, pencils and pens.</li> <li>Use their sketchbooks for referencing, collecting, testing ideas &amp; reflecting.</li> </ul>	
<b>Computing</b>		<b><u>Coding</u></b> <ul style="list-style-type: none"> <li>To use variables in their code and create simple, playable games.</li> <li>Create a program which represents a physical system.</li> <li>Create and use strings to produce a range of outputs in their program.</li> </ul>
<b>DT</b>		<b><u>Mechanical Systems</u></b> <ul style="list-style-type: none"> <li>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</li> <li>Develop a simple design specification to guide their thinking &amp; evaluate against this.</li> <li>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</li> <li>Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement.</li> </ul>
<b>Music</b>	<b><u>Getting Started with Music Tech</u></b> <b><i>How does music bring us together?</i></b> <ul style="list-style-type: none"> <li>Embedding and learning the different elements of music (listening, singing, playing - glockenspiels, composing and performing)</li> <li>Focus on beat/pulse</li> <li>Ancient origins of music.</li> <li>Understand what minims, dotted crotchets, crotchets and quavers are.</li> </ul>	<b><u>Emotions and Musical Styles</u></b> <b><i>How does music connect us with our past?</i></b> <ul style="list-style-type: none"> <li>Embedding and learning the different elements of music (listening, singing, playing - glockenspiels, composing and performing)</li> <li>Focus on beat/pulse.</li> <li>Music as a history book or a story.</li> <li>Understand what minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers.</li> </ul>
<b>Spanish</b>	<b><u>Travel &amp; Dictionary Skills</u></b> <ul style="list-style-type: none"> <li>To read and write a postcard in Spanish.</li> <li>To independently use a bilingual dictionary.</li> </ul>	