

Milldown CE Academy
Year 5 Curriculum 2024/2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Theme | Mind, Body and Soul Understand the factors that affect young people's mental wellbeing. Understand how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Understand social pressures and how the need to conform can squash individuality and uniqueness. | Community and Culture Understand how communities can come together to bring about positive change, e.g. prejudice. Understand that we can learn from our community's history. Understand the reasons why communities have changed, and will continue to change, over time. Understand the importance that diversity brings to a community. | Power, Peace and Conflict Understand local and national governance structures and systems. Understand the importance of resolving conflict fairly. Understand the impact of decisions made at local, national or global levels on people and the environment. Understand the power of collective action and the role of social movements and governments in tackling injustice. | The Natural World Understand how global inequalities affect the impact people have on the environment. Understand that people have differing views about development and quality of life and measure them against the UN Sustainable Development Goals. Understand the importance of biodiversity, where to look for it and how to make an impact. | Unite Our World Understand how local actions can affect the wider world. Understand the nature of prejudice, racism and sexism and ways to combat these. Understand the benefits and challenges of diversity and the importance of language, beliefs and cultural identities. | Hopes and Aspirations Understand how people in history/today have used their skills and talents to make a change and the problems/difficulties they had to overcome. Understand the importance of engaging others in your personal growth process. Understand how to set realistic yet aspirational goals (SMART goals) that may impact positively on the world around them. |
| Living out our vision: Inspire-Believe-Achieve | | | Space experts and stargazing | | Trip to Blandford Camp and trenches | |
| Spoken Language | Talk about feelings, thoughts, and ideas with some detail to make meaning explicit. | Listen to information, work out which elements are key and make relevant, related comments; asking Qs when they haven't understood. | Use long and complex sentence structures and more complex joining words to make language flow e.g. 'Meanwhile', 'therefore' or 'yet' | Counter another's argument with their own opinion or view point. | Participate in debates, following appropriate etiquette, and conventions. | Adopt a formal/informal tone appropriate to a situation. |
| Lead novel | Beowulf (Michael Morpurgo) | The Rooftoppers (Katherine Rundell) | George's Secret Key to the Universe (Stephen & Lucy Hawking) | To the Edge of the World (Julia Green) | Armistice Runner (Tom Palmer) | Stormbreaker (A Horowitz) |
| Main Reading Focus | Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen | Predict what might happen from details stated and implied | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Identify the main ideas drawn from more than one paragraph identifying the key details that support the main ideas | Discuss and evaluate the intended impact of the language and organisational and presentational choices used within a text | Make comparisons within and across books |
| Writing | The Lost Thing Fiction: character Non-fiction: inform (recount) Non-fiction: inform (instructions) | Small in the City Fiction: setting Non-fiction: discuss (balanced argument) | Wolves in the Walls Fiction: dialogue Non-fiction: persuade (letter) | The Wind in the Wall Fiction: suspense Non-fiction: discuss | One Boy's War (Book study) | Journey Fiction: dilemma Non-fiction: persuade (speech) |
| Lead SPaG | Ensure correct subject and verb agreement Ensure the consistent and correct use of tense throughout a piece of writing | Know that parentheses are used to add extra information in to a sentence Know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch | To correctly punctuate direct speech To understand that a relative clause adds further information about the subject of the sentence | To use correct punctuation and text structure when adding the listener's reaction to direct speech To indicate degrees of possibility with adverbs and modal verbs | Revisit previously taught objectives | Use a wider range of subordinating and co-ordinating conjunctions to create multi-clause sentences |

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| Maths | Number - place value Addition and subtraction Multiplication | | Multiplication and division Fractions | | Multiplication and division Fractions | | Decimals and percentages Perimeter & area Statistics | | Geometry - properties of shape Position & direction | | Decimals Negative numbers Converting units Volume | |
| | See White Rose Maths Hub Yearly overview | | | | | | | | | | | |
| Science | Properties of and changing materials: Is it always possible to reverse a change? | | Forces (contact and non-contact): What are the effects of unbalanced forces? | | Forces (contact and non-contact): How do the spherical bodies in our solar system move? | | Alive (structure and function): How do humans change with age? | | Reproduction: How do animals reproduce? | | Reproduction: How do plants reproduce? | |
| Geography | x | | How do we compare to our European neighbours? | | x | | What is a river? | | x | | Why are mountains so important? | |
| History | What did the Vikings want and how did Alfred help to stop them getting it? | | x | | How does life in ancient Maya compare with life in Anglo-Saxon Britain? | | x | | How important was the Blandford Camp during World War 1? | | x | |
| Computing | Sharing information | | Video production | | Selection in physical computing | | Flat-file databases | | Vector drawing | | Selection in quizzes | |
| P.S.H.E. | My wellbeing, your well being | | Our Community | | Making choices | | Me in my World | | Responsibilities | | Being my best | |
| Music | How does music bring us together? (Musical spotlight: melody and harmony in music) | | How does music connect us with our past? (Musical spotlight: sing and play in different styles) | | How does music teach us about our community? (Musical spotlight: enjoying musical styles) | | How does music shape our way of life? (Musical spotlight: freedom to improvise) | | Instrumental lessons with Dorset Music Service (ukulele) | | Instrumental lessons with Dorset Music Service (ukulele) | |
| R.E. | Christianity: What does it mean if God is loving and holy? | | Christianity: Was Jesus the Messiah? | | Hinduism: What spiritual pathways to Moksha are written about in Hindu scriptures? | | Christianity: What did Jesus do to save human beings? | | Buddhism: How did Buddha teach his followers to find enlightenment? | | Islam: What does the Qur'an reveal about Allah and his guidance? | |
| P.E. | Fitness Tag rugby | | Handball Gymnastics | | Forest School Dance | | Football Hockey | | Netball Tennis | | Athletics Cricket | |
| Art | x | Sketchbook exploration | x | Collage/automatic drawing/sculpture inspired by Miro | x | Flat, yet sculptural – drawing, collage & construction | x | Printing different forms | x | | | |
| D.T. | Cooking and nutrition: Developing a recipe | x | Electrical systems: Doodlers | x | Mechanical systems: Making a pop-up book | x | Digital world: Monitoring devices | x | Structures: Bridges | | | |
| French | French monster pets | | Shopping in France | | x | | Verbs in a week | | Meet my French family | | x | |