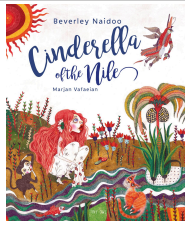
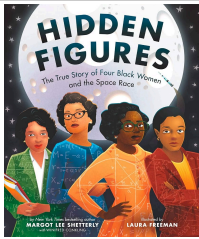
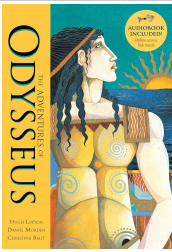
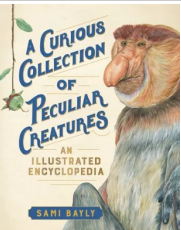


Year 5 Curriculum Overview

At Marner, we are committed to creating a safe, inclusive and respectful community where every child is inspired to flourish and achieve their potential. We teach subjects discretely, ensuring the knowledge and skills of each discipline are explicitly developed and carefully sequenced, whilst looking for connections across the curriculum through cross-curricular links, trips and enrichment that support personal development and broaden understanding. Oracy is at the core of everything we do – by developing every child's voice, we develop every child's ability to think, learn and articulate themselves with confidence. All subjects are taught with parity and ambition, underpinned by evidence-informed teaching and high expectations for every pupil, ensuring equality of access and opportunity for all. We want every child to leave Marner equipped for the future and ready for the next stage of their education and life: curious, compassionate and confident in themselves, ready to contribute positively to the world.

For each subject:

- National Curriculum programme of study and attainment targets
- Curriculum overview with progression of knowledge and skills from Nursery to Year 6
- Scheme of learning / scheme of learning adapted for Marner – e.g. History curriculum with 6 lesson units resourced supported by Pearson Primary History
- Unit cover sheets for each subject with: lessons/what we will be learning, subject specific skills and vocabulary
- Summarised in year group curriculum overviews (see below)..

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key English Texts Working with THEP	 					
Writing Outcomes Marner writing outcomes	1.Recount: diary entry or retell from the perspective of a chosen character? 2. Recount: diary entry 3. Poem 4. Recount / Persuasive: letter	4.Recount: letter – to Lady Macbeth with dialogue fiction	5.Persuasive argument/opinion: letter to PM 6. Persuasive argument/opinion: manifesto	7. Narrative dialogue: action scene 8. Radio broadcast – A written scene for action/show not tell	9. Rant 10. Narrative: re-tell with dialogue	11.Non-chronological report – mythical creature 12. Narrative: writing own chapter, with their own beast
Grammar	 Marner Writing Unit Cover Sheets – includes Year Group Knowledge and Skills: Word, Sentence, Text and Punctuation Link to NC- Appendix 2 (Grammar)					
Spelling Twinkl	Twinkl Spelling Objectives Overview – by year group Link to NC – Appendix 1 (Spelling)					
Handwriting Letter-Join	Handwriting in Year 5: continues to build on combining fluent handwriting with other subjects across the curriculum. Children will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. By the end of Year 5, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.					
Maths White Rose Maths small steps (NC broken down into small steps)	Number: Place value Number: Addition & Subtraction Statistics	Number: Multiplication & Division Measurement: Perimeter & Area	Number: Multiplication & Division Number: Fractions	Number: Fractions Number: Decimals & Percentages	Number: Decimals Geometry: Properties of shape	Geometry: Position & Direction Measurement: Converting units Measure: Volume Statistics, Negative numbers
Science Marner adapted PLAN primary science resources	Properties and changes of materials: uses of materials, methods of separating	Properties and changes of materials: reversible and irreversible changes	Earth and space: solar system, earth's rotation (day and night) History of space research and travel	Forces: gravity, air resistance, friction, levers, pulleys and gears	Living things and their habitats: life cycles, reproduction in animals and plants	Animals including humans: changes as humans develop to old age Wildlife habitats, food chains and food webs. Animals under threat from human environmental influences
	I am a Scientist: Marner science progression of knowledge and working scientifically skills – link to NC Working Scientifically					
Geography Supported by Pearson Primary	Rivers: physical geography, looking at maps of the UK and of the World, and local area /fieldwork RGS: Map Skills 5		Slums: comparing slums from a region in the UK, Brazil and India – look at place knowledge, physical and human geography.			Sustainability: look at the human geography aspect of how food is distributed (economic activity,

						trade, settlements and land use).
	I am a Geographer: Marner geography progression of knowledge and skills including fieldwork - Link to NC Geographical Skills and Fieldwork					
History Marner knowledge organisers - supported by Pearson		Ancient Islamic Civilisation		Local study: Suffragettes	Ancient Greece	
	I am a Historian: Marner history progression of knowledge and skills - Link to NC Historical Enquiry Skills					
RE Tower Hamlets Agreed Syllabus 22-27	Believing: U2.1 Why do some people think God exists?	Expressing: U2.4 If God is everywhere, why go to a place of worship? (Part1)	Living: U2.6 What does it mean to be a Muslim in Britain today? (Part 1)	Believing U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Expressing: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
PSHE Marner adapted Jigsaw Curriculum	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Me
Computing Teach Computing	Creating media Video production		Programming Selection in physical computing	Data and information Flat file databases		Programming Selection in quizzes
Music Working with THAMES	Singing in three-part rounds and part-songs, exploring rhythm, dynamics and song structure while following a vocal score (voice only).		Playing West African-inspired xylophone rhythms, progressing from simple clave patterns to more advanced combinations.		A performance piece on hand drums/cajons with tuned percussion, playing solo phrases and unison 'breaks' in a Caribbean carnival style.	
Languages - Spanish Working with THEP	Revision	Adjectives Applying the gender/plural/singular agreement rule	Verb 'ser' (to be) Learning to express likes and dislikes with 'porque' (because) about school subjects	Learning to express likes and dislikes with 'porque' (because) about school subjects Verbs for liking/disliking	Typical food and drinks in Spain Applying the gender/plural/singular agreement rule	At a restaurant Revise numbers (to talk about money)
Art Marner art progression of knowledge and skills	Drawing: observational portraits, river collage, observational drawing of river environment. A - David Hockney Block/Lino Printing: river/water		Printing/Graphics: Election campaign motif and posters Drawings/collages: The planets A - Yayoi Kusama		Drawing: Science observational work 3D: Ancient Greek Artefacts: Pots and masks A - Egyptian/Greek artists	
	Sketchbooks: used to record observations, review and revisit ideas, track progression and master techniques.					
D&T Marner D&T progression of knowledge and skills		Food: healthy and varied diet - Egyptian biscuits		Structures: frame structures - scenery for Disney production (working with Marner Resident Maker)		Mechanical systems: pulleys or gears - moving toy
	Sketchbooks: used record ideas, complete product analysis, create annotated sketches, and document evaluations of finished products as part of the <i>design, make and evaluate</i> process.					
PE Adapted Real PE Curriculum	Unit 1A: Invasion Unit 1B: Net & Wall Ball skills and reaction/response	Unit 2A: Outdoor Adventurous Activity (OAA) Unit 2B: Invasion/OAA Dynamic balance and counter balance	Unit 3A: OAA/Athletics Unit 3B: Invasion Stance and footwork	Unit 4A: Invasion Unit 4B: Net & Wall Seated balance and floor work	Unit 5A: Athletics Unit 5B: Gymnastics Jumping and landing and one leg balance	Unit 6A: Striking and Fielding Unit 6B: Target/OAA Sending and receiving and ball chasing
	Dance - Artistry, Partnering, Circles, Shapes		Gym - Hand & Low Apparatus & Partner Work & Large Apparatus			
	Y5: all pupils receive 10 hours of swimming lessons at Poplar Baths, in a termly block - 1 of the 2 weekly PE lessons. Y1-6: all pupils receive two hours of climbing tuition with an opportunity to join a NICAS after school climbing club in Y5-6.					
Enrichment including Curriculum Days and Trips	History/Geography day (in school): River Lea		Suffragette day (in school): Parliament Tower Hamlets Town Hall Greenwich Observatory		Ancient Greece day (in school): Bow Creek Ecology Park / Cody Dock Local woodlands and habitats	