



# Year 5 Curriculum Term 1

| Topic Title: A Child's War  |   |
|---|---|
| English   | Maths   |
| <p><b>Reading – 'There's a Boy in the Girls Bathroom'</b></p> <p>In the upcoming term, the focus of our Reading lessons will revolve around the compelling novel 'There's a Boy in the Girls Bathroom'. Through our Whole Class Guided Reading sessions, we will delve into various aspects of the text to enhance our students' literacy skills.</p> <p>Whole Class Guided Reading Schedule:</p> <p>Lesson 1 (Vocabulary / General Knowledge): This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text.</p> <p>Lesson 2 (Just Read): Students will engage in independent reading of the assigned passages, fostering a love for literature and encouraging personal interpretation.</p> <p>Lesson 3 (Close Read): Through a detailed analysis of select passages, students will develop a deeper comprehension of the text's themes and characters.</p> <p>Lesson 4 (Comprehension): This session will focus on honing the students' ability to comprehend and articulate the events and messages conveyed in the novel.</p> <p>Lesson 5 (Library Visit): To nurture a love of reading beyond the classroom, students will have the opportunity to explore the school library and choose books of personal interest.</p> <p>By following this structured reading programme, we aim to cultivate a generation of enthusiastic and proficient readers.</p> | <p><b>Place Value</b></p> <ol style="list-style-type: none"><li>1. <b>Recognise and Use Powers of 10:</b> Pupils should be able to recognise the place value of each digit in numbers up to 100,000. They should understand and use powers of 10 up to ten thousand (10,000).</li><li>2. <b>Compare and Order Numbers:</b> Pupils should confidently compare and order numbers up to a million and are expected to be able to round any number to the nearest 10, 100, 1,000, 10,000, and 100,000.</li><li>3. <b>Negative Numbers:</b> They should have the ability to interpret negative numbers in context, count forwards and backwards through zero.</li><li>4. <b>Roman Numerals:</b> Pupils should be taught to read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li></ol> <p><b>Addition and Subtraction</b></p> <ol style="list-style-type: none"><li>1. <b>Addition and Subtraction with Larger Numbers:</b> Students should be proficient at adding and subtracting numbers with up to four digits using the formal written methods of columnar addition and subtraction.</li><li>2. <b>Mental Calculations:</b> Pupils should be able to add and subtract numbers mentally with increasingly large numbers and more complex numerical structures.</li><li>3. <b>Problem Solving:</b> They should solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li></ol> <p><b>Multiplication and Division</b></p> <ol style="list-style-type: none"><li>1. <b>Multiplication and Division Facts:</b> Pupils must multiply and divide numbers up to 10,000 by 10, 100, and 1,000 and understand the effect of multiplying or dividing by those numbers.</li><li>2. <b>Formal Written Methods:</b> Pupils should be able to multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li></ol> |

**Courage**

**Resilience**

**Honesty**

**Kindness**

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## Non-Fiction – Should Britain go to War?

### Toolkit: Building on Y3/4 work:

The framework for discussion introduced in Y3/4 should be practised and extended in Y5/6, with increasing emphasis on writing across the curriculum. These are likely to be more abstract and outside the children's immediate experience.

- When assembling arguments:
  - try to support views with reasons, examples and/or evidence
  - OR Make it clear when you include an opinion- I think...In my opinion...
  - OR Try to persuade within the arguments. It is important to know the difference between these ways of arguing.
- Write openings to introduce the reader and explain why you are discussing an issue
  - Since last summer, people have been arguing about whether or not to build a supermarket next door to our school.
  - We think everyone should be clear about the reasons before a decision is made.
- Give examples which move from the general to the specific
  - Most shoppers would agree that...One lady, who has shopped in the town for many years, told us...
- Use indirect, reported speech
  - It has been said that...the local policeman told us that...
- Vary sentence structure, length and type: -complex sentences to combine and compress information -short sentences for effect
- Sentence openers - Interestingly, From our point of view, Indeed, there could even be
- Passive voice to sound more formal (Y6)
  - It could be said that ...Additional disturbance would be created by...
- Conditional and hypothetical sentences using the subjunctive 'were'
  - If..., then....sentences using the subjunctive 'were' If that's the best they can offer..., If it were to be approved...
- Use persuasive devices to press points.

3. **Division Problems:** Pupils should divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

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- Address readers from time to time to hold attention and draw them in to the arguments:
  - inviting them to speculate You may be wondering why...
  - asking questions How would you like to...?
  - Using exclamations How infuriating! What a nuisance!
- Extend the range of connectives given in year 4 to link sentences and paragraphs interestingly, coherently and effectively, including:
  - Addition also, furthermore, moreover, additionally,
  - change of direction although, on the other hand, unfortunately, however, despite
  - cause and effect so that, owing to, due to,
  - uncertainty perhaps, it is possible that, another possible reason...
  - comparison equally, similarly, just as, in contrast, whereas
  - emphasis most/least of all, importantly
- Make views sound more reasonable through use of modal verbs might/may/could be, and words and phrases that leave room for alternative views or contrary facts often/usually/commonly/mostly/tend to/are likely to...
- Use a variety of phrases for drawing conclusions In conclusion, To sum up, Having considered, In the light of, Given these arguments, On the whole, By and large, In the circumstances, All things considered,
- When you have finished, re-read and check you have been fair to both sides.

## Fiction – Dialogue and Characterisation

Building on Y3/Y4 work:

- Carefully select the characters for the written genre. e.g. sci-fi = aliens/robots/scientists. Fairy tale = princess/young child/villains.
- Use relative clauses to add detail to the character. e.g. James, who was white as a ghost, shivered in the corner.
- Use the internal voice of a character alongside rhetorical questions. e.g Sarah stopped in her tracks. Did I really see a shadow she thought to herself? What on earth was it?
- Use emotion and personality traits to develop a consistent and believable character. e.g. A kind/caring character will not talk to their friends in a rude way etc..

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- Use dialogue to portray the character and advance actions e.g. "How many times have I told you? Enough is enough! Come inside this VERY minute," shouted his mum. "Just coming!" Jane replied.
- Use a range of techniques to break up speech when writing including subordination, extra detail, actions to show how the character reacts to dialogue. e.g. Stop right there!" yelled the policeman, trying to get out his whistle....Monty looked him right in the eye.
- Use reactions and thoughts of other characters towards a main character to build a picture. e.g. 'Jamie stared at his friend, shaking his head sadly.' What does Jamie think about his friend's action?
- Explore how a character's personality and behaviour can impact and drive plot. e.g. a moral flaw or a deep rooted fear will determine how the character reacts in certain situations.
- Explore the use of contrasting characters to develop conflict in narrative. e.g. Two siblings, one shy and withdrawn and the other adventurous, find themselves at a crossroads in the narrative - who prevails? At what cost?
- Explore writing in the first/third person and from different viewpoints to effect characterisation. e.g. if using the first person you may have more empathy and insight into a characters thoughts and feelings.
- Vary the length of sentences for effect when describing. E.g. Longer sentences for descriptive passages and short sentences for impact or effect.
- Use the setting to show how a character could be feeling. e.g. The forest seemed to close in on Jade as the moon faded behind the clouds. She pulled her jacket around her whilst the wind blew a shiver down her spine.

## RE

### CORE:

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.

## PSHE

### Get Heartsmart and the St Nicholas Way

- **The St Nicholas Way:** it's who we are
- Boss v Leader: Considering how powerful people lead others
- Lion Heart: Describing the heart reputation we would like
- Watch What You Watch: Discussing how to know what we should and shouldn't watch
- Letter of Thanks: Writing letters of thanks to people who support and encourage us

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•Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

## KNOWLEDGE

### BUILDING BLOCKS

#### PUPILS WILL KNOW THAT:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.

- Sleep Well Thinking about the importance of good quality sleep for health  
Reflection and self-evaluation

## Music

### Musicianship:

- Rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests
- Key Signature: A minor (no sharps/flats)
- Melodic patterns using the notes A B C D E F# G
- Improvisation – notes A-A\*

**Listen and Respond:** Selection of songs (see overview)

**Singing:** Selection of songs (see overview)

**Playing:** Glockenspiel/Recorder – F G Ab Bb C (4 parts) and Glockenspiel – BCDEF#GAB (4 parts) Recorder – F#GABC (4 levels)

### Improvising and composition:

- Compose with the Song-3 notes- GAB
- Create a Graphic Score: Jazz Hands
- Compose with a Theme: Jazz Hands -CDE
- Music Notepad
- Quickbeats -drums

**Performing:** Perform and share what has taken place in the lesson

## PE

### TSC – Athletics

Pupils will be taught to: use running (long & short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will also focus on developing individual fitness levels in order to achieve personal bests in all disciplines.

### Fundamental Movement Skills addressed:

Locomotor- Running, Walking, Hopping, Jumping (height & distance)  
Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting, Swinging  
Object Control- Control, Throwing

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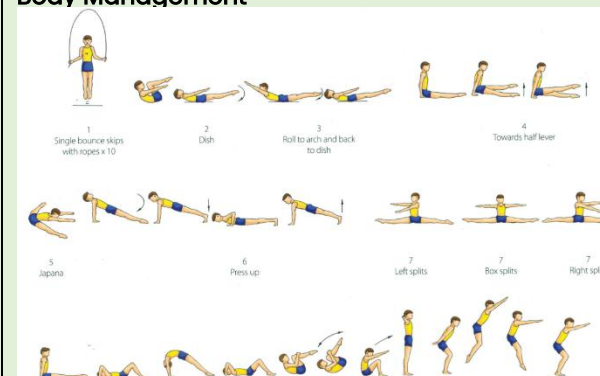
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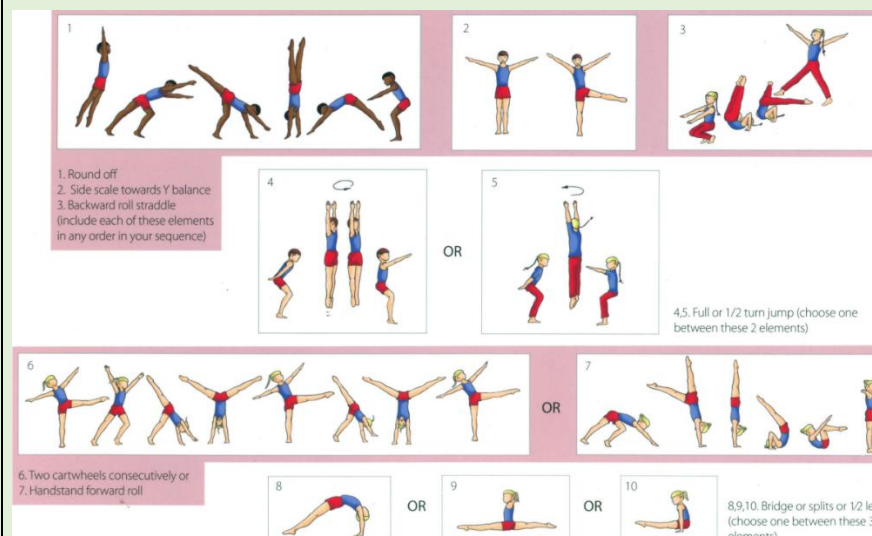
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## Teacher Led -Gymnastics

### Body Management



### Floor Exercise



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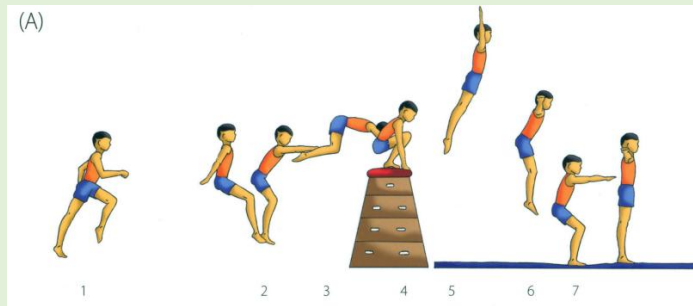
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# Year 5 Curriculum Term 1

|   |   |
|---|---|
|   | <div>Vault</div> <div>(A)</div>    |
| French  | Computing   |
| <div>Unit 1 - Luc est le professeur</div> <div>commands (formal/plural)</div> <div>Unit 2 - Le vrai professeur</div> <div>commands (informal/singular)</div> <div>Unit 3 - J'ai les cheveux noirs et longs</div> <div>descriptions</div>  | <div>Computing Systems and Networks – Systems and Searching</div> <div><div><div></div></div><div>To explain that computers can be connected together to form systems</div><div><div></div></div><div>To recognise the role of computer systems in our lives</div><div><div></div></div><div>To recognise how information is transferred over the internet</div><div><div></div></div><div>To explain how sharing information online lets people in different places work together</div><div><div></div></div><div>To contribute to a shared project online</div><div><div></div></div><div>To evaluate different ways of working together online</div></div> |
| Connected Curriculum  |   |
| Geography   |   |
| Substantive Knowledge   | Disciplinary Knowledge  |
| <div>Evacuation Locations</div> <div>Understanding UK Maps:</div> <div>Recognize the key features of a map, such as title, compass rose, scale, and key/legend.</div> <div>Identify the four countries that make up the United Kingdom: England, Scotland, Wales, and Northern Ireland.</div> <div>Understand the concept of scale and how it represents real distances on a map.</div> <div>Interpret symbols and markings on a map, including evacuation labels.</div> <div>Endpoints</div> <div><div>1.</div><div>Read symbols and understand the key on a UK map.</div></div> | <div>Geographical skills:</div> <div>Using maps to locate places accurately</div> <div>Interpreting and using map symbols</div> <div>Research skills:</div> <div>Identifying reliable sources of information (e.g., books, online resources)</div> <div>Using appropriate search strategies for online research</div> <div>Communication skills:</div> <div>Writing letters with detailed information and expressing thoughts clearly and coherently</div> <div>Geography skills:</div>   |

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2. Use grid references to locate places on a map.
3. Locate and label major cities, towns, and counties on a UK map.
4. Identify the four countries of the United Kingdom on a UK map.
5. Use online research to find additional information about specific locations.
6. Use books and other sources to gather information for letter writing.

## Targets of the Blitz

### Cities and Ports Bombed

**Birmingham:** Located in the West Midlands, Birmingham was a major industrial center with factories producing vehicles, aircraft, and munitions.

**Coventry:** Located in the West Midlands, Coventry was another key industrial city with important manufacturing plants, including factories producing aircraft engines.

**Swansea:** Situated on the south coast of Wales, Swansea had a significant port and was an important industrial center, particularly for steel production.

**Southampton:** Located on the south coast of England, Southampton had a crucial port used for transatlantic shipping and played a major role in the war effort.

**Sheffield:** Situated in South Yorkshire, Sheffield was a prominent steel-making city, with factories producing essential materials for the war effort.

**Manchester:** Located in the North West, Manchester was a prime target due to its major port, industrial facilities, and strategic importance as a transportation hub.

**Liverpool:** Situated on the western coast, Liverpool was a vital port for the importation of goods and supplies from North America, making it a target for disruption.

**Hull:** Located in the East Riding of Yorkshire, Hull had a crucial port used for importing raw materials essential to industry and manufacturing.

**Glasgow:** Situated in Scotland, Glasgow was a key industrial city, with shipyards, factories, and a port essential for trade.

### Endpoints

1. Identify and locate the cities and ports bombed during the Blitz on a map of the UK.
2. Understand the significance and vulnerability of these places in terms of industry, strategic importance, and transportation infrastructure.

Geography explores the interaction between people and places, understanding how physical and human features shape the world. It involves studying the physical features of the Earth, such as rivers, mountains, and coastlines, as well as the distribution of human features like cities, industries, and transportation networks.

### Map Skills

Maps are representations of the Earth's surface and can display various geographical information.

Understanding symbols, keys, scale, and direction helps in interpreting maps accurately.

- [National Geographic Kids UK](#)
- [BBC Bitesize - Geography](#)
- [The National Archives - Education](#)
- [Historic England - Learn](#)
- [The Blitz: Bombed Out Cities of Britain](#)
- [The Blitz: World War II](#)
- [The Blitz: The National Archives](#)

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|  |   |
|--|---|
| Explain why certain places were targeted for bombing based on geographical factors and their role in the war effort.   |   |
| Art  |   |
| Substantive Knowledge  | Disciplinary Knowledge  |
| <p><b>The Blitz</b></p> <p>The Blitz: Introduce the concept of the Blitz during World War II, focusing on the air raids that affected cities in England, such as London.</p> <p>Atmospheric Silhouette: Explain what a silhouette is and how it can be used to create a dramatic effect in an artwork.</p> <p>Chalk Medium: Describe the use of chalks as a medium for creating art, highlighting its blendability and soft texture.</p> <p>Composition: Discuss the importance of composition in art, including foreground, middle ground, and background elements in creating a scene.</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"><li>1. Demonstrate an understanding of the historical context of the Blitz.</li><li>2. Create an atmospheric silhouette scene using chalks, showcasing skills in composition and perspective.</li></ol> <p>Use contrast and shadows effectively to enhance the overall impact of their artwork.</p> | <p><b>Art Techniques:</b></p> <p>Learn about silhouettes and their use in art.</p> <p>Experiment with chalks to create different effects such as blending and layering.</p> <p><b>Composition and Perspective:</b></p> <p>Discuss the arrangement of elements in the artwork to create a compelling scene.</p> <p>Explore how to create depth and perspective using silhouettes and shading techniques.</p> <p><b>Contrast and Shadows:</b></p> <p>Understand the importance of contrast in creating impactful silhouettes.</p> <p>Experiment with different ways of incorporating shadows to enhance the atmosphere of the scene.</p> <ul style="list-style-type: none"><li>• <a href="#">Imperial War Museums - The Blitz</a></li><li>• <a href="#">Tate Kids - Silhouettes and Shadows</a></li><li>• <a href="#">National Gallery - Chalk Drawings</a></li><li>• <a href="#">BBC Teach - World War II for Kids</a></li></ul> |
| Design and Technology  |   |
| Substantive Knowledge  | Disciplinary Knowledge  |
| <p><b>Wartime Food</b></p> <p><b>Wartime Foods:</b> During the war, people had to make do with limited ingredients and rationing. It was important to be creative with the food available to ensure everyone had enough to eat.</p> <p><b>Preservation Techniques:</b> Methods such as canning, pickling, and making jams were used to preserve fruits and vegetables when fresh produce was scarce.</p>   | <p><b>Food Preparation</b></p> <p>Following recipes accurately and safely.</p> <p>Using kitchen tools and equipment effectively.</p> <p><b>Food Presentation</b></p> <p>Arranging and serving dishes in an appealing manner.</p> <p>Exploring creative ways to present wartime foods.</p> <p><b>Food Preservation</b></p>   |

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## Popular Wartime Recipes:

**Eggless Sponge Cake:** A sponge cake recipe that does not require eggs, as they were in short supply during the war.

**Woolton Pie:** A vegetable pie made with root vegetables and a pastry crust, named after Lord Woolton, the Minister of Food during WWII.

**Apple Crumble:** A simple and delicious dessert made with stewed apples topped with a crumbly mixture of flour, sugar, and butter.

**Spam Fritters:** A dish made from canned Spam, coated in batter and fried until crispy.

## Endpoints

1. Understand the importance of being resourceful with food during times of scarcity.
2. Develop skills in food preservation and cooking.
3. Create and taste popular wartime recipes.
4. Appreciate the historical significance of wartime foods.

## Anderson Shelters

**Materials:** Corrugated iron sheets, steel bands, soil, sand, rubble

**Structural Design:** Half-buried cylindrical shape with a curved roof to deflect bombs

**Loading Capacity Testing:** Using sand or rubble to simulate weight and pressure on the shelter

## Endpoints

1. Demonstrate an understanding of the materials and construction methods used in Anderson shelters.
2. Design and construct a miniature Anderson shelter using a variety of materials.
3. Test the loading capacity of their structures using rubble or sand.
4. Analyse and record their results on a spreadsheet.
5. Identify the most effective structural designs for supporting heavy loads.

Understanding the principles of preserving food through jam-making and pickling.

Applying appropriate techniques to extend the shelf life of fruits and vegetables.

## Recipe Adaptation

Adapting recipes to accommodate food shortages or dietary restrictions.

Experimenting with ingredient substitutions and variations

## Design Skills:

Planning a structure that mimics the design of an Anderson shelter.

Considering materials and techniques for construction.

## Construction Skills:

Assembling the shelter using prefabricated materials.

Ensuring the structure is stable and secure.

## Testing Skills:

Conducting loading tests to determine the strength of the shelter.

Recording and analysing data to inform design improvements.

- [Imperial War Museums - Rationing and Substitution](#)
- [BBC Bitesize - Wartime Recipes](#)
- [National Archives - Food Rationing in Wartime Britain](#)
- [Imperial War Museums - Anderson Shelter](#)
- [BBC - WW2 People's War: Anderson Shelter Memories](#)

## History

Substantive Knowledge

Disciplinary Knowledge

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# Year 5 Curriculum Term 1

## Second World War

### Timeline of Important Events or Concepts

1939–1945: World War II takes place.

1939: Germany invades Poland, leading to the outbreak of the war.

1940: Battle of Britain – German air raids on British cities.

1941: Japan attacks Pearl Harbor, bringing the United States into the war.

1945: World War II ends with the defeat of the Axis Powers.

### Interesting Facts:

Rationing in the UK during World War II included items like sugar, meat, and petrol.

Air raid shelters were built in people's gardens and public spaces to protect civilians during bombings.

The outbreak of World War II was triggered by Germany's invasion of Poland in 1939.

### Endpoints:

By the end of this topic, Year 5 students should know:

1. The key events that led to the outbreak of World War II.
2. The impact of rationing on daily life during the war.
3. How air raids affected civilians in the UK.
4. The roles of the Allies and Axis Powers in the conflict.
5. The significance of World War II in shaping the modern world.

## Dover Castle

### Timeline of Important Events or Concepts

1939 – Outbreak of WW2: Germany invades Poland, leading to the start of WW2.

1940 – Operation Dynamo: Evacuation of British and French troops from Dunkirk, with Dover Castle used as a base.

1940 – The Blitz Begins: Germany starts its bombing campaign on Britain, including Dover.

1940–1944 – Dover Castle's Role: Used as a command centre and air raid shelter during the Battle of Britain and throughout WW2.

### Use of Historical Sources:

Pupils should demonstrate the ability to use primary sources, including Anne Frank's diary, wartime records, and photographs, to gather information and form perspectives on historical events.

**Critical Thinking and Analysis:** Develop the capacity to critically analyse historical events, understand different viewpoints, and draw reasoned conclusions based on evidence.

### Communicating Historical Understanding:

Students should be able to articulate their understanding of this period clearly, through both written and verbal means, ensuring factual accuracy and coherence in their presentations.

- [BBC Bitesize – World War II](#)
- [Imperial War Museums – World War II for Kids](#)
- [National Geographic Kids – World War II Facts](#)
- [English Heritage – Dover Castle](#)
- [BBC Bitesize – WW2](#)
- [Anne Frank House Official Website](#)
- [BBC Bitesize – Anne Frank and the Holocaust](#)
- [The Holocaust Explained for Children](#)

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1944 – Allies Land at Normandy: D-Day landings mark the beginning of the end of WW2.

1945 – End of WW2: Victory in Europe (VE) Day is declared on 8th May, ending WW2 in Europe.

## Interesting Facts:

*Dover Castle:* Served as a key defensive fortress and command centre for the Dunkirk evacuation and throughout WW2.

*Secret Tunnels:* Dover Castle's underground network of tunnels were used for planning and operations during WW2.

*Luftwaffe Attacks:* Dover suffered heavy bombing during the Blitz, with the castle used as a key defence point.

## Endpoints:

By the end of this topic, students should know:

1. The significance of Dover Castle during WW2.
2. The key events of WW2, including Operation Dynamo and the Blitz.
3. The impact of WW2 on people living in and around Dover.
4. The importance of defensive structures like Dover Castle during wartime.
5. How key terms like evacuation, air raids, and bunkers were relevant in the context of WW2.

## Anne Frank

### Timeline of Anne Frank:

12 June 1929: Anne Frank is born in Frankfurt, Germany.

January 1933: Adolf Hitler becomes Chancellor of Germany.

1933–1945: The Holocaust – the systematic persecution and murder of six million Jews.

12 June 1942: Anne receives a diary as a birthday present.

6 July 1942: The Frank family goes into hiding in the Secret Annex.

4 August 1944: The Frank family is arrested and taken to concentration camps.

March 1945: Anne Frank dies at Bergen-Belsen concentration camp.

## Interesting Facts:

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Anne Frank's diary is one of the most widely read books in the world.

Anne named her diary 'Kitty' and treated it as her trusted friend.

The Secret Annex where the Frank family hid was located in Amsterdam.

Anne's father, Otto Frank, was the only family member to survive the Holocaust.

## Endpoints:

By the end of this topic, students should know:

1. The key events in Anne Frank's life and her experiences during the Holocaust.
2. The significance of Anne Frank's diary in portraying the horrors of the Holocaust.
3. The impact of the Holocaust on individuals and communities.

The importance of tolerance, empathy, and standing up against discrimination and injustice.

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