



The Oaks Primary School  
Bringing Learning to Life

## Year 5 Curriculum

Projects - Out of this World, Roaming Romans, Caves to Canada, From Little Acorns to Great Oaks. Go with the Flow and Masterpiece Makers

Outdoor Learning e.g. Educational Visits

Assemblies

Co-operative Learning

Specialist External Providers e.g. Drama and PE

### RE

- Who is a Hindu and what do they believe?
- Values: what matters most to Humanists and Christians?
- How do people live through good times and hard times?
- What will make our town a more respectful place?

### History

- Stone Age to the Iron Age
- Romans

### Computing

- Designing and coding own games
- E-safety- online bullying, discussions linked to own behaviour
- Video- creating and editing digital video for a purpose
- Exploring online tools that allow effective real time communication and collaboration
- Spreadsheets for a purpose, exploring variables and options
- How to check for reliability and credibility on things they find on the internet
- Collating data

### Geography

- Name & locate counties, cities, regions & features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Study a region of the world.
- River and Water study.
- Use fieldwork to record & explain areas

### Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

### PSHE and Citizenship

- Relationships - Healthy Relationships, Feelings and Emotions, Valuing difference
- Health and Wellbeing - Healthy lifestyles, Keeping Safe, Growing and Changing.
- Living in the Wider World - Rights and responsibilities, Taking care of the environment, Money Matters.  
(Please see PSHE Scheme of Work)

### Design & Technology

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

### Science

- Biology**
  - Life cycles of plants & animals (inc. mammal, insect, bird, amphibian)
  - Describe changes as humans develop & mature
- Chemistry**
  - Classify materials according to a variety of properties
  - Understand mixtures & solutions
  - Know about reversible changes; identify irreversible
- Physics**
  - Understand location and interaction of Sun, Earth & Moon
  - Introduce gravity, resistance & mechanical forces

Public Performance

Extra-Curricular Clubs

### Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, applying basic principles
- Develop flexibility & control in gym, dance & athletics
- Take part in Outdoor & Adventurous activities
- Compare performances to achieve personal bests

### Music

- Use voice & instruments with increasing accuracy, control and expression
- Improvise & compose music
- Listen with attention to detail
- Appreciate wide range of live & recorded music
- Begin to develop understanding of history

Values

### National Curriculum Mathematics

Age Related Expectations

### National Curriculum English

Age Related Expectations

Wider Opportunities e.g. 1:1 Music lessons, PFS and Drumming

Transition e.g. Lessons at High School

Academies

Thinking Skills

Philosophy

A well-educated young person...

IS AN INDEPENDENT LEARNER AND DECISION MAKER

is adaptable

has a sense of responsibility and discipline

has good relationships with adults and peers

IS MORALLY AND SPIRITUALLY AWARE

IS LITERATE AND A GOOD COMMUNICATOR

is able to operate as part of a team

uses numbers and ICT effectively

IS PREPARED FOR THE CHALLENGES OF SOCIETY

IS ADVENTUROUS AND WILLING TO TRY NEW THINGS

is tolerant and challenges stereotypes

cooperates as part of a team

HAS A SENSE OF WELL-BEING AND CAN LEAD A SAFE, FULFILLING LIFE

