St Ursula's EACT Academy Creative Curriculum
Year 5

Creative Curriculum matrix: Year 5							
Topic		**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Topic title	**Woeful World War 1**	**Discovering Devon**	**Savage Saxons**	**Cliff Hanger**	**Beautiful Benin**	**Amazing Africa**
	History.	**WW1** -Begin to identify primary and secondary sources -Use evidence to build up a picture of life in time studied -Select relevant sections of information -Confidently research using the library and the internet **Visitor**	NA	**Saxons** • Know and sequence key events of time studied • Use relevant terms Make comparisons between different times in the past	NA	**Benin** • Study different aspects of life of different people • Examine causes and results of great events and the impact on people • Compare life in early and late times studied Compare an aspect of life with the same aspect in another period	NA
	Geography	NA	**Devon geography study** • Understand rivers and the water cycle • Compare how river use has	NA	**Coastal Erosion** • Study different rivers past and present and compare and contrast. • Study a local river and identify its key features. • Record measure of river width/depth.	NA	**Africa** • Use maps, atlases, globes and digital mapping to locate the countries of Africa.

			changed over time • Research the impact of trade in history • Research and discuss how water affects the environment. • Explore human geography including trade between UK, Europe and the rest of the world. • Discuss and debate fair trade Discover where food comes from and identify trade links around the world – coffee, chocolate, bananas		Investigate different transport used in the area – e.g. Victorian times • Understand time zones • Explore environmental regions, key physical and human characteristics, major cities and national parks in the UK. • Explore counties, hills, mountains and coasts in the UK. Focus on three key areas of the UK and discover how land use has changed over time.	• Use 4-figure grid references to read maps. • Make connections between the Equator, the tropics and Africa. • Identify the largest urban areas in Africa and the deserts/plains etc. Compare two different regions in Africa or rural/urban.
	MFL	E-ACT Passport – Order food in another language Say numbers to 50. Rachel Hawkes – Lesson 7 - Write simple sentences using a model or filling words in on a form.	E-ACT Passport - Learn a song in French – J'aime les fruits. Food - Understand the main points from a passage made up of familiar language.	E-ACT Passport - Learn a song in French Food - Read some simple sentences and basic paragraphs and understand most of what they have read. Use basic conjunctions to extend a sentence.	E-ACT Passport - Learn a song in French Directions – Ask and answer simple questions.	E-ACT Passport - Learn a song in French Directions- Ask for and give basic directions.	E-ACT Passport - Learn a song in French Directions- Begin to use the immediate future tense.

St Ursula's EACT Academy Creative Curriculum
Year 5

	Topic Text	Armistice Runner		Beowulf	Coastlines – The story of our shores	Broccoli Boy	Ghanaian Goldilocks
	E-ACT Passport Links	Learn a song in French Order food in French Answer 10 philosophy questions (RE) Touch type a poem (Remembrance Day) Rock stars maths Solve an e-safety dilemma/technology challenge	Learn a song in French Order food in French Answer 10 philosophy questions (RE) 'The Apprentice' task for charity Rock stars maths Solve an e-safety dilemma/technology challenge	Learn a song in French Answer 10 philosophy questions (RE) Rock stars maths Solve an e-safety dilemma/technology challenge Read, write, perform a group play	Learn a song in French Answer 10 philosophy questions (RE) Write a letter to a local MP (Coastal erosion) Rock stars maths Solve an e-safety dilemma/technology challenge	Learn a song in French Answer 10 philosophy questions (RE) Walk/run 9000m (Healthy Living week) Learn 10 yoga moves (Healthy Living week) Rock stars maths Solve an e-safety dilemma/technology challenge	Learn a song in French Answer 10 philosophy questions (RE) Learn study/revision skills (Mock SATS week) Rock stars maths Solve an e-safety dilemma/technology challenge

St Ursula's EACT Academy Creative Curriculum
Year 5

Core	**Writing texts**						
	Writing Genre		*Year 3: Play scripts* *Year 3: Non chronological report* *Year 4: Play scripts* *Year 4: Persuasive article.* *Year 3: Poems with a structure* *Year 4: Kennings*	Year 3- Discussion texts Year 3- Novel on a theme *Year 4: Myths* *Year 4: Explanation text*	*Year3: Explanation text* *Year 3- Poetry* *Year 4: Novel on a theme* *Year 4: Information leaflet*	*Year 3: Mystery* *Year 3 persuasive letters* *Year 4: Fantasy* Year 4: Discussion texts	*Year 3 : Fairy tale* *Year 3 Recount biography* Year4: Folktales *Non-Chronological report* *Year 3/4 Classic poetry*
	Maths	Place Value (Weeks 1-4) • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	Multiplication and Division (Weeks 1-6) • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • know and use the vocabulary of prime numbers, prime factors and composite	Fractions and Decimals • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Fractions and Decimals (Weeks 1-4) • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write	Measurement (Weeks 1-4) • convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • estimate volume and capacity • use all four operations to solve problems involving	Statistics (Weeks 1 & 2) • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables.

St Ursula's EACT Academy Creative Curriculum
Year 5

		• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 t o the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Addition and Subtraction (Weeks 4-8) • add and subtract whole	(non-prime) number • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving	• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	mathematical statements > 1 as a mixed number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with	measure using decimal notation including scaling.	Geometry (Weeks 3 – 5) • identify 3-D shapes, including cubes and other cuboids, from 2-D representation • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between

		numbers with more than 4 digits,including written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems	• round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order and compare numbers with up to 3 decimal places • solve problems involving number up to 3 decimal places • recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction • solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of	denominator 100, and as a decimal fraction • solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25. Measurement (Time) (Weeks 5 & 6) • solve problems involving converting between units of time		regular and irregular polygons based on reasoning about equal sides and angles. • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

			involving simple rates. Measurement (Area and Perimeter) (Week 7) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	a multiple of 10 or 25.			
	Reading	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – fiction Wk 4 – non-fiction Wk 5 – fiction Wk 6 – non-fiction	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – non-fiction Wk 4 – fiction Wk 5 – non-fiction Wk 6 – poetry and assessment	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – non-fiction Wk 4 – fiction Wk 5 – poetry and assessment Wk 6 – non-fiction	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – non-fiction Wk 4 – fiction Wk 5 – poetry and assessment Wk 6 – non-fiction	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – non-fiction Wk 4 – poetry and assessment Wk 5 – non-fiction	Wk 1 – poetry and assessment Wk 2 – fiction Wk 3 – non-fiction Wk 4 – fiction Wk 5 – non-fiction Wk 6 – poetry and assessment

St Ursula's EACT Academy Creative Curriculum
Year 5

		Wk 7 poetry and assessment Wk 8 – non-fiction	Wk 7 - fiction				Wk 7 - fiction
Inclusion	**RESPECT theme plus religious ceremonies/ celebrations**	Sikhism How far would a Sikh go for his/her religion? • Research the role of an important religious person • Explore and describe some of the ways in which people show that religion is important to them • Ask a range of questions • Develop a greater	Christianity Is the Christmas story true? • Explain different people's ideas about the things they value and their vision of life • Explain how ritual and symbolism help in worship • Describe different ways that people reflect in special places • Explain the importance of commitmen	Hinduism How can Brahman be everywhere and in everything? • Explore and describe some of the ways in which people show that religion is important to them • Explain different people's ideas about the things they value and their vision of life • Explain the importance of commitmen t, why some people think	Christianity Did God intend Jesus to be crucified and if so was Jesus aware of this? • Research the role of an important religious person • Explain the importance of commitment, why some people think the Holy books are special and important and different people's ideas about the things they value • Share my own beliefs about life and death, referring to ideas from religion • Describe and explain the symbolism of 'good' and 'evil'	Sikhism What is the best way for a Sikh to show commitment to God? • Explore and describe some of the ways in which people show that religion is important to them • Link the way I behave to that of a believer • Link the things that are important to me and other people • Describe some practical ways people might care for the world • Recognise that some features	Christianity What is the best way for a Christian to show commitment to God? • Explore and describe some of the ways in which people show that religion is important to them • Link the way I behave to that of a believer • Link the things that are important to me and other people

		religious vocabulary Rosh Hashanah Harvest festival	t, why some people think the Holy books are special and important and different people's ideas about the things they value • Ask a range of questions • Develop a greater religious vocabulary Christmas Remembrance day Diwali Guru Nanak Dev St Andrews Children in Need.	the Holy books are special and important and different people's ideas about the things they value • Ask a range of questions • Develop a greater religious vocabulary Commonwealth Day St Patrick's Day	• Ask a range of questions • Develop a greater religious vocabulary Easter St David's Day Mother's Day	are different in the same religion • Make comparisons between different styles of worship and explain different viewpoints • Ask a range of questions • Develop a greater religious vocabulary St Georges Day Shakespeare's birthday Europe Day May 9th	• Describe some practical ways people might care for the world • Recognise that some features are different in the same religion • Make comparisons between different styles of worship and explain different viewpoints • Ask a range of questions • Develop a greater religious vocabulary Ramadan Father's Day

St Ursula's EACT Academy Creative Curriculum
Year 5

	SMSC (Including SEAL, UNICEF focus assembly and P4C)	New Beginnings UNICEF focus: world teacher's day. ANTI BULLYING WEEK	Getting on/Falling out/Bullying UNICEF focus: World Children's day.	Going for goals UNICEF focus: Martin Luther King Day SAFER INTERNET DAY	Relationships WORLD BOOK WEEK SCIENCE AND ENGINEERING WEEK	Good to be me UNICEF focus: World Health Day	Changes UNICEF focus:: World Day against Child Labour
	Jigsaw	Being Me in My World • Identify ways to face new challenges	Celebrating Difference • Identify some factors that affect emotional well-being • Identify and explain how to manage the risks in different familiar situations	Dreams and Goals • Identify some factors that affect emotional well-being	Relationships • Identify ways to face new challenges • Identify some factors that affect emotional well-being • Respond to, or challenge, negative behaviours such as stereotyping and aggression	Healthy Me • Identify ways to face new challenges • Identify some factors that affect emotional well-being • Respond to, or challenge, negative behaviours such as stereotyping and aggression	Changing Me • Discuss some of the bodily and emotional changes at puberty • Demonstrate some ways of dealing with these changes in a positive way
	RRS						
Sci	**BIG DAYS in school**	October – World space week 1 day		Safer internet day - E-sense	WORLD BOOK WEEK SCIENCE WOW DAY	SATS/CAMP TERM	HEALTHY SCHOOLS & SPORTS DAY

	(off timetable days)						
	Science	**Space** -describe the movement of the earth and other planets relative to the sun in the solar system. -describe the movement of the moon, relative to the earth. -describe the sun, earth and moon as approximately spherical bodies. -use the idea of the earth's rotation to explain day and night and apparent movement of the sun across the sky.	**Materials and Properties** -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electoral and thermal) and response to magnets. -Know that some materials will dissolve in liquid to solve a solution and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gasses to describe how mixtures may be separated, including through filtering, sieving and evaporating. -Give reasons based on evidence based on comparative and	**Materials and Properties** -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electoral and thermal) and response to magnets. -Know that some materials will dissolve in liquid to solve a solution and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gasses to describe how mixtures may be separated, including through filtering, sieving and evaporating. -Give reasons based on evidence based on comparative and	**Forces** -explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the fallen object -identify the effects of air resistance and friction, that act between moving surfaces -Recognise that some mechanisms, including levers, pullies and gears allow the smaller force to have the greater effect	**Living Things** **Life cycles, plants and animals** -describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird. -describe the life process of reproduction in some plants and animals.	**Animals Including humans** -Describe changes as humans develop older age -describe the changes as humans develop the changes of old age.

			fair tests for the particular uses of materials including metals, wood and plastic. -demonstrate that dissolving mixing and changes of state are reversible changes. -explain that some changes result in the formation of new materials, ad that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.	fair tests for the particular uses of materials including metals, wood and plastic. -demonstrate that dissolving mixing and changes of state are reversible changes. -explain that some changes result in the formation of new materials, ad that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.			
	Computing	**Unit 5.7** **Concept Maps** **Weeks**– 4 **Programs**– 2Connect **Unit 5.4** **Databases** **Weeks**– 4 **Programs**– 2Question, 2Investigate	**Unit 5.1** **Coding** **Number of Weeks**– 6 **Main Programs**– 2Code Set IF conditions for movements. Specify types of rotation giving the number of degrees.	**Unit 5.2** **Online Safety** **Weeks**– 2 **Programs**– Various *Week3-6 consolidation of skills/Safer Internet Day Understand more of the dangers online,	**Unit 5.3** **Spreadsheets** **Weeks**– 6 **Programs**– 2Calculate Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner including using spreadsheets (using	**Unit 5.5** **Game Creator** **Weeks**– 5 **Programs**–2DIY 3D *Week 6 for consolidation of skills* Set IF conditions for movements. Specify types of rotation giving the number of degrees.	**Unit 5.6** **3D Modelling** **Weeks**– 4 **Programs**– 2Design and Make *Week 5-7 consolidation of skills*

		Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner including using spreadsheets (using formulae), databases and graphing tools	Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Set events to control other events by 'broadcasting' information as a trigger.	how to minimise risks and report problems. Understand the effects of cyber bullying Know how to respect yourself and others online	formulae), databases and graphing tools	Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Set events to control other events by 'broadcasting' information as a trigger.	
Arts Mark	**Music,**	Charanga: Livin' on a prayer Sing in tune and show control, breathing well and using clear diction. Vary and maintain rhythms to suit a style. Create rhythmic patterns with an awareness of timbre and duration. Read musical stave, time signature and work out notes.	Charanga: Classroom Jazz 1 Play an accompaniment on an instrument. Improvise within a group. Use musical terms: pitch, duration, timbre, tempo, dynamics. Texture and silence. Evaluate how music is affected by occasion, purpose and performer.	Charanga: Make you feel my love Sing in tune and show control, breathing well and using clear diction. Perform songs with an awareness of the meaning of the words. Perform songs that reflect meaning and occasion. Use venue and sense of occasion to perform in front of an audience.	Charanga: The Fresh Prince of Bel Air Sing in tune and show control, breathing well and using clear diction. Hold a part in a round Vary and maintain rhythms to suit a style. Hold a part in a round.	Charanga: Dancing in the Street Sing in tune and show control, breathing well and using clear diction. Know that music can be played or listened to for a varitey of purposes (throughout history and in different cultures).	Charanga: Reflect, Rewind and Replay Create songs, understand how music and lyrics are linked. Create music which reflects given intentions and uses notation to support performance. Identify where to put accents in a song to create effect. Use musical terms to evaluate own music.

		Draw a treble clef at the correct position on the stave.					
	Art		**Landscape Painting** • Explore the effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Explore the concept of perspective	**Clay Tiles** • Plan and develop ideas • Shape, form, model and join from observations or imagination • Explore the properties of media • Discuss and evaluate own work and that of other sculptors **Mouldable materials** • Consider how to make my product better. • Persevere with my project even if my original idea might not have worked.			**Repeated Patterns** • Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes • Combine prints • Design prints • Make connections • Discuss and evaluate own work and that of others
	DT	**Rationing recipe** • Take a user's view into account when designing. • Come up with a range of ideas after I have			**Bridge Making** **Stiff and flexible sheet materials** • Measure carefully to ensure I haven't made mistakes.	**Shields** • Explain how my product will appeal to the audience. • Use a range of tools and equipment expertly.	

St Ursula's EACT Academy Creative Curriculum
Year 5

		collected information. • Produce a detailed step-by-step plan. • Suggest some alternative plans. • Use cross-sectional planning to show my design. Produce prototypes to show my ideas.			• Measure accurately to make sure everything is precise. • Ensure my product is strong and fit for purpose.		
Trips/ Wow Days	**WOW opportunities** **Parent days**	Sept – Roald Dahl Day Spet – Alzheimer's day October – Black History Month October – Jeans for Genes Day October – Everyone writes day Visitor -?	5th Nov Bonfire night 10th Nov – Remembrance day Nov – Anti-Bullying week Nov – Children in need Nov – Road safety week Devon Trip	Jan – Chinese New Year Jan/Feb - National story telling week Visitor - ?	March – World book day Mar – STEM week March – Storytelling day Clevedon Trip	April – Earth day WOW DAY	June – wrong trousers day Bristol Museum workshop? Isle of Wight UKSA?