



## Seva School CURRICULUM

### YEAR FIVE

| TERM           | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|----------------|--|---|---|---|---|---|
| THEME          | Settlements  | Invaders  | Space   | We Are All the Same, But Different  | Raging Rivers   | Water Aid   |
| Virtues:       | Kindness   | Courage   | Honesty   | Tolerance   | Respect   | Responsibility  |
| <b>English</b> | <p>Texts:<br/>Viking Boy by Tony Bradman</p> <p>Fiction:<br/>Myths and Legends</p> <p>Non-Fiction:<br/>Newspaper Report</p> <p>Non-Fiction:<br/>Non-Chronological Report</p> | <p>Texts:<br/>Beowulf by Michael Morpurgo</p> <p>Fiction:<br/>Story based in a historical setting:</p> <p>Non-Fiction:<br/>Information Leaflet:</p> <p>Non-Fiction:<br/>Explanation Text:</p> | <p>Texts:<br/>Cosmic by Frank Cottrell Boyce</p> <p>Fiction:<br/>Poetry: Figurative Language</p> <p>Non-Fiction:<br/>Non-Chronological Report:</p> <p>Non-Fiction:<br/>Biography:</p> | <p>Texts:<br/>The Tempest by W. Shakespeare</p> <p>Fiction:<br/>Play script</p> <p>Fiction:<br/>Poetry: Rap</p> <p>Non-fiction:<br/>Newspaper Reports</p> | <p>Texts:<br/>Journey to the River Sea by Eva Ibbotson</p> <p>Fiction:<br/>Diary Entry</p> <p>Non-Fiction:<br/>Newspaper Report</p> <p>Non-Fiction:<br/>Information Texts</p> | <p>Texts:<br/>Kensuke's Kingdom by Michael Morpurgo</p> <p>Fiction:<br/>Mystery Story</p> <p>Non-Fiction:<br/>Formal Letters</p> <p>Fiction:<br/>Poetry</p> |



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| <b>Maths</b> | Number: Place Value<br>Number to 10,000<br>Roman numerals to 1,000<br>Round to the nearest 10, 100 and 1,000<br>Number to 100,000<br>Compare and order numbers to 100,000<br>Round numbers within 100,000<br>Numbers to a million<br>Counting in 10s, 100s, 1,000s, 10,000s and 100,000s<br>Compare and order numbers to a million<br>Round numbers to a million<br>Negative numbers<br>Number: Addition and Subtraction<br>Add whole numbers with more than 4-digits (column method)<br>Subtract whole numbers with more than 4-digits (column method)<br>Round to estimate and approximate<br>Inverse operations (addition and subtraction)<br>Multi-step addition and subtraction problems | Statistics<br>Read and interpret line graphs<br>Draw line graphs<br>Use line graphs to solve problems<br>Read and interpret tables<br>Two way tables<br>Timetables<br>Number: Multiplication and Division<br>Multiples<br>Factors<br>Common factors<br>Prime numbers<br>Square numbers<br>Cube numbers<br>Inverse operations (Multiplication and Division)<br>Multiply by 10, 100 and 1,000<br>Divide by 10, 100 and 1,000<br>Multiply and divide by multiples of 10, 100 and 1,000<br>Measurement: Perimeter and Area<br>Measure perimeter<br>Calculate perimeter<br>Find unknown lengths<br>Area of rectangles<br>Area of compound shapes<br>Estimate and approximate area | Multiplication and Division<br>Multiply 4-digits by 1-digit<br>Multiply 2-digits (area model)<br>Multiply 2-digits by 2-digits<br>Multiply 3-digits by 2-digits<br>Multiply 4-digits by 2-digits<br>Divide 4-digits by 1-digit<br>Divide with remainders<br>Fractions<br>Equivalent fractions<br>Improper fractions to mixed numbers<br>Mixed numbers to improper fractions<br>Number sequences<br>Compare and order fractions less than 1<br>Compare and order fractions greater than 1<br>Add and subtract fractions<br>Add fractions within 1<br>Add 3 or more fractions<br>Add fractions<br>Add mixed numbers | Subtract fractions<br>Subtract mixed numbers<br>Subtract – breaking the whole<br>Subtract 2 mixed numbers<br>Multiply unit fractions by an integer<br>Multiply non-unit fractions by an integer<br>Multiply mixed numbers by integers<br>Fraction of an amount<br>Using fractions as operators<br><br>Number: Decimals<br><br>Decimals up to 2 d.p.<br>Decimals as fractions<br>Understand thousandths<br>Thousandths as decimals<br>Rounding decimals<br>Order and compare decimals<br>Understand percentages<br>Percentages as fractions and decimals<br>Equivalent F.D.P. | Number: Decimals<br><br>Adding decimals within 1<br>Subtracting decimals within 1<br>Complements to 1<br>Adding decimals – crossing the whole<br>Adding decimals with the same number of decimal places<br>Subtracting decimals with the same number of decimal places<br>Adding decimals with a different number of decimal places<br>Subtracting decimals with a different number of decimal places<br>Adding and subtracting wholes and decimals<br>Decimal sequences<br>Multiplying decimals by 10, 100 and 1,000<br>Dividing decimals by 10, 100 and 1,000 | Geometry: Properties of Shape<br>Measuring angles in degrees<br>Measuring with a protractor<br>Drawing lines and angles accurately<br>Calculating angles on a straight line<br>Calculating angles around a point<br>Calculating lengths and angles in shapes<br>Regular and irregular polygons<br>Reasoning about 3-D shapes<br>Geometry: Direction and Position<br>Position in the first quadrant<br>Reflection<br>Reflection with coordinates<br>Translation<br>Translation with coordinates<br>Measurement: Converting Units<br>Kilograms and kilometres<br>Milligrams and millilitres<br>Metric units<br>Imperial units<br>Converting units of time<br>Timetables<br>Measurement: Volume<br>What is volume?<br>Compare volume<br>Estimate volume<br>Estimate capacity |



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| <b>Science and Scientific enquiry</b> | <b>Properties and changes of materials</b><br><i>(properties of materials)</i><br><br>Compare and group together everyday materials<br>Give reasons, based on evidence, for the particular uses of everyday materials | <b>Properties and changes of materials</b><br><i>(changes of materials)</i><br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gas to decide how mixtures might be separated<br><br>Demonstrate that dissolving, mixing and changes of state are reversible changes<br>Explain that some changes result in the formation of new materials, (non-reversible) including changes associated with burning and the action of acid on bicarbonate of soda | <b>Earth and Space</b><br>Describe the movement of the earth and other planets relative to the sun in the solar system<br>Describe the movement of the moon relative to the Earth<br>Use the idea of the Earth's rotation to explain day and night | <b>Forces</b><br>Explain that unsupported objects fall towards Earth because of the force of gravity.<br>Identify the effects of air and water resistance, and friction.<br>Recognise that some mechanisms allow a smaller force to have greater effect | <b>Living things and their habitats</b><br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>Describe the life process of reproduction in some plants and animals | <b>Animals including humans</b><br>Describe the changes as humans develop to old age. |
| <b>Science capital ideas</b>          | Make a test centre for fabrics for different people around the world  | The fastest dissolving sugar test   | Visit Leicester Space Centre   | Make and model a rocket to demonstrate  | Dissect a flower   | Bring photos from home to observe changes from baby to childhood.                     |



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| <b>EVENTS</b>   | Bandi Chorr<br>Hello/Yellow Mental Health Day<br>Black History Month   |  | Guru Nanak Gurburab<br>Chaar Sahibzaade<br>Remembrance Day<br>Christmas   |  | Virtual visit to a Gurdwara<br>Safer Internet Day<br>World Book Day   |   |
| <b>RE</b>       | U2.1 Why do some people believe God exists?  |  | U2.4 If God is everywhere, why go to a place of worship?<br>Celebration link: Vaisakhi and Gurdwara visit                               |  | U2.6 What does it mean to be a Muslim in Britain today?<br>link- Ramadan and Eid  |   |
| <b>Theme:</b>   | <b>Families and Friendships. Safe Relationships</b>  | <b>Respecting Ourselves and Others</b>   | <b>Belonging to a Community. Media Literacy and Digital Resilience</b>  | <b>Money and Work</b>  | <b>Physical Health and Mental Wellbeing. Growing and Changing</b>   | <b>Keeping Safe</b>   |
| <b>PHSE</b>     | Managing friendships and peer influence. Physical contact and feeling safe.  | Responding respectfully to a wide range of people; recognising prejudice and discrimination.       | Protecting the environment; compassion towards others. How information online is targeted different media types, their role and impact. | Identifying jobs interests and aspirations; what influences career choices; workplace stereotypes. | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Personal identity; recognising individuality and different qualities; mental wellbeing. | Keeping safe in different situations, including responding in emergencies and, first aid and FGM. |
|                 | <b>Taking Care</b><br>Rights and Responsibilities, Feelings Safe Feelings, Fun to Feel Scared and Early Warning Signs<br>"There is nothing so awful we can't talk about it with someone", Secrets and Networks<br>Using Networks | <b>Black History Month</b><br>Focus on Olive Morris  |   |  |   |   |
| <b>History</b>  | Britain's settlement by Anglo-Saxons and Scots<br>The dark ages  | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |   |  |   |   |



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| Geography |  |  |  |  | Looking at South America (Brazil) compared and contrasted to UK with focus on Amazon River | Water aid<br>Looking at look at charity organisations provide water aid in third world countries.<br>- Khalsa Aid |
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| <b>Computing &amp; E safety</b> | iProgram Unit 1<br>Understand that computer programs containing graphics use x y coordinates and turns are measured in degrees<br>Use conditional (if) statements<br>understand that some variables can only be true or false (boolean)<br>Understand that programs can do different things if the value of a boolean variable is true or false (conditional statements)<br>Create a game that senses events on screen<br>Program statements that make something happen in response to events on screen<br>Understand what a variable is and why they are useful | iDraw<br>Understand that digital tools can be used to create images<br>Understand that vector images are made up of shapes and lines<br>Use digital tools to improve detail in images<br>Understand that vector images are constructed of layers<br>Design vector images<br>Create vector images<br>Evaluate images and make improvements | iCrypto<br>Understand that messages can be sent and received secretly<br>Learn encrypt/decrypt simple messages<br>understand signalling is a form of communication<br>Communicate simple messages through signals<br>understand that messages can be sent electronically over distances<br>Understand that data can be transmitted as binary (on or off)<br>Understand that messages have been encrypted/decrypted throughout time<br>Understand the algorithm of a simple shift cipher<br>Use frequency analysis to decipher encrypted text<br>understand the importance of cryptography historically and today<br>Understand how the Enigma Machine operates | iWeb<br>Understand that the world wide web is one of the services offered on the internet<br>Know that the world wide web consists of many websites and web pages that can be accessed using the internet<br>Understand that many people remix content to work on the world wide web<br>Know that websites are written in HTML<br>know that HTML gives a web page structure<br>Change a picture on a web page read basic HTML code<br>Understand how HTML provides structure for web content<br>Use research for the creation of a website<br>Upload an image for insertion into a website | iProgram Unit 2<br>How to create a world and control a character using the Kodu programming environment<br>Use conditional statements in computer programs (When.Do) program an object to move towards another by sequencing statements<br>amend a computer program to accept user input<br>Program objects to move along paths<br>Understand how to create 'levels' in a computer game<br>Understand that computer programs need to be designed<br>Know what to think about when designing a computer program | iSafe<br>Explore and Identify methods of communication<br>Understand why people communicate.<br>Understand the risks and benefits of various modes of communication.<br>Explore the ways in which pupils communicate<br>Understand the concept of personal and private information.<br>Understand safety rules and responsible behaviour when using new technologies.<br>Explore how and why we share information, give information and receive information.<br>Understand the concept of personal safety in real life and online life |





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| PE       | <p>Music and Movement<br/>Developing stronger movements, jumps, balances and aerobic work in a more consistent manner and quality over a longer period of time.<br/>Compose motifs and plan routines creatively and collaboratively within groups. Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance they use.<br/>Perform different style of dances clearly and fluently.<br/>Organise their own warm-up and cool-down exercises.<br/>Swimming</p> | BOYS  |   | <p>Gymnastics<br/>Develop knowledge of travel, balance, body tension, roll(s) and routine.<br/>Create, practise and refine longer, more complex sequences including changes in levels, direction and speed.<br/>Choose actions, body shapes and balances from a wider range of themes and ideas.<br/>Be able to link and perform multiple sequential elements. up to 8.</p> | <p>Athletics<br/>Understand and demonstrate the difference between sprinting and running for sustained periods.<br/>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into target area.<br/>Perform a range of jumps showing consistent techniques.<br/>Play different roles in small groups.</p> | <p>Striking and fielding Games.<br/>Strike a bowled ball with some accuracy, using a range of fielding skills, e.g. catching, bowling, intercepting, with growing control and consistency.<br/>Work collaboratively with others.<br/>Use and apply basic rules consistently and fairly.</p> |
|          |  | <p>Badminton<br/>Hold and swing racket and where to stand on the court when hitting, catching and receiving.<br/>Hit the ball on both sides of the body and above head.<br/>Use different types of shots during a game. Improve accuracy.<br/>Explain why they or others are playing well in the games.<br/>Know what they need to get better at and what to practice.<br/>Know how to change court to make easier.<br/>Understand practices to help with precision and consistency and speed about the court.<br/>Swimming</p> | <p>Football<br/>Show ways to keep ball away from defenders.<br/>How to shield the ball.<br/>Change speed, direction with ball to get away from defender.<br/>Shoot accurately in a variety of ways.<br/>Mark an opponent.<br/>Watch and evaluate the success of the games they play in.<br/>Identify parts of the game that are going well and parts that need improving.<br/>Explain how confident they feel in different positions.<br/>Suggest what they need to practice to enjoy game more.<br/>Change pitch size to make games better.<br/>Swimming</p> |   |   |   |
|          |  | GIRLS   |   |   |   |   |
|          |  | <p>Football<br/>Show ways to keep ball away from defenders.<br/>How to shield the ball.<br/>Change speed, direction with ball to get away from defender.<br/>Shoot accurately in a variety of ways.<br/>Mark an opponent.<br/>Watch and evaluate the success of the games they play in.<br/>Identify parts of the game that are going well and parts that need improving.<br/>Explain how confident they feel in different positions.</p>   | <p>Badminton<br/>Hold and swing racket and where to stand on the court when hitting, catching and receiving.<br/>Hit the ball on both sides of the body and above head.<br/>Use different types of shots during a game. Improve accuracy.<br/>Explain why they or others are playing well in the games.<br/>Know what they need to get better at and what to practice.<br/>Know how to change court to make easier.<br/>Understand practices to help with precision and consistency and speed about the court.</p>  | <p>Gymnastics<br/>Develop knowledge of travel, balance, body tension, roll(s) and routine.<br/>Create, practise and refine longer, more complex sequences including changes in levels, direction and speed.<br/>Choose actions, body shapes and balances from a wider range of themes and ideas.<br/>Be able to link and perform multiple</p>                               |   |   |



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|                               |   | Suggest what they need to practice to enjoy game more.<br>Change pitch size to make games better.<br>Swimming  | Swimming  | sequential elements. up to 8.  |  |   |
| <b>Art &amp; DT (cooking)</b> | Design and make Anglo-Saxon brooches<br><br>Textiles - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products | Design and make scones: bake off<br><br>Cooking - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products | Spacescapes inspired by the Hubble telescope<br><br>Painting, collage, print medium | Frida Kahlo – self-portraits artist<br><br>Drawing, painting, inspiration from artists | River Landscapes<br><br>Pastels and watercolours | Modroc Wave Sculpture<br><br>Planning, working with tools, equipment, materials to make quality products, evaluate processes and products |
| <b>Music</b>                  | Exploring Pulse and Rhythm  | Exploring Sounds   | Exploring Sound Sources   | Exploring Lyrics and Melody  | Performing Together                              | Exploring Musical Processes   |