


## NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2019


In essence, it is important that our curriculum is thoughtfully put together, it is progressive and structured appropriately and that subsequent lessons are sequenced in a way that makes sense and supports learning and development.


| CURRICULAR AIMS  |  |  |   |
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| To give pupils appropriate experiences to develop as confident, responsible citizens who connect with their future possibilities.<br>To provide a rich 'cultural capital'.<br>To provide a coherent, progressive and structured curriculum that enables all pupils to learn, develop and experience success. |  |  |   |
| <b>Core Values:</b> Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care.  |  |  |   |
| YEAR 5   | INTRA-CURRICULUM: <i>Designing</i><br>provision effectively within a specific subject.   | CROSS-CURRICULAR: <i>Purposefully</i><br>connecting and sequencing aspects of our whole school themes.   | CONTINUOUS PROVISION: 6<br>PILLARS <i>Embedding</i><br>strong daily routines.   |
| AUTUMN 1<br><b>Theme for awards – PLAY FAIRLY AND THOUGHTFULLY</b><br><br><b>Author Focus:</b><br>Roald Dahl<br><b>Poet Focus:</b><br>T S Elliot<br><b>Curriculum driver:</b><br>James and the Giant Peach                 | INTRA –CURRICULUM<br>Knowledge and Understanding<br><br><b>Maths:</b><br>Fluency, Problem Solving, Place Value (partitioning, rounding, ordering), Addition & Subtraction, Fluency & Multiplication & Division, Four operations<br><br><b>Writing:</b><br><b>Launch Lesson</b> – Outdoors lesson using a giant paper mache peach to hook children in and link to prediction skills in reading. News reports (drama based, film performances for other classes to evaluate), Newspaper reports (create a Year 5 newspaper for children to access in the | <b>The Adventurer – Create a drama in the wild</b><br>CROSS – CURRICULAR<br>Knowledge and Understanding<br><br><b>PSHE:</b><br>*Mental Health linked to bullying (look at how James is treated by Aunt Spiker and Aunt Sponge)<br>*Playing fairly and thoughtfully – use James and the Giant Peach in circle time to discuss how the insects treat James fairly and thoughtfully<br>*Use James and the Giant Peach and James' dream to travel to New York to aspirations and children creating their own travel dreams | 1. Reading.<br>2. Handwriting.<br>3. Counting, mental calculation and time.<br>4. Moving.<br>5. Singing/poetry.<br>6. Reflection (thinking/imagining) |

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|  | <p>library), Balanced Arguments (children to perform on outdoor stage)</p> <p><b>Spelling:</b><br/>Pluralising nouns that end in a vowel using s/es, words ending in ant/ent, words ending in ancy/ency, words ending in ible/able, words ending in ible/able, Revision of Year 5 Autumn A words</p> <p><b>Handwriting (linked to spelling rules):</b><br/>Forming the letter a, forming the letter c, forming the letters b and d, forming the letters m and n, forming the letter, forming the letter h, forming the letter t</p> <p><b>Guided Reading: (DERIC)</b><br/>James and the Giant Peach</p> <p><b>Science:</b> Forces</p> <p><b>Music:</b> Ukelele/Song</p> <p><b>PE:</b> Invasion Games<br/>Basketball (one class)</p> <p><b>Art:</b> Colour with elements of Form (malleable materials)</p> | <p><b>Topic:</b><br/>*Link to Science by looking at insects/invertebrates (leading onto life cycles)<br/>*Link to reading/writing - Children to write application letters to James to be his new companion on his peach, listing all the qualities why they would be perfect for the job</p> <p><b>Art/D&amp;T:</b><br/>*Link to reading - Watercolour paintings of James' view out of his window on the hill<br/>*Link to Maths – children to measure wooden rods and cut to size before gluing onto paintings to create window frames<br/>*Pastels to create a still life drawing of a peach -</p> <p><b>Geography:</b><br/>*Link to Maths – plotting James' journey on the Peach using coordinates and directions</p> <p><b>Science:</b><br/>*Introduce forces- learning key terms: force, gravity, friction, air resistance.<br/>*Exploring weight, mass and gravity.<br/>*Plan and conduct an investigation about air resistance- testing which object will fall first (linked to James and the Giant Peach).<br/>*Explore air resistance by designing parachutes (investigation).</p> |  |
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|   |   | <p>*Creating a conclusion for the investigation. How do air resistance and gravity effect how fast an object falls? Exploring forces in real life.</p> <p><b>Maths:</b><br/>*Problem solving linked to James and the Giant Peach (Time, four operations, scaling)</p> <p><b>Computing:</b><br/>*Plan an event – viewing the giant peach</p> <p><b>Skills Time (Sewing)</b></p>  |  |
| <p>AUTUMN 2</p> <p><b>Theme for awards – USE YOUR TALENTS TO ACHIEVE YOUR BEST</b></p> <p><b>Author Focus:</b><br/>Charles Dickens</p> <p><b>Poet Focus:</b><br/>T S Elliot</p> <p><b>Curriculum driver:</b><br/>The Victorians (Fair's Fair/A Christmas Carol)</p> <div data-bbox="331 1131 441 1292"> </div> <div data-bbox="448 1074 566 1236"> </div> | <p>INTRA –CURRICULUM<br/>Knowledge and Understanding</p> <p><b>Maths:</b><br/>Fluency, Fractions, Multiples/Factors, Four Operations</p> <p><b>Writing:</b><br/><b>Launch Lesson</b> – Victorian Day<br/>Playscripts (perform to another year group),<br/>Narrative writing (create own books with front covers for Christmas presents)</p> <p><b>Spelling:</b><br/>Words ending in ibly and ably, words ending in tious/cious, words ending in tial/cial , stressed and unstressed 'fer', words ending in ough</p> <p><b>Handwriting (linked to spelling rules):</b></p> | <p><b>The Discoverer – Create a piece of wild art</b><br/>CROSS – CURRICULAR<br/>Knowledge and Understanding</p> <p><b>PSHE:</b><br/>*Use your talents to achieve your best – use Fair's Fair in circle time to discuss the main character in Fair's Fair and his determination – link to talents and achieving goals<br/>*Use character of Scrooge to look at mental health and depression and compare to Bob Cratchit's optimism and healthy attitude</p> <p><b>Topic (History):</b><br/>*Link to Maths - timeline of Victorian period<br/>*Link to reading/writing – children to use the character of Fair's Fair to investigate the difference between poor and rich Victorians<br/>*Investigate Victorian inventions</p> |  |

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|  | <p>Forming the letter f, forming the letter k, forming the letter y, forming the letter w, forming the letter g, forming the letter h, forming the letter y</p> <p><b><u>Guided Reading: (DERIC)</u></b><br/> Fair's Fair (fiction)<br/> You wouldn't want to be a Victorian Schoolchild (non-fiction)<br/> T.S .Elliot (poetry)<br/> Christmas songs/adverts/poems</p> <p><b>Science:</b> Forces (push and pulls)</p> <p><b>Music:</b> Drumming skills</p> <p><b>PE:</b> Gym &amp; Dance/Basketball (one class)<br/> <b>Art:</b> Colour with elements of Form (malleable materials)</p> | <p>*Link to Maths – create a line graph comparing temperatures during the Victorian times to today.</p> <p><b>Art/D&amp;T:</b><br/> *Link to history – use natural materials to create pieces of art depicting Victorian clothing<br/> *Link to history – children to create peg dolls of Victorian families</p> <p><b>RE:</b><br/> * Religion and the individual: What is expected of a person in following a religion or belief? Religion: Christianity linked to Christmas and why Christians celebrate Jesus' birth</p> <p><b>Science:</b><br/> *Investigate mechanisms linked to Victorian toys<br/> *Plan an investigation on a pulley, lever or gear.<br/> *Design and make Victorian toys that use levers, pulleys and / or springs and explore their effects.</p> <p><b>Computing:</b><br/> *Online safety – link to Victorians and discuss whether they would have needed to know about e-safety. Discuss pros/cons of the invention of computers/internet.</p> |  |
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| <p>SPRING 1</p> <p><b>Theme for awards – LISTEN TO OTHERS VIEWS</b></p> <p><b>Author Focus:</b><br/>Malorie Blackman</p> <p><b>Poet Focus:</b><br/>Benjamin Zephaniah</p> <p><b>Curriculum driver:</b><br/>The Poles – Shackleton's Journey</p>  | <p>INTRA –CURRICULUM</p> <p>Knowledge and Understanding</p> <p><b>Maths:</b><br/>Fluency &amp; coordinates/translating, place value (decimals), place value (decimals), perimeter/4 ops, area/4 ops</p> <p><b>Writing:</b><br/><b>Launch Lesson</b> – Finding hidden clues outside linked to explorers<br/>Diaries in role as Shackleton (bury as a time capsule)<br/>Biographies of Shackleton (to create a biography on a present-day adventurer and post it to them)</p> <p><b>Spelling:</b><br/>Words ending in ough, words containing oo, words containing silent letters, words containing ie/ei, homophones</p> <p><b>Handwriting (linked to spelling rules):</b><br/>Forming the letter u, handwriting linked to topic, forming the letter k, forming the letter g, forming the letter q, forming the letter p</p> <p><b>Reading: (DERIC)</b><br/>Aspley Cherry Garrad (Non-Fiction)<br/>Ranulph Fiennes (Non-Fiction)<br/>Biography Examples (Non-Fiction)</p> | <p><b>Skills Time (Sewing)</b></p> <p><b>The Explorer – Find your way with a map</b><br/>CROSS – CURRICULAR<br/>Knowledge and Understanding</p> <p><b>PSHE:</b><br/>*Use Shackleton's journey with his crew during perilous conditions and hardship to discuss the need to listen to others views</p> <p><b>Topic:</b><br/>*Link to History - Shackleton's journey (timeline of events)<br/>*Link to Geography – plot Shackleton's journey using co-ordinates and a map (links to Maths)</p> <p><b>Art/D&amp;T:</b><br/>*Create wooden models of The Endurance. Link to Science – look at properties of materials and the structure of the boat – why are certain materials used?<br/>*Creating front covers for Shackleton's Biography</p> <p><b>Science:</b><br/>*Compare and group materials suitable for Shackleton's boat<br/>*What is water resistance? Explore how Shackleton's boat moved through the water and ice.</p> |  |
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|  | <p><b>Science:</b> Properties and changes of materials</p> <p><b>Music:</b> Basic Didgeridoo skills</p> <p><b>PE:</b> Gym &amp; Dance/Basketball (one class)</p> <p><b>Art:</b> Drawing with elements of Pattern (Watercolours)</p>   | <p>*Investigate thermal properties linked to how explorers keep warm. How can they children keep a cup of hot water warm?</p> <p>*Investigate how to make snow based on soluble materials, mixing and filtering</p> <p>*Explore reversible and irreversible changes in the context of ice and snow. Observe and compare rising sea levels over the years in relation to melting ice caps.</p> <p><b>Maths:</b></p> <p>*Use coordinates to plot Shackleton's journey</p> <p>*Use area and perimeter to investigate Shackleton's camp</p> <p><b>Computing:</b></p> <p>*Scratch maths - building with numbers</p> |  |
| <p>SPRING 2</p> <p><b>Theme for awards – RESPECT THE ENVIRONMENT AROUND US</b></p> <p><b>Author Focus:</b><br/>Michael Morpurgo</p> <p><b>Poet Focus:</b><br/>Benjamin Zephaniah</p> <p><b>Curriculum driver:</b><br/>The Poles – The Rainbow Bear</p>  | <p>INTRA –CURRICULUM</p> <p>Knowledge and Understanding</p> <p><b>Maths:</b><br/>Fluency &amp; capacity, 4ops, measurement, fractions</p> <p><b>Writing:</b><br/><b>Launch Lesson</b> – Video clip linked to global warming</p> <p>Narrative Poems (perform poems to parents)</p> <p>Persuasive letters (write to the local council asking them to help increase awareness of global warming)</p> | <p><b>The Tracker – Life in water</b></p> <p>CROSS – CURRICULAR</p> <p>Knowledge and Understanding</p> <p><b>PSHE:</b></p> <p>*Link to community – litter picking to respect the environment around us</p> <p><b>Topic:</b></p> <p>*Link to current affairs – look at how the rise of sea levels in the Poles and link to global warming. How can we look after our environment?</p>   |  |

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|  | <p><b><u>Spelling:</u></b><br/>Hyphens, root words, s/es for plurals, words ending in a, i, o and u, ul and ull</p> <p><b><u>Handwriting (linked to spelling rules):</u></b><br/>Forming the letter w, practise joining vowels, forming the join ious, handwriting linked to poetry, forming the letter z, forming the letter r</p> <p><b><u>Reading: (DERIC)</u></b><br/>Narwahl's (Non-Fiction), The Highway Man Poem (Poetry), Global Warming texts (Non-Fiction), The Easter Story</p> <p><b>Science:</b> Properties and changes of materials/Living things and their habitats</p> <p><b>Music:</b> Drumming skills</p> <p><b>PE:</b> Swimming/Basketball (one class)</p> <p><b>Art:</b> Drawing with elements of Pattern (Watercolours)</p> | <p>*Link to Geography – Use mapping skills to identify where the Poles are (southern hemisphere, northern hemisphere, equator)</p> <p><b>Art/D&amp;T:</b><br/>*Link to reading – use watercolours to create the Rainbow Bear<br/>*Zentangle of polar animals</p> <p><b>Science:</b><br/>*Compare dietary requirements of a polar explorer to other professions<br/>*Investigate the differences between a mammal, amphibian, insect and bird<br/>*Observe and compare the lifecycles of different polar animals to those living in other environments around the world<br/>*Investigate the purpose of different teeth and how it links to the diet of various polar animals<br/>*Explore the life cycle of a sunflower – children to plant their own and place in different conditions.<br/>*Analysing the impact of different conditions on the life cycle of a plant – would a sunflower survive in the North Pole? Explain why.</p> <p><b>Maths:</b><br/>*Use capacity and negative numbers to investigate the impact of global warming on rising sea levels and temperatures in the Poles</p> |  |
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|   |  | <p><b>RE:</b> Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives? Religion: Christianity linked to the Easter Story</p> <p><b>Computing:</b><br/>*Scratch memory game – link to polar animals/explorers</p>   |  |
| <p>SUMMER 1<br/><b>Theme for awards – RESPECT ALL RELATIONSHIPS</b></p> <p><b>Author Focus:</b><br/>Alan Drummond<br/><b>Poet Focus:</b><br/>Carol Anne Duffy<br/><b>Curriculum driver:</b><br/>Ancient China - Dragons</p>  | <p>INTRA –CURRICULUM<br/>Knowledge and Understanding</p> <p><b>Maths:</b><br/>Fluency, 4 operations, fractions, decimals and percentages</p> <p><b>Writing:</b><br/><b>Launch Lesson</b> – Ancient China Day<br/>Kennings Poems (linked to dragons), Non-Chronological Reports (create class book on dragons using reports)</p> <p><b>Spelling:</b><br/>Ow endings, ul/ull endings, ost/oll endings, pluralising words ending in ey or y, investigating words ending in e before suffix</p> <p><b>Handwriting (linked to spelling rules):</b><br/>Handwriting linked to Ancient China, forming the letters a, c and o, forming the letter s, forming the letter f, forming the letters p and q</p> | <p><b>The Ranger - Terrific trees</b><br/>CROSS – CURRICULAR<br/>Knowledge and Understanding</p> <p><b>PSHE:</b><br/>*Link to Mulan – look at how Mulan had to portray herself as a male – use this show respect for any type of relationship</p> <p><b>Topic:</b><br/>*Link to History – investigate main dynasties in Ancient China eg. Shang Dynasty<br/>*Link to Geography – Use mapping skills to identify where dynasties ruled</p> <p><b>Art:</b><br/>*Create dragon eyes using clay<br/>*Create Chinese lanterns</p> <p><b>RE:</b><br/>* Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? Link to</p> |  |



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|   | <p><b>Reading: (DERIC)</b><br/>The Ginkgo Tree (Ancient Chinese Tale)<br/>How to train a dragon (Fiction)</p> <p><b>Science:</b> Earth and Space</p> <p><b>Music:</b> Blues and Ragtime/Further ukelele</p> <p><b>PE:</b> Swimming/Basketball (one class)</p> <p><b>Art:</b> Texture with elements of Printing (clay)</p> | <p>Buddha and Buddhist beliefs in Ancient China.</p> <p><b>Science:</b><br/>*Explore the different planets in the solar system. Use mnemonics to remember the order.<br/>*Use torches and models of planets to investigate the movement of the moon in relation to the earth<br/>*Explore how the earth rotates to create day and night - compare times of day in the UK to China<br/>*Explore how different planets move in relation to the sun<br/>*Create simple models of the Solar System – link to mechanisms and gravity</p> <p><b>Maths:</b><br/>*Compare China's population to England's</p> <p><b>Computing:</b><br/>*Digital Literacy – information posters on Ancient Chinese dragons</p> |  |
| <p>SUMMER 2</p> <p><b>Theme for awards – SHOW RESILIENCE OF BODY AND MIND</b></p> <p><b>Author Focus:</b><br/>Barbara Laban</p> | <p>INTRA –CURRICULUM<br/>Knowledge and Understanding</p> <p><b>Maths:</b><br/>Fluency, 4 operations, Shape, Squared/cubed numbers, Volume, Roman Numerals</p> <p><b>Writing:</b></p>  | <p><b>The Adventurer – Build a den or a shelter</b><br/>CROSS – CURRICULAR<br/>Knowledge and Understanding</p> <p><b>PSHE:</b><br/>*Build a den – link to resilience of body and mind</p>   |  |



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| <p><b>Poet Focus:</b><br/>Carol Anne Duffy</p> <p><b>Curriculum driver:</b><br/>Moon Princess</p> | <p><b>Launch Lesson</b> – China Holiday Brochures<br/>Persuasive Leaflets (create Holiday Brochure),<br/>Autobiographies linked to future aspirations<br/>(send to new class teachers)</p> <p><b>Spelling:</b><br/>Tricky words, ance/ence, ancy/ency,<br/>ible/able, Year 5 statutory words</p> <p><b>Handwriting (linked to spelling rules):</b><br/>Handwriting linked to den building, forming<br/>the letters t, h and l, using cursive joins after<br/>a capital letter, forming the letter f,<br/>handwriting linked to homophones, forming<br/>the letter s, forming the letter x, handwriting<br/>linked to spelling rules</p> <p><b>Reading: (DERIC)</b><br/>How to Build a Den (Instructions)<br/>Moon Princess (Fiction)<br/>Lady Fu Hao (non-fiction)<br/>Autobiographies (Non-fiction)</p> <p><b>Science:</b> Humans (changes)</p> <p><b>Music:</b> Drumming skills and didgeridoo<br/>combo</p> <p><b>PE:</b> Athletics/Basketball (one class)</p> <p><b>Art:</b> Texture with elements of Printing (clay)</p> | <p><b>Topic:</b><br/>*Link to History – key people who made a<br/>difference during Ancient Chinese Dynasties<br/>*Link to Geography – geographical area of<br/>China – Yellow River, Great Wall of China</p> <p><b>Art:</b><br/>*Silhouettes of Shanghai skyline –<br/>contrasting to Ancient Chinese skyline</p> <p><b>RE:</b><br/>* Beliefs in action in the world: How are<br/>religious and spiritual thoughts and beliefs<br/>expressed in arts and architecture and in<br/>charity and generosity? Religion: Buddhism<br/>linked to Ancient Chinese beliefs.</p> <p><b>Science:</b><br/>*Are humans animals? Recap on living<br/>things and their habitats (mammals,<br/>amphibians, insects and bird)<br/>*How do humans change over time? Look at<br/>lifecycles.<br/>*Compare human lifecycles to other<br/>animals<br/>*Research and record gestation periods of<br/>other animals and compare with humans –<br/>Link to ICT<br/>*Create a graph to show different gestation<br/>periods including length and mass – link to<br/>maths</p> |  |
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|  |  | <p><b>Maths:</b><br/>           *Link to Literacy – work out cost of a holiday to China linked to persuasive leaflets</p> <p><b>Computing:</b><br/>           *Coding project – link to Literacy</p> |  |
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