

YEAR 5 - Ocean Academy Whole School Curriculum Overview: 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Guiding Principles	Self Worth		Engagement		Purpose	
8 Conditions of learning	Belonging Fun & excitement Teamwork	Heroes Respect	Spirit of adventure Sense of accomplishment Independence	Curiosity & creativity Resilience	Leadership & responsibility Communication	Confidence to take action Self-motivation
Ocean Learning skill	Destination: South America	Rocketman: Fly me to the moon!	Timecop: Ancient Maya	Rocketman: Life on Mars	Wateraid	Timecop: Invaders or Settlers?
No Limits Topic	How can we communicate clearly our opinions around deforestation and the Amazon rainforest?	How can we design, develop and refine a rocket which will defy the laws of gravity?	How can we organise information to cohesively communicate the daily life of an ancient Maya?	How can we take on specific roles in a group to demonstrate our understanding of the solar system?	How can we help find solutions to water problems around the world?	How can we use evidence to decide whether the Vikings were bloodthirsty invaders or civilised settlers?
No Limits Driving Question	Debate about deforestation and global warming	Design and create a water rocket	Living museum exhibit with museum labels	Create a television programme	Pitch to the board	Debate with a focus on constructing an argument supported by researched information.
ATL Assignment	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Environmental studies Rainforest conservation Authors / Writers	Aeronautics / astronaut Engineering (careers in STEM)	Archaeology Historians/experts in a field Education Farming and Agriculture	Working in Media Presenting Scientists	Environmental studies Marine biologist Coastal defence and conservation Water safety	Archaeology Historians/experts in a field Education Farming and Agriculture
Employability: Gatsby 5 (Encounters with employers/employees)	Author online visit Zoo Keeper	Research and understand various roles in NASA	Poole Museum Jobs and careers - goal setting Maz Evans: Who Let The Gods Out?	Bournemouth University media dept Fire Service	Wessex Water visit	Living history specialists
Whole class reader	Katherine Rundell: The Explorer	Frank Cottrell-Boyce: Cosmic!	Ross Mackenzie: The Nowhere Emporium	Michael Morpurgo: Kensuke's Kingdom	David Almond: Skellig (Exploring Brightstorm: Vashli Hardy for possible change)	
Writing purpose & focus text	To entertain: To describe a moment of exhilaration and drama from the story	To persuade: To persuade someone to visit a theme park.	To inform: To explain and inform about aspects of Mayan life for a living museum.	To entertain: To create and describe settings and creatures on the other side of the Emporium.	Various purposes: Building a writing anthology of different genres.	Various purposes: Building a writing anthology of different genres.
English	Multi clause (compound sentences) including coordinating conjunctions Multi clause (complex sentences) including subordinating conjunctions Use of inverted commas and other punctuation to indicate direct speech	Figurative language focusing on similes for effect Expanded Noun Phrases including Identifying and selecting determiners Fronted Adverbials including using adverbials of time to link ideas across paragraphs Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Commas to clarify meaning, enable pauses in sentences or avoid ambiguity. Begin to use punctuation for parenthesis: brackets, commas, dashes. Choose vocabulary and grammar to suit formal and informal writing, with guidance.	Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Figurative language - similes, metaphor and personification		
Oracy	Debate: Deforestation is necessary to maintain the lifestyle of the current population of the world. It can't and shouldn't be stopped.	Explaining our designs and justifying the design decisions we have made Christmas singing and performance	Debate: Which God do you think was most important to the Maya? Presenting: Creating and communicating information learnt about the Mayans as a living museum to a different year group or parents.	Presenting television programmes, recorded in front of green screens Poetry day - performance to parents	Presenting pitches to the board for their solution to a water problem Debate: Children from Year 5 upwards should be able to use their mobile phones in class to support their learning.	Debate: Were Vikings civilised settlers or bloodthirsty invaders?
Spelling	Topic Words Homophones 1 ing / ed / double consonants Unstressed vowels in polysyllabic words i as y ou + ough	Topic Words ch as 'k' of 'sh' sc and ci ei, igh, ey gue, que Prefixes dis- and mis- Prefixes in- and im-	Topic Words -sure and -ture suffixes -tion, -sion, -ssion, -cian suffixes -ant, -ence suffixes -ent -ence suffixes Year 5/6 spelling list 1	Topic Words -ous and -ious suffixes -ious and -ious suffixes -cial and -tial suffixes Homophones 2 Year 5/6 spelling list 2	Topic Words -able suffix -ible suffix ei after c, plus exceptions Homophones 3 Year 5/6 spelling list 3	Topic Words Silent letters -er suffix Hyphens Homophones 4 Year 5/6 spelling list 4 and 5
Maths	Place Value Addition and Subtraction Problem Solving	Statistics Short and Long Multiplication Measuring Length and Finding Perimeter	Short Division, remainders & problems Equivalent fractions, comparing, ordering, Converting decimals, fractions & percentages	Adding, subtracting & multiplying fractions Working with decimals Reading scales and converting between units of measure, plus intro to ratio.	Angle measuring and calculating Properties of 2D and 3D shapes Coordinates, translation	Revision of issues from the year Introductions to algebra, percentages and long division
Science	Living things and their habitats	Forces	24/24: Properties and Changes of Materials (Separating mixtures & dissolving)	Earth and Space	Properties and Changes of Materials	Animals incl. Humans (also taught through RSE)
History	Revisit and revise: Year 3 curriculum Developing historical skills: 'Construct responses that involve selection and organisation of information' developed through assignment debate and letter	24/25: Local history study	Ancient Maya	Revisit and revise: Year 4 curriculum Developing historical skills: Understanding chronology (comparing time periods) through work in maths on timetables	Revisit and revise: Year 5 Spring 1 Developing historical skills: 'Construct responses that involve selection and organisation of information' developed through assignment when writing pitch	Anglo-Saxons and the Vikings in Britain up to 1066
Geography	Locational: South America Country study: Brazil Human geography: Land-use, resources and deforestation Physical geography: Biomes, climate zones and rainforests	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Analyse weather reports to determine rocket launch day and measuring area over large scales in maths	Revisit and Revise: Year 4 curriculum Physical geography: Biomes, climate zones and rainforests	24/25: Fieldwork	Physical geography: Rivers and the water cycle	Revisit and Revise: Year 5 curriculum Developing geographical skills and knowledge: Using maps to identify movement of Anglo-Saxons, Vikings and Normans across Europe and deepening UK local understanding
Religious Education	Revisit and Revise: Year 3 curriculum Exploring religious festivals: Diwali	Christian Practices	Revisit and Revise: Year 4 curriculum Exploring religious festivals: Epiphany	Sikh Practices	Revisit and Revise: Year 5 curriculum Exploring religious festivals: Passover	Sanatana Dharma (Hindu) Practices
Computing	Coding with micro:bit (2)	Online Safety (3)	Assignment: using green screen and editing software Ukulele development - (Ho Hey - The Lumineers)	Ukulele performance: (Walk the Moon - Shut up and Dance)	Create a Google forms questionnaire	
Music	Creating music in a digital world.	Paint - Light and dark Chiaroscuro artists - Still life Structures - Stationery box	Pencil - Proportional drawing (faces) Frida Kahlo - Self-portraits Food technology - Omelette	Assignment: designing water-based product Incorporating electrical circuits - Strike and field games		
Art	Assignment: Design and construction of water rocket KNEX: Building and testing a car to complete a set criteria	TinkerCAD and 3D printing - Net and wall games Gymnastics & Dance				
DT						
STEM (Creator Space)						
PE						
MFL	Family Spanish towns & locations	Places Semana Santa (Holy Week)	Numbers to 50 Spanish musicians Dreams and goals	Clothes Euros & Cent (paying totals and receiving change) Healthy me	Hobbies El dia de los Inocentes Relationships	Food & Drink Native speaker? Changing me
PSHE	Being me in my world	Respectful relationships Caring friendships	Families and people who care for me	Planetarium - Awe and Wonder / Spirituality	Respectful relationships	Relationships and sex education
RSE	Online relationships Being safe	Exploring Christianity in RE. Considering our own worldviews in RE By exploring the historical relationship between science and religious belief in Science. By developing an awareness of and responding to others' needs and wants in PSHE When reading Cosmic, reflecting on our place in the world/solar system/universe and the importance of family. Exploring religious celebrations in assemblies: Day of the Dead, Advent & Christmas, Diwali, Tu B'Shvat	By looking at Ancient Maya beliefs and exploring how religious beliefs can unite and divide civilisations. When reading Who Let The Gods Out, reflecting on ancient religions and other belief systems (astrology). Exploring religious celebrations in assemblies: Shrove Tuesday and Lent, Chinese New Year, Holi Exploring religious celebrations in assemblies: Holi, Ramadan, Easter	Visiting the planetarium opens up questions about the size of the universe and how it might have been formed in Science. By considering how music makes us feel emotionally in Music. By considering pattern, order, symmetry and scale in both the manmade and natural world in Maths. Exploring Sikh in RE. When reading The Nowhere Emporium, reflecting on our beliefs about magic and wonder. Exploring religious celebrations in assemblies: Holi, Ramadan, Easter	By providing plenty of opportunities for pupils to explore the way different works of art make them feel spiritually in Art. By making links with history when exploring the environment and speculating on why the landscape is as it is e.g. rivers in Geography. When reading Kensuke's Kingdom, reflecting on what we value most and what we might do to protect it. Exploring religious celebrations in assemblies: Eid-al-Fitr, Vesakha Puja, St George's Day, PACE	By considering how things would be different if the course of events had been different, for example if the Normans had not been successful in 1066 in History. By reviewing and evaluating created things in DT. By being aware of one's own strengths and limitations e.g. participation in Sports Day. Exploring Sanatana Dharma in RE. Exploring religious celebrations in assemblies: Pentecost, PACE
Spiritual	Using Google maps and asking pupils to imagine what it might be like to live in different parts of the world e.g. the Amazon Rainforest through Geography. By exploring meaning and purpose for individuals and society through PSHE. By showing enjoyment and fascination with numbers in Maths. When reading The Explorer, reflecting on the importance of nature and what motivates us. Exploring religious celebrations in assemblies: Yom Kippur, Harvest	Exploring the positive and negative impacts of space travel on our world in Science. Considering our worldviews, including what we think is right/wrong and important in R.E. Considering how religious practices reflect moral beliefs in R.E. Anti Bullying Week and Children in Need When reading The Explorer, discussing whether exploration of ancient and natural spaces is right or wrong. Assemblies: Remembrance Day, learning skills, Anti-Bullying Week, Children in Need, climate change, celebration assembly	Considering the impact of colonisation and empire e.g. Spanish conquest of Central America in History. Considering how society's morals changes e.g. Ancient Maya sacrifices in History. By considering safe internet use and the impact of online bullying in Computing. When reading Who Let the Gods Out, reflecting on the difficulty of doing the 'right thing' Assemblies: Safer Internet Day	Considering how we might 'do things' differently regarding the environment if travelling to other planets in Science. Considering how religious practices reflect moral beliefs in R.E. Fundraising for a good cause on Poetry Day. When reading The Nowhere Emporium, discussing whether keeping a secret is ever a good idea. Assemblies: Red Nose Day, British Values, Ramadan	Considering the wonder of the natural world and the inventions which have made the world a better place in Science and Geography. Considering that not all developments have been good because they have caused harm to the environment and to people in Science. By exploring how emotion and inner feelings are expressed e.g. collage in Art. When reading Kensuke's Kingdom, reflecting on the impact of war on individuals. Assemblies: Eid Al-Fitr, Bullying vs. mean moments, British Values	Exploring the results of right and wrong behaviour in the past e.g. Viking invasion in History. Considering what people may have done to stop injustice e.g. Alfred the Great in History. Considering how religious practices reflect moral beliefs in R.E. Fundraising for a good cause on World Day of Music. When reading Skellig, discussing the importance of kindness and helping others. Assemblies: Leadership and helping, celebrating end of year achievements
Moral	Debating the positive and negative impacts of deforestation on our world and what we believe is the right thing to do in Geography. By exploring what is right and wrong and to work out what we need to do in our School and local community to make sure everyone thrives in PSHE and in our class charters. Belonging week, creating class culture within our 4 behaviour values, leadership voting When reading The Explorer, discussing whether exploration of ancient and natural spaces is right or wrong. Assemblies: Aspirations values, leadership, celebration assembly	Exploring the impact of scientific advancements on society in Science. Considering how religious and other beliefs lead to particular actions and concerns in R.E. By developing power skills in our applied learning. Reading stories and sharing our work collectively in Reading and Writing. Links with the wider community: Christmas Fair, Carol Singing to parents, Learning Links, Children in Need Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: Anti-Bullying, PACE, singing collectively, celebration assembly including house points	By discussing the meaning of civilisation and how that was formed in the past in History. By sharing resources and discussing the importance of shared meal times in DT. By developing power skills in our applied learning. Reading stories and sharing our work collectively in Reading and Writing. Links with the wider community: Poole Museum visitor Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: Safer Internet Day, PACE, singing collectively, celebration assembly including house points	Discussion of safety in space travel e.g. how astronauts live together on the ISS in Science. Investigating social issues from religious perspectives, recognising the similarities and differences in viewpoint in R.E. By developing power skills in our applied learning. Reading stories and sharing our work collectively in Reading and Writing. Links with the wider community: World Book Day, Fire Service visitor, Poetry busk, Planetarium visitor Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: British Values, Red Nose Day, PACE, singing collectively, celebration assembly including house points	Discussing how to keep other people safe and how they might protect a younger or vulnerable young person in Science. By exploring artwork as a powerful social tool in Art. By developing power skills in our applied learning. Reading stories and sharing our work collectively in Reading and Writing. Links with the wider community: Wessex Water visitor, Learning Links Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: British Values, PACE, singing collectively, celebration assembly including house points	Considering questions about social structure in the past e.g. Danelaw in History. Exploring how an ensemble or orchestra works together in Music. By developing power skills in our applied learning. Reading stories and sharing our work collectively in Reading and Writing. Links with the wider community: Residential, Sports Afternoon, Music busk Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: Olympics 2024, PACE, singing collectively, celebration assembly including house points
Social	Considering social responsibility in regards to the environment, both locally and globally, in Geography. Reading stories and sharing our work collectively in Reading and Writing. Creating class charters and Belonging Week Links with the wider community: Author visit and trip to Marwell Zoo Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs. Assemblies: Aspirations values, leadership, Harvest Festival, PACE, singing collectively, celebration assembly including house points	Discussing the ways in which scientific discoveries from around the world have affected our lives in Science. Exploring how religious festivals are celebrated in different ways in MFL. Rocket build/launch day, Remembrance Day, Anti-Bullying week, Children in Need, Music appreciation performances, Christmas celebrations. Assemblies: Bonfire safety, Day of the Dead, Halloween safety, Diwali, Advent & Christmas	Exploring the meaning of culture and how this builds a civilisation e.g. Pok-ta-Pok in History. Experiencing a wide range of creative artwork from around the world in Art. Maya artefacts, Poole museum visit, Internet Safety Day, Ukulele tuition Assemblies: Chinese New Year, Shrove Tuesday	Exploring the heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions e.g. heliocentric model in Science. Exploring currency and exchange rates across different cultures in Spanish. Green screen filming, Planetarium visit, World Book Day Assemblies: International Women's Day, Red Nose Day, Ramadan, William Shakespeare, Holi, Easter	Exploring crucial inventions from other cultures e.g. water purification across Africa in Science. Considering cultural influences on design in DT. Wessex Water visit, Internet Safety Day Assemblies: Eid al-Fitr, St George's Day, Water safety	By exploring the history of our local area e.g. Wessex and the impact of ancient migration e.g. Viking place names and language in History. Promoting racial and interfaith harmony and respect for all for the common good in R.E. Celebrating Culture Day, World Day of Music, Viking residential/activity week, Sports Afternoon Assemblies: Summer Reading Challenge, Sports Week, Olympics 2024
Cultural	Developing a sense of belonging to pupils' own culture and being proud of their cultural background. Respond to cultural events Share different cultural experiences Respect different cultural and faith traditions Understand codes of behaviour, fitting to cultural tradition Explore other cultures and beliefs, and understand similarities and differences between faiths and cultures Develop an understanding of British cultural tradition, including all faiths Appreciate the lives and customs of other ethnic and faith groups which make up modern British society, and the world beyond. Develop the ability to value and celebrate current cultural enthusiasms and meals.	Comparing our culture to others e.g. rainforest communities in Geography. Belonging Week, leadership voting and democracy in British Values, Marwell Zoo trip, virtual author talk. Assemblies: Aspirations values, Roald Dahl Day, Harvest Festival, Black History Month, Marie Curie	Exploring the meaning of culture and how this builds a civilisation e.g. Pok-ta-Pok in History. Experiencing a wide range of creative artwork from around the world in Art. Maya artefacts, Poole museum visit, Internet Safety Day, Ukulele tuition Assemblies: Chinese New Year, Shrove Tuesday	Exploring the heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions e.g. heliocentric model in Science. Exploring currency and exchange rates across different cultures in Spanish. Green screen filming, Planetarium visit, World Book Day Assemblies: International Women's Day, Red Nose Day, Ramadan, William Shakespeare, Holi, Easter	Exploring crucial inventions from other cultures e.g. water purification across Africa in Science. Considering cultural influences on design in DT. Wessex Water visit, Internet Safety Day Assemblies: Eid al-Fitr, St George's Day, Water safety	By exploring the history of our local area e.g. Wessex and the impact of ancient migration e.g. Viking place names and language in History. Promoting racial and interfaith harmony and respect for all for the common good in R.E. Celebrating Culture Day, World Day of Music, Viking residential/activity week, Sports Afternoon Assemblies: Summer Reading Challenge, Sports Week, Olympics 2024
Safeguarding in the curriculum	Staff who can help me Rights and Responsibilities Democracy - having a voice and participating	Types of bullying and managing them How to tackle peer pressure Firework safety Anti-bullying week	Online safety	Dangerous substances and age restrictions Smoking and alcohol Anti-social behaviour Relationships with food Keeping healthy inc. healthy eating Fire safety	Understanding consent Understanding age restrictions (games and apps) Online safety (CEOP)	Puberty and Feelings Conception Self image Body image Coping with change
Trips, Visits and Enrichment						

Cultural Capital and Employability Plan  
(see Cultural Capital Page on website)