



Year 5 Curriculum Overview

@ACE

THE ACE Curriculum 2020

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Curriculum Implementation:

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

ACE Spiral Curriculum

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



Cyclical: ACE pupils should return to the same topic several times throughout their school career at ACE;

Increasing Depth: Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Subjects first (NOT TOPICS)

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

Knowledge and Concepts organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

Knowledge selection

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

Inclusive and ambitious

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Using internet services to transfer information safely.		Using technology to complete multimedia presentation about Italy.		Effectively searching the internet.	Coding, logical reasoning and complex algorithms.
Creative Arts (Art, DT and Music *) *Oak Academy	Exploring Duration Exploring on beat and off beat rhythms	Exploring Sound Sources Body Percussion Junk percussion Dutch artists (Rembrandt, Van Gogh)	Rhythmic Cycles Exploring rhythms of non-western world music Investigating Roman Structures.	Understanding Tonality Major/minor Escher -optical illusions and tessellations. William Morris.	Understanding Structure Accompaniment and layers Viking food production.	Composing a Rap/beatbox Exploring Hip hop to compose our own Rap lyrics
English	Bridging Unit - Year 4 to Year 5 – The Lion, the Witch and the Wardrobe by C.S. Lewis					



YEAR 5						
Reading Spine (to read aloud)		Reading Focus Texts		Writing to...		Poetry
The Wolves of Willoughby Chase by Joan Aiken Varjak Paw by SF Said Street Child by Berlie Doherty The Midnight Fox by Betsy Byars Tom's Midnight Garden by Philippa Pearce (time-shift) FARTHER by Grahame Baker-Smith Holes by Louis Sachar		Holes by Louis Sachar Beowulf by Michael Morpurgo Escape From Pompeii by Christina Ballit A Roman Adventure (The Histronauts) by Francis Durkin and Grace Cooke How to be an Anglo-Saxon in 13 Easy Steps by Scoular Anderson Flo of the Somme by H Robinson & R Impey (WW1)		Inform: Letters home from Stanley, real and false for Mum's benefit. Diary of Camp Green Lake. Newspaper – The Roman Times. Newspaper report on the fight between Beowulf and Grendel. How to kill a monster. Invitation to feast. Job advertisement for monster slayer. Letter – Beowulf to home Recount of the feast in mead-hall. Explanation text – how to kill a monster. How to be an Anglo-Saxon. Entertain: Write a Roman time-shift story Description of Grendel's lair. Persuade: Advertisement for an invention (The Inventor's Assistant). Wanted poster for Kissin' Kate Barlow/Grendel. Advertising brochure for Camp Green Lake. Discuss: Balanced argument for living by a volcano. Book reviews.		WW1 poetry Beowulf by Michael Morpurgo (linked to original poem) The Works KS2 performance poetry
Humanities (Geography and History)	The Anglo-Saxons Denmark and Germany		The Romans Geographical features are in Italy.	William Morris in our local area.	<i>Vikings and the Romans</i>	The Romans and Anglo-Saxons <i>Rivers in Europe.</i>



Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12											
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics	Number: Multiplication and Division			Measurement: Perimeter and Area		
Spring	Number: Multiplication and Division			Number: Fractions					Number: Decimals and Percentages		Consolidation	
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape		Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume	

MFL	-Days/Months and Seasons -Age and Birthdays	-Greetings -Ca Va	-Towns and Directions	-Weather	-The Body	-Café, food and money
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Physical Education	Year 5	<p>Football</p> <p>Dance</p> <p>+</p>	<p>Gymnastics</p> <p>Tag Rugby</p> <p>+</p>	<p>Netball</p> <p>Yoga</p> <p>+</p>	<p>Hockey</p> <p>OAA</p> <p>+</p>	<p>Volleyball Y5/6</p> <p>Fitness</p> <p>+</p>	<p>Athletics</p> <p>Rounders</p> <p>+</p>
RE	<p>RHE and Citizenship (Global Education and Character Education)</p> <p>What does it mean if Jesus is Holy and loving? How does this help us with dealing with conflict in the world? Who suffers during conflicts and how can we can help them? What would you do if someone left a million pound to charity? How would you decide what charity is the best to help those who suffer injustice?</p> <p><u>Caring for Our Community: Understanding Dementia. Session A; Caring for Our Community: Understanding Dementia. Session B</u></p> <p><u>Helpfulness in Your Family, Session A; Helpfulness in Your Family, Session B</u></p> <p><u>Understanding Aesop's Tale: The Bundle of Sticks. Session A; Understanding Aesop's Tale: The Bundle of Sticks. Session B</u></p> <p><u>Facing Our Fears, Session A; Facing Our Fears, Session B</u></p> <p><u>Cruel to Kings</u></p> <p><u>Aristotle's Bottle</u></p>	<p>No Smoking Session A; No Smoking Session B</p> <p><u>Seeing Another Point of View, Session A; Seeing Another Point of View, Session B</u></p> <p><u>What Are My Friends Interested In?, Session A; What Are My Friends Interested In?, Session B</u></p> <p><u>Keeping Company in the Community, Session A; Keeping Company in the Community, Session B</u></p> <p><u>Patient Snowflakes, Session A; Patient Snowflakes, Session B</u></p> <p><u>Tricky Questions; Similarities and Differences</u></p>	<p><u>A Courteous Debate: Round One: A Courteous Debate: Round Two</u></p> <p><u>Positive Role Models</u></p> <p><u>People Who Inspire Us, Session A; People Who Inspire Us, Session B</u></p> <p><u>Knowing the Limits, Session A; Knowing the Limits, Session B</u></p> <p><u>Where Did That Come From, Session A; Where Did That Come From, Session B</u></p> <p><u>Being Tactful, Session A; Being Tactful, Session B</u></p> <p><u>Aristotle's Bottles: Reflection Writing (See Reflection Teacher's Guide)</u></p>	<p>GRATITUDE Where do the objects in my classroom come from? Who provided them? How can I show that I appreciate that? How can I teach my buddies in the new Rainbow class the follow year that?</p>			
Science	Animals including humans	Earth and Space	Forces	(Forces likely to need this term to cover learning expectations)	Properties and changes of materials	All living things	