

# BCS Curriculum Overview for Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	Perspective Artist: David Hockney Sketching		Collage Artist: Henry Rousseau Jungle collage		Islamic Art Artists: William Morris/ Orla Kiely Textiles/ Patterns	
<b>Computing</b>	Unit 5.2 - Internet Safety	Unit 5.1 - Coding	Unit 5.4 - Databases	Unit 5.5 - Game Creator	Unit 5.6 - 3D modeling	Unit 5.7 - Concept maps
<b>DT</b>		<b>Structures</b> Frame Structures. Design a life-sized, usable bird hide		<b>Cooking</b> Bread from the world and make bread for a purpose		<b>Electrical Systems</b> More complex switches and circuits. Design and make an automatic light such as a burglar alarm or nightlight using Micro Bits.
<b>English</b>	<b>Class Novel:</b> <i>Phoenix</i> (2024); <i>Survival in Space</i> (2025) <b>Core texts:</b> <i>1000 Miles &amp; Counting</i> (Black History Month); Space poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> handwriting & writing baseline task; Mars Transmission; writing inspired by William & Ellen Craft (Black History Month) <b>SPaG/English Language:</b> Latin; silent letters; -ible & -able; homophones; revision of Y3/4 statutory words; word classes; revision of demarcation of sentences; sentence forms & functions; phrases & clauses; conjunctions; full range of punctuation taught so far in KS2; using brackets, dashes & commas for parenthesis; revision of poetic language devices (metaphor, simile, alliteration, repetition, onomatopoeia) <b>Oracy/Performance:</b> author visit; class assembly; choral & echo reading aloud; speaking in scholar sentences; National Poetry Day	<b>Class Novel:</b> <i>Phoenix</i> (2024), <i>Freedom</i> (2025) <b>Core texts:</b> <i>Anglo Saxon Boy</i> ; <i>The Highwayman</i> ; <i>The Polar Express</i> ; Christmas & seasonal poetry; <i>Wonder</i> poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> writing inspired by <i>The Highwayman</i> ; Anglo Saxon battle speeches; journey of a river explanation text. <b>SPaG/English Language:</b> Latin; silent letters; -bly & -ably; Y5/6 statutory words; word classes; phrases & clauses; conjunctions; full range of punctuation taught at KS2 <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; performing Anglo Saxon battle speeches	<b>Class Novel:</b> <i>Sir Gawain &amp; the Green Knight</i> <b>Core texts:</b> <i>Beowulf</i> ; <i>Queen of the Falls</i> ; poems about love, loss & empathy; <i>Wonder</i> poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> writing inspired by <i>Beowulf</i> ; Grendel's Story <b>SPaG/English Language:</b> Latin; words ending in -ence; spelling pattern ee spelt ei; Y5/6 statutory words; ambitious punctuation and grammar for writing: simple, progressive and perfect verb forms; words to indicate degrees of possibility including adverbs and modal verbs; levels of formality <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences	<b>Class Novel:</b> <i>The Magician's Elephant</i> <b>Core texts:</b> <i>Kick</i> ; World Book Day text; resilience & optimism poetry; <i>Wonder</i> poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> persuasive writing inspired by <i>Kick</i> ; discursive writing - Who was responsible for Jesus' Death?; World Book Day writing inspired by <i>Leaf</i> <b>SPaG:</b> words ending in -ant, -ance and -ancy; words ending in -tious; Y5/6 statutory words; ambitious punctuation and grammar for writing: words/phrases to build cohesion within and across paragraphs; MC Grammar author visit <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; writing and performing prayers/poems for church Easter service; Young Shakespeare Company Visit (A Midsummer Night's Dream); Topical Talk & Thunks	<b>Class Novel:</b> <i>1001 Arabian Nights</i> <b>Core texts:</b> <i>Shakespeare's First Folio for Children</i> ; the <i>Canterbury Tales</i> ; power of nature poetry; <i>Wonder</i> poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> A Story to Save My Life; residential task buffet (all non-fiction) <b>SPaG/English Language:</b> Latin; words ending in -cious, -cial and -tial; Y5/6 statutory words; Year 6 readiness, including further tense work; subject/object; active/passive voice; direct and reported speech; word families; commas for clarity and to avoid ambiguity; Standard English <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; performing Shakespeare; debate - should the government fund school residential?	<b>Class Novel:</b> <i>Tregady at Sea</i> <b>Core texts:</b> <i>Clockwork</i> ; historical sources linked to Ancient Islamic Civilisation topic; local poetry; <i>Wonder</i> poetry anthology <b>Whole Class Reading:</b> mixed nonfiction, fiction & poetry to build schema <b>Writing Tasks:</b> siege of Baghdad; Titanic promotional leaflet; report comment writing; Year 5 Survival Guide; Peterloo information text; <i>This is the Place</i> poem <b>SPaG/English Language:</b> Latin; homophones; near-homophones; prefixes; suffixes; word families; Y5/6 statutory words; Year 6 readiness, including further tense work; subject/object; active/passive voice; direct and reported speech; word families; commas for clarity and to avoid ambiguity; Standard English <b>Oracy/Performance:</b> choral & echo reading aloud; scholar sentences; performing <i>This is the Place</i>
<b>French</b>	Greetings and feelings School Subjects Giving opinions	Time in the City Description of what is in a city Christmas!	Fruit and Veg Numbers to 100 Asking for and giving prices	Clothes Items of clothing PORTER (Je / Tu)	Out of this World Identity and planets	Revision & Going to the Seaside
<b>Geography</b>	Rivers How have rivers influenced our region? Rivers and canal trust fieldwork.		Our World Is North America just the 'USA'?		Comparison study How does the north-west compare to the Great Lakes region?	
<b>History</b>		Britain's Settlement Why did the Anglo Saxons settle in Britain? Tatton Hall trip		Non-European Society Why was the early Islamic Civilisation so significant?		Anglo - Viking struggle for England How did the Vikings invade Britain and why?
<b>Maths</b>	Place Value (Weeks 1-3) Addition and Subtraction (Weeks 4-5)	Multiplication and Division A (Week 6-8) Fractions A (Week 9-12)	Multiplication and Division B (Weeks 1-3) Fractions B (Week 4-5)	Decimals and Percentages (Week 6-8) Perimeter and Area (Week 9-10) Statistics (Week 11-12)	Shape (Week 1-3) Position and Direction (Week 4-5)	Decimals (Week 6-8) Negative numbers (Week 9) Converting units (Week 10-11) Measurement (Volume) (Week 12)
<b>Music</b>	Rhythm Builders TMS Ukulele - 1 class Get to grips with time signatures Learn to 'feel' the difference between three and four beats in a bar Learning to play rhythms expressively Choose suitable timbre and dynamics when playing and composing Learn the importance of following the conductor Learn how composers create textures by combining layers of musical sound Identify the use of ostinato in pieces Exploring ways to represent musical textures through notation		Music and Words TMS Ukulele - 1 class Recognize the inter-related dimensions of music Develop their understanding of Italian musical vocabulary Represent expressive features of music in a graphic score Create rhythmic and melodic patterns to a four-beat pulse Understand how improvisation has been used throughout musical history Find out about influential musicians Exploring techniques to establish mood and atmosphere		Song Ingredients TMS Ukulele - 1 class Learn about the key ingredients used in songs: rhythm, melody, harmony and lyrics Identify how layers of melody can be combined to create a polyphonic texture Awareness of intervals, scales and chords and learn to notate pitches Explore the songwriting process Learn how songs can reflect the time and place in which they are written Children can write their own song	
<b>PE</b>	Gymnastics	OAA	Dance x2	Basketball	Net & Wall	Athletics
	Football	Lacrosse	Tag Rugby	Basketball	Athletics	Rounders/Cricket
<b>PSED</b>	Being me in my world: Rights and responsibilities	Celebrating difference: Cultural differences	Dreams and goals: Jobs and careers	Healthy Me: Body image	Relationships: Building self-esteem	Changing Me: Self and body image
<b>RE</b>	5.5 Old Testament Woman [5+2] Did she make the right choice? Judaism	Unit 5.2 Christmas - Incarnation; names for Jesus; differing audiences in Matthew & Luke's gospels; the Bible as a primary source of information: How do our celebrations reflect the true meaning of Christmas?	5.6 Loss Death and Hope [4+2] Is death an ending or a beginning? How do people of world faiths mark the end of life? Buddhism Islam, Hinduism	Unit 5.4 Easter - Why do Christians believe that Easter is a celebration of victory?	5.1 The Bible [6] How and why do Christians read the bible?	Unit 5.1 The Bible - Why are sacred texts so important to people of faith? Hinduism, Islam, Judaism, Sikhism WORLD FAITHS COMPARE & CONTRAST
<b>Science</b>	Our solar system (planets and spherical bodies, day/night, orbits)	Forces (gravity, resistance and mechanisms).	Changing materials (properties, change of state, Solid Liquid and Gas).	Living things and Life Cycles	Animals including Humans (life cycles, reproduction and life changes).	Animals including humans completed and notable Scientists