

# Whitehouse Primary Curriculum Overview



		Term 1		Term 2		Term 3	
English Book Study	English Book Study	The promise Nicola Davies and Laura Carlin  The Three Little Pigs Project	Beowulf Michael Morpurgo  Grimm Tales for Young and Old Phillip Pullman	Crater Lake Jennifer Killick  The Whale Ethan and Vita Murrow	Harry Potter and the philosophers stone	Friend or Foe Michael Morpurgo  'Beyond the lines'	When the Sky Falls Phil Earle
	Assessed Writing Piece	Piece 1: Letter in role Piece 2: Newspaper article	Piece 3: Own version traditional tale	Piece 1: Flashback narrative	Piece 2: Setting description Piece 3: Non-chronological report	Piece 1: Letter in role Piece 2: Narrative	Piece 3: Diary Entry**
	Guided reading book study	Cogheart: Peter Brunzl		Harry Potter and the Philosophers Stone		Over the lines Tom Palmer	After the War: From Auschwitz to Ambleside Tom Palmer
	Maths	Number – number and place value Number – addition, subtraction, multiplication and division Number – addition, subtraction, multiplication and division Number – fractions Geometry – position and direction		Number – fractions (including decimals and percentages) Algebra Measurement Ratio and proportion		Geometry – properties of shapes Number – number and place value Statistics	
	Science	Animals including humans/Living Things and Their Habitats		Properties and changes of materials	Forces and magnets	Earth and space	
	Eco Schools	Energy	Water and marine	Biodiversity	Litter and recycling	Global Citizenship	Healthy Living
	A&D	Monochromatic (Grammarsaurus Y5)		Chromatic (Grammarsaurus Y5)		Sculpture (Grammarsaurus Y5)	
	D&T						
	Music	Composition notation Theme: Ancient Egypt	Blues	South and West Africa	Composition to represent the festival of colour Theme: Holi festival	(Songs of World War II – Year 6)	Musical theatre
History	Cycle B: Crime and Punishment		Cycle B:		Cycle B: World War 1 & 2		
Geography	Cycle B: Fieldwork: Rivers and flooding		Cycle B: Blue Planet Rivers, natural disasters, current affairs and issues affecting our planet		Cycle B:		
Science	Animals including humans		Properties and changes of materials	Forces and magnets	Earth and space		
Reflect ED	1. New skills and Reflecting 2. Growth Mindsets 3. Mistakes		1 Successful learners 2. Reading 3. Problem solving and memory		1 Successful learners 2. Growth mindset 3. Metacognitive talk 4. Plan, monitor and evaluate 5. Reading 6. Checking for understanding 7. Practice, coaching and feedback 8. Problem		

						solving and memory 9. Cooperative learning and teamwork 10. Summary of learning
RRSA	<p>Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from</p> <p>Article 38: Governments must do everything they can to protect and care for children affected by war.</p> <p>Article 23: A child with a disability has the right to live a full and decent life and to play an active part in the community.</p>		<p>Article 14 : Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 17: Every child has the right to reliable information from the media. This should be information that children can understand.</p> <p>Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</p>		<p>Article 24: Every child has the right to the best possible health.</p> <p>Article 6: Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p> <p>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	
RE	<p><b>Christianity</b></p> <p>What does it mean if Christians believe God is Holy and loving?</p>	<p><b>Islam</b></p> <p>What does it mean to be a Muslim in Britain today?</p>	<p><b>Judaism</b></p> <p>Why is the Torah so important to Jewish people?</p>	<p><b>Creation/Fall</b></p> <p>Creation and science, conflicting or complimentary?</p>	<p><b>People of God</b></p> <p>How can following God bring freedom and justice?</p>	<p><b>Thematic</b></p> <p>What matters most to Humanists and Christians?</p>
PE	<p>Basketball</p> <p>Throwing and catching</p> <p>Teamwork</p> <p>Coordination</p>	<p>SAQ</p> <p>Balance Agility</p> <p>Speed</p> <p>Swimming</p>	<p>Dance 1</p> <p>Fluency</p> <p>Performing</p> <p>Accuracy</p>	<p>Gymnastics</p> <p>Linking actions Performing actions</p> <p>Partner work</p>	<p>Cricket</p> <p>Over arm bowling at pace</p> <p>Batting against over arm bowling</p> <p>Understanding of fielding positions.</p>	<p>Athletics</p> <p>Accuracy</p> <p>Power</p> <p>Skill</p>
MFL	<p><b>French: Beginners Year 5</b></p> <p>France and its culture, greetings, names, months, numbers,</p>		<p><b>French: Beginners Year 5</b></p> <p>birthdays/dates, family, pets, school subjects,</p>		<p><b>French: Beginners Year 5</b></p> <p>Sports/hobbies and weather</p>	
PSHRE	Health and Wellbeing	Citizenship	Economic well being	Families and relationships	Safety and the changing body	Transition lesson
Computing	Computing systems and networks: Search engines	Programming 1: Music	Data handling: Mars Rover 1	Programming 2: Micro:bit	Creating media: Stop motion animation	Skills showcase: Mars Rover 2
	Online safety: Year 5 (To be embedded within the year)					
British Values	Rule of Law	Democracy	Tolerance of other faiths and beliefs	Mutual Respect	Individual Liberty and Justice	
School Values	Respect & acceptance	Resilience	Aspiration & ambition	Reflection & learning	Empathy	Creativity