

Curriculum Overview term 1 (September – December) Year 5 topic – The Circus

English

Writing

- Legible, fluent handwriting
- Develop setting in narrative
- Proof reading

Persuasive writing – creating adverts
Narrative – settings and characters
Play script

Books

The Circus of Thieves – part 1
If I Ran the Circus – Dr Seuss

Reading

- Discuss authors use of language
- Identify and discuss themes
- Make recommendations to others

Grammar

- As given in the school scheme

Art & Design

Experiment/invent/create own art works
Evaluate

Clown faces – look at the artist miles baker,
water colours
Figure drawings
Use of colour - Picasso
Circus posters for the production in the style
of Jack Palance

Computing

Be discerning in evaluating digital
content

SMART

How to use research engines/ filter
information.
Through topic work –use of google
maps/ creating routes of the circus.
Historical research into Victorians

Mathematics

- **Number/Calculation**
- Secure place value to 1,000,000
- Use negative whole numbers in context
- Use Roman numerals to 1000 (M)
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Use vocabulary of prime, factor & multiple
- Multiply & divide by powers of ten
- Use square and cube numbers

Design & Technology

Understand how to
strengthen/stiffen and
reinforce
Art based topic.

Geography

Location knowledge
Use 4-6 figure grid references on OS maps
8 points of the compass
Human geography – cities around Europe
Travelling circus
Local geography – best area in Faringdon for a circus to
present itself
Field work – go out and about, measure areas, and
look at gradient
Plot the travelling circus around Britain and Europe

Science

Materials

Classify materials according to a variety
of properties

Compare and group together everyday
materials on the basis of their properties,
including their hardness, solubility,
transparency, and response to magnets

History

Broader history study
Origins of the modern day
circus
Role in society
Change in attitudes

Victorians – changes in life
style, circus as a social

MFL

Spanish
Where, is Spain?
Asking and giving name
Greetings
Numbers to 20
Classroom language
Clothes, colours and emotions linked to Circus
topic

Music

Develop an understanding of the
history of music, including great
musicians and composers

Brass or violin

Physical

Education

Compare performance to achieve personal
best
Develop flexibility and control in dance
Play competitive games and modify
appropriately

Either: Hockey/football/rugby
Performances at the circus, develop routines

Religious

Education

Pilgrimage

Identify places which may be seen as
special to different people Location of
Lourdes – why do Christians go there?
Jerusalem for Christians Muslims –
Makah Make comparisons between
pilgrimages

Christmas journeys