



# YEAR 5 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

## OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

**P**roud **I**nquisitive **C**onfident **K**ind **H**ealthy **U**nderstanding **R**espectful **S**uccessful **T**rustworthy

## CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

| KNOWLEDGE<br>(what we know) | SKILLS<br>(what we do) | APPRECIATION<br>(what we value) | ASPIRATION<br>(who we want to be) |
|-----------------------------|------------------------|---------------------------------|-----------------------------------|
|-----------------------------|------------------------|---------------------------------|-----------------------------------|

| INTENT   | IMPLEMENTATION  | IMPACT  |
|--|---|---|
| <p>At Pickhurst, we place great importance on a curriculum which develops the whole child.</p> <p>Predominantly, our curriculum builds progressive core knowledge and key curriculum concepts by using a range of learning and subject skills. In effect, this allows pupils to recall and describe the knowledge and concepts in familiar, unfamiliar, local and global contexts. In particular, the curriculum is designed to enable pupils to</p> | <p>In Year 5, the class teachers are responsible for creating and planning a full, balanced and enriched curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this by using their professional knowledge and expertise, sharing best practice and providing support for each other whilst focused on outcomes for individual pupils.</p> | <p>Across the year, the class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class. They use this analysis to identify any necessary actions that develop the</p> |

*Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*



|   |  |   |
|---|--|---|
| <p>make connections between their developing knowledge and concepts, their prior learning, and their lived experiences.</p> <p>Pupils are empowered to use their literacy, oracy, and communication skills to purposefully share and articulate their learning with others. Fundamentally, this enables our pupils to be successful, confident, and responsible individuals.</p> <p>Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children with SEND and disadvantaged backgrounds.</p> | <p>Our curriculum is designed to enable learners to acquire relevant subject knowledge which underpins the application of skills. Skills are carefully and progressively mapped across the year and subject area. Knowledge is consolidated and built upon to support retention and recall and is addressed in all lessons. This ensures that pupils have learned, and are able to recall and apply the key information that we feel is important in order for them to be successful in the future.</p> <p>We see cultural capital as the accumulation of knowledge, attitudes, habits, language and possessions that enables individuals to demonstrate their cultural competence and social status. Our school plays a crucial role in developing this through immersing children in music, visiting theatres, galleries and historic sites and by introducing them to literature and art. Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential.</p> <p>The opportunities offered aims to provide our children with unique experiences outside of the National Curriculum. We broaden horizons by developing global learners, which underpins all of our values, by planning for opportunities to be aware of the wider world and its current issues and to understand and respect cultural diversity and differences with an understanding of how the world works and encourage participation in the community at a range of levels, from the local to the global.</p> | <p>quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond the school.</p> <p>Our objective is for children to leave Year 5 with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.</p> |
|---|--|---|



## ENGLISH

### AUTUMN

Cosmic

The Highwayman

### SPRING

Ice Trap

Floodland

### SUMMER

The Journey to the  
River Sea

There's a Boy in the Girls'  
Bathroom

## MATHS

### AUTUMN

Place value  
Addition and Subtraction

Multiplication and  
Division A  
Fractions A

### SPRING

Multiplication and  
Division B  
Fractions B

Decimals and  
Percentages  
Perimeter and Area  
Statistics

### SUMMER

Shape  
Position and direction  
Decimals

Negative numbers  
Converting units  
Volume

## SCIENCE

### AUTUMN

Earth and Space

Forces

### SPRING

Properties of Materials

Changes of Materials

### SUMMER

Living Things and their  
Habitats

Animals Including Humans

## HISTORY

### AUTUMN

The Anglo-Saxons

### SPRING

The Vikings

### SUMMER

Journeys

## GEOGRAPHY

### AUTUMN

Changes in our Local  
Environment

### SPRING

Europe- A Study of the  
Alpine Region

### SUMMER

Journeys- Clothes and  
Trade



## ART

| AUTUMN                           |  | SPRING                             |  | SUMMER                         |  |
|----------------------------------|--|------------------------------------|--|--------------------------------|--|
| Formal elements-<br>Architecture |  | Art and Design skills<br>(puppets) |  | Every picture tells a<br>story |  |

## DESIGN & TECHNOLOGY

| AUTUMN |  | SPRING |          | SUMMER |   |
|--------|--|--------|----------|--------|---|
|        | Electrical systems<br>(greeting cards) |        | Textiles |        | Cooking and Nutrition<br>(What could be healthier?) |

## COMPUTING

| AUTUMN  |                      | SPRING                         |                             | SUMMER                                   |   |
|---|----------------------|--------------------------------|-----------------------------|--|---|
| Computing systems and<br>networks: Search engines | Programming 1: Music | Data handling: Mars<br>Rover 1 | Programming 2:<br>Micro:bit | Creating media: Stop<br>motion animation | Skills showcase: Mars<br>Rover 2<br>Online safety |

## PSHE/RHE

| AUTUMN                  |                    | SPRING              |                                | SUMMER        |                      |
|-------------------------|--------------------|---------------------|--------------------------------|---------------|----------------------|
| Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and<br>Responsibilities | Being My Best | Growing and Changing |



## PE

| AUTUMN   |           | SPRING  |                  | SUMMER     |           |
|----------|-----------|---------|------------------|------------|-----------|
| Football | Tag Rugby | Netball | Hockey           | Cricket    | Athletics |
| Swimming | Dodgeball | Dance   | Circuit training | Volleyball | Tennis    |

## RE

| AUTUMN  |  | SPRING  |  | SUMMER   |  |
|---|--|---|--|--|--|
| Who is to blame if we do wrong?<br>(Judaism, Christianity, Islam) |  | Is commitment the same as sacrificed?<br>(Hinduism, Islam, Judaism) |  | Why do Christians worship in different ways?<br>(Protestant vs Catholic) |  |

## MUSIC

| AUTUMN             |                  | SPRING                |                             | SUMMER                |                            |
|--------------------|------------------|-----------------------|-----------------------------|-----------------------|----------------------------|
| Livin' on a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind and Replay |



## P4C and Citizenship

| AUTUMN   |  | SPRING   |  | SUMMER   |   |
|--|--|--|--|--|---|
| Citizenship: <b><u>Democracy</u></b><br>Democracy for all  | Citizenship: <b><u>Rule of Law</u></b><br>Rules and Laws               | Citizenship: <b><u>Individual Liberty</u></b><br>Supporting other people's liberty | <b><u>Individual Liberty</u></b><br>Staying Free and<br>Avoiding Peer Pressure<br>Exploring Human Rights | Citizenship: <b><u>Mutual respect, tolerance and diversity</u></b><br>People Equal Poem<br>Exploring the Meaning of Equality | Citizenship: <b><u>Economics, Money and Managing Resources</u></b><br>The Links Between Jobs and Money<br>How Can I Plan a Simple Budget? |
| P4C: Paraplegic Extreme Sports, Body Art, <i>Feeling Good</i> (versions of music)', I Am a Rock (loneliness) | P4C: Dove Beauty Campaign, Childhood – Christmas Hardware Store Advert | P4C: The 'No Rules' Family, Ed Sheeran's Digital Detox, Artificial Intelligence    | P4C: The Lorax, Light bulb, The Piano by Aidan Gibbons   | P4C: King George's Thank You Letter, Happy by Pharrel Williams, I Want my Hat Back by Jon Klassen                            | P4C: Jealousy, Planet Child Independence, Modern Slavery, Space Tourism   |

## MFL

| AUTUMN                      |  | SPRING                               |                                       | SUMMER                         |   |
|-----------------------------|--|--------------------------------------|---------------------------------------|--------------------------------|---|
| Greeting<br>Time<br>Weather | Places in town<br>Directions<br>Numbers from 60-80 | Family<br>The Home<br>Daily Routines | The weekend<br>Activities and Hobbies | Transport<br>Numbers up to 100 | Sports<br>Culture in the French language<br>Consolidation |

## WELLBEING/MINDFULNESS

| AUTUMN                        |                               | SPRING           |                       | SUMMER              |                     |
|-------------------------------|-------------------------------|------------------|-----------------------|---------------------|---------------------|
| Meditation/ Mindful breathing | Meditation/ Mindful breathing | Colour Breathing | Attitude of Gratitude | Outdoor Mindfulness | Outdoor Mindfulness |



## TRIPS & EXPERIENCES

| AUTUMN   | SPRING                                 | SUMMER                                     |
|--|--|--|
| The Royal Observatory: The Planetarium<br>Geography- local visit | A visit from a Viking<br>Gallery visit | Place of worship visit<br>Green Peace talk |

## Parent Workshops

| AUTUMN   | SPRING                             | SUMMER                         |
|--|------------------------------------|--------------------------------|
| Meet the Teacher<br>HoY workshop<br>Parents' Evening<br>Open Classroom | Parents' Evening<br>Open Classroom | Open Classroom<br>RHE workshop |