

Year 5 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	Science/art	Geography	History/PSHE	Science/ Art (pattern)	Geography/DT	History/Art
Secondary focus	Music/French	DT (design)	RE/ICT (I can present)	French/PSHE	Science/music	Science/PSHE
The BIG question:	What can we learn from space?	Why is Fairtrade important?	What makes a good leader? (The Vikings & Anglo Saxons Raids/Invasions)	How can you change different materials?	What is the difference between the Americas?	Which is the oldest civilisation in the world? (Mayan, Indus etc)
Wow moments (first week)	Make planets to scale to create a display	Buy and investigate fair trade products. Taste tests	Research different people, who inspire us. Visitors who could inspire us for the future (raising aspirations)	Science investigations	Samba/hula music workshop Samba dancing Fruit/bread tasting Football festival	Art day linked to ancient art, text and scriptures (masks)
Trip	Visit @Bristol planetarium	Visit St Nicks Market				Visit synagogue
Bristol links	@ Bristol	Bristol Slave Trade				
Celebration	Presentation on space for parents	Trade day in school or selling made healthy snacks	Presentation about who inspires us and why	Healthy me display in French	Samba performance	RE assembly - Judaism
Key texts	The Martian video extracts. Literacy shed –Planet Pandora. Brochure advertisement, description/persuade.	Travel brochures (St Lucia) Trash novel. From bean to chocolate. Oxfam - Go bananas (See for enquiry also)	Vicious Vikings—horrible histories	Literacy Shed—The Dream Giver.	Kensuke’s Kingdom The Life of Pi. Castaway– film	
Science	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Understand that force and motion can be transferred through			Compare and group together everyday materials on the basis of their properties, including their, hardness, solubility, transparency conductivity (electrical and thermal) and response to magnets Give reasons, for the above based on evidence from comparative and fair tests, including metals, wood and plastic Know that some materials	-Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals	-Describe the changes as humans develop from birth to old age, (links with changes in Puberty PSHE)

	<p>mechanical devices such as gears, pulleys, levers and springs</p> <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and that apparent movement of the sun across the sky</p>			<p>will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>		
History			Vikings struggle for the kingdom of England to the time of Edward the confessor.		Columbus—Explorers. Locate the worlds countries using maps to focus on Europe, North and South America.	A non European study that provides contrasts with British History, one study chosen from: early Islamic civilisation, including a study of Baghdad c.ad900; Mayan civilisation c.AD 900 Benin (West Africa) c. AD900-1300
Geography		Understand Geographical differences and similarities through the study of human and physical geography. Compare Bristol and St Lucia.			Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of latitude/longitude and	

					<p>the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	
DT		<p>Packaging</p> <p>Use a range of tools and equipment expertly</p> <p>Produce a detailed step-by-step plan</p> <p>Produce prototypes to show my ideas</p> <p>Explain why my finished product is going to be of good quality</p> <p>Can I think about the functionality of my work</p> <p>Can I say if my product is fit for purpose</p> <p>Can I test and evaluate my final product</p>			<p>Food – Breads</p> <p>Practise my evaluation skills by evaluating existing products against criteria which I have set</p> <p>Come up with a range of ideas after I have collected information?</p> <p>Explain how my product will appeal to the audience</p> <p>Keep checking that my design is the best it can be</p> <p>Check whether anything could be improved</p> <p>Think about the aesthetic qualities of my work</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each</p>	
Art	<p>Manipulate colour and texture through adding materials to paint and using different methods of application I can discuss why artists have used colour in a particular way (Van Gogh)</p> <p>Look at painters e.g. Italian renaissance and their use of perspective to illustrate space</p>	<p>Explain my understanding of primary secondary tertiary warm cold shade and tint (JMW turner)</p> <p>Use tone to create a sense of space and perspective (Edward Hooper)</p>	<p>Generate work using the vocabulary like smooth, flowing rhythmic and use abstract work to create branching exploding spiralling</p> <p>Show how different methods of using lines create different effects in black and white</p>	<p>Use pattern for a variety of needs, e.g. to decorate objects , paper, buildings</p> <p>Look at how people/objects are arranged in a picture using shapes to analyse the arrangement and relationship (Pietre Breugal)</p> <p>Create a pattern for textiles, exploring different ideas using (drawing, collaging, printing)</p>	<p>Work from other artists work that show texture (Van Gogh)</p> <p>Explore feathery, furry, shiny, waxy and wet and how painting or drawing could show these effects (either through application or adding)</p> <p>Draw and paint using techniques that produce different effects of texture</p> <p>Produce work with more complex shape arrangement and composition</p>	<p>Compare different cultural attitudes to space and the fact that accurate representation of space is not the only view (traditional Japanese art)</p> <p>Analyse and make patterns that reflect the subject matter in a story or to decorate a script (ancient texts or scripture)</p> <p>Use my knowledge of space to create work</p>
Music	'Water' - Graphic Scores	Winter Concert	Singing and Performing - Pitch	Learning an Instrument – Xylophone	Samba – Further Developing Pulse and	Summer Showcase
Computing	Introduce Scratch, start to use it to make basic animations					

	Introduce I Can Present and Introduce Sumo Paint E-Safety KS2 Lesson 5 and 6					
Computing		Create a database on Excel. Create a table Add columns for: produce, money made, country of origin Change font/colour of cells. Explore wrapping text, merging cells and changing direction of text left/right.		Create a PowerPoint Insert titles using WordArt inside shapes Insert background/theme for slides Add slide animations and videos Present PowerPoint to another class/assembly		
R.E.	Unit 8 - What do people believe about life? Festival: Hanukkah		Unit 9 - How should we live and who can inspire us? Festival: Passover		What does it mean to belong to a religion? (Unit 11 - Judaism)	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Real PE	Unit 1 – Cognitive	Unit 2 – Creative	Unit 3 – Social	Unit 4 – Physical	Unit 5 – Health and Fitness	Unit 6 – Personal
French	Les planets (The planets)		Bon appetite sante (Healthy eating)		Je suis le musician (I am the music man)	