



## Year 5 Curriculum Overview 2017 – 2018

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject/Topic	Dark Ages	European Explorers	Lost in Space	Circle of Life	Location, Location, Location	Material Madness
Hook Day and Independent Project	<p>Dressing up as Saxons/Vikings</p> <p>Create an Anglo Saxon settlement</p> <p>Saxon/Viking workshop</p>	<p>Airport customs, passport control, boarding a plane</p> <p>Make an European poster in groups, taste European food</p> <p>National Gallery Trip – observing the works of European artists</p>	<p>Solar System activity on the field</p> <p>Decorate classrooms</p> <p>Learn rap</p> <p>Create a rocket</p> <p>Space dome or Science museum</p>	<p>Baby pictures – guess the baby</p> <p>Range of games – animals and their offspring matching</p> <p>Matching animals to country of origin</p> <p>Linked with computing – create an animation about animal life cycle in the style of The Hungry caterpillar</p> <p>Workshop Zoolab (Chicks in Reception)</p>	<p>Create a presentation/booklet about the local area</p> <p>Create a tourist guide on the history of the local area</p> <p>Field study of local area</p>	<p>Investigating a range of materials in different states</p> <p>Design a new chocolate based bar and its packaging and ingredients</p> <p>Chocolate workshop</p>
Maths	<p>Number and place value</p> <p>Decimals</p> <p>Number – addition and subtraction</p> <p>Measurement</p> <p>Geometry – angles</p> <p>Using and applying to be embedded in every domain.</p>	<p>Statistics</p> <p>Measurement – reading scales, capacity, line graphs</p> <p>Mental methods – multiples, factors and prime numbers, square numbers</p> <p>Number- fractions,</p>	<p>Number – negative numbers, number sequences</p> <p>Number – mental strategies for addition and subtraction, using and estimating and inverse to check</p>	<p>Mental and written division – common factors problems solving</p> <p>Measurement – liquid and solid volume</p> <p>Fractions – understand the difference between liquid volume – including capacity and solid volume</p>	<p>Place value – up to 1,000,000 and 3dp</p> <p>Fractions – proper and improper, equivalent fractions</p> <p>Measures – 12 and 24 hour clock and timetables</p> <p>Addition and</p>	<p>Measures – metric and imperial</p> <p>Area and volume of shape</p> <p>Written calculations multiplication and division – up to 4 digits</p> <p>Using and applying</p>



### Year 5 Curriculum Overview 2017 – 2018

		percentages and decimals  Geometry – position and direction, perimeter of composite rectilinear shapes  Using and applying to be embedded in every domain.	Number - mental written multiplication  Geometry – translation and angles  Using and applying to be embedded in every domain.	Geometry – comparing and classifying shapes  Using and applying to be embedded in every domain.	subtraction – multistep problems  Using and applying to be embedded in every domain.	to be embedded in every domain.
English (Writing Genre)	Diary  Descriptive writing  Myths and Legends  Non- chronological reports	Fact file on a European Country  Traditional Stories from other Cultures  Persuasive writing	Newspaper report  Descriptive language – poetry  Chronological report – key even in space history	Explanation texts – life cycles  Biography of David Attenborough  Information leaflet	Information text Henry VIII  Historical story  Explanation text: Pulley	Biography  Persuasive letter  Explanation text: Fair trading
Science	History/Geography focussed topic	Geography focussed topic	Earth and space forces	All living things – life cycles of plants and animals  Animals including humans – birth to old age	Forces – levers and pulleys	Properties of changes of materials  Reversible and irreversible changes
History	Vikings  Britain’s settlement by Anglo Saxons and Scots  The Viking and Angolo Saxon	Geography focussed topic	Science focussed topic	Science focussed topic	Local History study – the local area through the ages Henry VIII	



Year 5 Curriculum Overview 2017 – 2018

	struggle for the kingdom of England to the time of Edward the Confessor					
Geography	Place names and surnames related to Saxons and Vikings	Climate zones, biomes and vegetation belts. Rivers and mountains. Use maps, atlases, globes and digital/computer mapping.	Latitude and longitude, time zones, day and night		Local geography – field study Human and physical geography	Fair trade. Where products are produced.  Human geography: trade links and distribution of natural resources.
Music						
Art	Anglo Saxon art and culture; design jewellery  Create sketch books to record observation – use to review and revisit ideas.	European Artists study	Create images responding to music. Create group piece of work in style of Chagall – paints/sketches/ch arcoal  Create sketch books to record observation – use to review and revisit ideas.  To develop	Patterns/beauty in nature – creating sketches/watercolours/sculptures of natural objects/plants  Create sketch books to record observation – use to review and revisit ideas.  To improve mastery of drawing and painting.  About great artists – Andy Goldsworthy	Observational sketching	Design own fair trade logo Research and design own product packaging  Create sketch books to record observation – use to review and revisit ideas.



Year 5 Curriculum Overview 2017 – 2018

			techniques of painting and drawing with creativity.			
DT	Making houses/boats from independent project. Use materials according to their functional properties.	European food design	Rocket building – look into structures			Research/design own product packaging for chocolate bar
Computing	<p><u>DL</u> e-safety intro</p> <p><u>CS – Gaming Unit</u> Intro to Coding: One Hour of Code <a href="http://learn.code.org/">http://learn.code.org/</a> Stages 9,10,11 Create a Computer Game</p> <p>Espressocoding.co.uk <a href="http://learn.code.org/">http://learn.code.org/</a> Espressocoding.co.uk <u>J2Code</u></p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Use selection in programs</li> <li>Work with variables</li> <li>Use logical reasoning to explain how some simple algorithms work</li> <li>Use logical reasoning to detect and correct errors in algorithms</li> </ul> <p>Be discerning in evaluating digital content</p>	<p><u>IT and DL</u> Creating a website about e-safety</p> <ul style="list-style-type: none"> <li>Combine a variety of software to accomplish given goals</li> <li>Select, use and combine software on a range of digital devices</li> <li>Design and create systems</li> <li>Understand the opportunities computer networks offer for collaboration</li> <li>Be discerning in evaluating digital content</li> </ul>	<p><u>CS</u> Controlling Robots <b>NXT MINDSTORMS</b></p> <ul style="list-style-type: none"> <li>Understand computer networks, including the internet</li> <li>Appreciate how search results are ranked</li> </ul>	<p><u>IT</u> iMovie and Digital Music</p> <ul style="list-style-type: none"> <li>Combine a variety of software to accomplish given goals</li> <li>Select, use and combine software on a range of digital devices</li> <li><b>Analyse data (main focus)</b></li> <li><b>Evaluate data (main focus)</b></li> <li>Design and create systems</li> </ul>	<p><u>CS and DL</u> E-Safety Coding using HTML/CSS: Web Design</p> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Use selection in programs</li> <li>Work with variables</li> <li>Use logical reasoning to explain how some simple algorithms work</li> <li>Use logical reasoning to detect and correct errors in algorithms</li> <li>Understand the opportunities computer networks offer for collaboration</li> </ul> <p>Be discerning in evaluating digital content</p>	<p><u>IT</u> Blogging</p> <ul style="list-style-type: none"> <li>Combine a variety of software to accomplish given goals</li> <li>Select, use and combine software on a range of digital devices</li> <li>Design and create systems</li> <li>Understand the opportunities computer networks offer for collaboration</li> <li>Be discerning in evaluating digital content</li> </ul>



Year 5 Curriculum Overview 2017 – 2018

PE						
RE	Judaism- Key People	Judaism – writings, approaches to life (Yom Kippur)	Judaism – Places, Purim	Christianity - Places	Islam – approaches to life	Islam – approaches to life
MFL	<p><b>Revision – Dans ma ville</b></p> <p>Revise days/months Numbers Ville (shops) Directions</p>	<p><b>Bonne Journee</b></p> <p>Describe the weather Describe my daily routine</p>	<p><b>Les Animaux</b></p> <p>Pets/zoo/farm animals (adjectives to describe them/likes and dislikes) habitats</p>	<p><b>On fait la cuisine</b></p> <p>Food items Likes and dislikes on food items Le petit - déjeuner</p>	<p><b>Ma famille est folle</b></p> <p>Family members Physical/character description Comparisons</p>	<p><b>J'adore les sports</b></p> <p>Hobbies Likes and dislikes about hobbies French outside Pe</p>
PSHE	<p><b>Being me in my world</b></p> <p>Work based around settling into a new year group.</p> <p>Establishing class routines, rules, learning environment.</p>	<p><b>Dreams and goals</b></p> <p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p><b>Celebrating Difference</b></p> <p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p><b>Healthy Me</b></p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p><b>Relationships</b></p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p><b>Changing me</b></p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Links/Multi Cultural/Global/Citizenship						