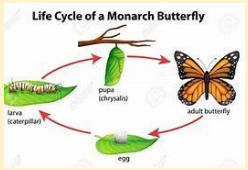
Year 5 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term Second Half	Summer Term First Half	Summer Term Second Half
Science   	Properties and changes of materials In this unit pupils will compare and group together everyday materials on the basis of their properties. Through the use of experiments pupils will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Pupils will be able to apply their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Finally pupils will learn about reversible and irreversible changes.	Living things and their habitats In this unit pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Pupils will then describe the life process of reproduction in some plants and animals.	Forces In this unit pupils will learn to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Through the use of various experiments pupils will identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Finally, pupils will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		Animals including humans In this unit pupils will describe the changes as humans develop to old age	Earth and Space In this unit pupils will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Learn about the movement of the Moon relative to the Earth. Understand that the Sun, Earth and Moon are approximately spherical bodies in the solar system. Finally use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Geography  	What is life like in Brazil? During this unit, we will develop our knowledge of North and South America and particularly the country of Brazil. We will utilise maps and globes. We will investigate the differences between living in the UK and living in Brazil, including the key		Where does energy come from? During this unit, we will be looking at the distribution of natural resources, in particular, energy. We will understand the difference between fossil fuels and renewable energy and know some countries which are energy rich. We will also describe the		How do I find my way around the Chase? This is a geographical study of our local environment of Cannock Chase. We develop our understanding of ordnance survey maps and how to use six-figure grid references. We will carry out fieldwork on a trip to the Chase to apply our map	

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	aspects of human geography - types of settlement, land use, economic activity, trade links.		environmental impact of energy use.		skills and observe, measure, record and present the human and physical features.	
History   		Why do we call the Maya "Mysterious"? We will learn about what Mayan life was like and the impact they had on the world. Furthermore, we will consider why they were described as an advanced society in relation to that period of time in Europe.		Why do people migrate to Britain? During this unit, we will look at some of the country's immigrants migrate to Britain from. We will also understand why immigrants have travelled to Britain in the past and why they continue to today.		What's the story of Cannock Chase? We will study Cannock Chase and learn how it has been used throughout time for different reasons. First, we will explore the different industries that have used the Chase and then look at the role it played during World War 1. In addition, we will learn of the influence it had on the book the 'Lord of the Rings'.
Art / D and T 	L.S Lowry Skills: figure drawing, acrylic paint, observation, imagination, fine line pen, 2B pencil Knowledge: L.S Lowry, Perspective, The human form.	Moving Toys We will investigate different cam movements and explain how they change movement from rotary to linear. We will use this movement to design a moving toys set on a jinx frame with one or two cam mechanisms. The toy must be strong, stable, attractive.	Colour and Mood Skills; Proportion, observation, drawing, colour mixing Knowledge; Romero Britto, Complimentary Colours, Proportions of the face.	Paper Engineering We will learn about paper engineering and develop our skills of pop ups, rotation and sliders to make an informative, attractive, original poster that engages the audience. This will link with our science learning about plants	Cannock Chase Skills: Digital photography, I-pad films, leaf studies in mixed media and observational skills, low relief sculpture. Knowledge: Andy Goldsworthy, Transient Art, Taking a good Photo.	Healthy Pizza Food Technology skills will be used to design healthy pizza for a pretend pizza company. We will evaluate existing pizzas and companies. We will work in teams and make a basic base, adding healthy ingredients. We will make sure the outcome is tasty, even sized and looks good. We will use our design skills to make packaging for our product.
PE	Invasion Sport	Sportshall Athletics	Dance	Gymnastics	Striking and Fielding	Traditional Summer Athletics / Tennis

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	Children apply attacking and defending principles to a range of invasion games including basketball, tag rugby, netball and handball with a focus on the triple threat and making the best decision in regards to when to pass, dribble or shoot. Children should also aim to gain a better tactical understanding in terms of effectively using the space.	Children continue to learn sportshall athletics skills and challenge themselves to achieve their personal best in a range of running, jumping and throwing events.	Children work in small groups and as a class to create and perform a class dance around a 'Pirates of the Caribean' theme.	Children continue to develop floor and apparatus routines around the core shapes, rolls, travels and jumps. Children further practice balances and are challenged to work cooperatively to create partner and group balances that they can also put into a sequence.	Batting, bowling and fielding skills applied to cricket and rounders with a greater emphasis on techniques and tactical awareness. .	Children continue to practice and try and achieve their personal best in running, jumping and throwing events. Short tennis games and skills with focus on learning correct forehand and backhand technique.
MFL	<u>Phonetics 3</u> To introduce the sounds eau eux é è e <u>Les Instructions</u> Children will explore key classroom instructions and language to be used by both teachers and children. <u>The date</u> By the end of this unit children will be able to: •Recognise and recall the 7 days of the week in French. •Recognise and recall the 12 months of the year in French. •Recognise and recall numbers 1-31 in French. •Ask what the date is and say the date in French. •Ask somebody when their birthday is and say when our own birthday is in French.		<u>Do you have a pet?</u> By the end of this unit children will be able to: •Know the nouns and indefinite articles for 8 common pets. •Ask somebody if they have a pet and give an answer back. •Say in French what pet we have/do not have and give our pet's name. •Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences. <u>My Home</u> By the end of this unit children will be able to: •Say and write in French whether we live in a house or an apartment. •Say what room we have and do not have at home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… • Use the conjunction 'et' (and) to link two sentences together.		<u>The Olympics</u> Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do. They will also look at gendered nouns and the changes required when describing the Olympians in the unit. <u>Clothes</u> By the end of this unit children will be able to: •Recognise and recall from memory 21 items of clothing. •Explore the regular 'er' whole verb present tense conjugation of the verb porter •To describe what you and possibly somebody else is wearing. •Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour	
RE	<u>Theme:</u> <u>Beleirf into Action</u> **<u>Key Question:</u>** How far would a Sikh go for his/her religion?	<u>Theme:</u> <u>Christmas</u> Concept: Incarnation **<u>Key Question:</u>**	<u>Theme:</u> <u>Beleifs and Moral Values</u> **<u>Key Question:</u>** Are Sikh stories important today?	<u>Theme:</u> <u>Easter</u> Concept: Salvation **<u>Key Question:</u>**	<u>Theme:</u> <u>Prayer and Worship</u> **<u>Key Question:</u>** What is the best way for a Sikh to show commitment to God?	<u>Theme:</u> <u>Beliefs and Practices</u> **<u>Key Question:</u>** What is the best way for a Christian to show commitment to God?

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	Religion: Sikhism	Is the Christmas story true? Religion: Christainity	Religion: Sikhism	How significant is it for Christians to believe God intended Jesus to die? Religion: Christainity	Religion: Sikhism	Religion: Christainity
Music	Musical Time Machine We will explore the history of music in Context.	What a Performance! Using our voices as instruments, we will develop our abilities to sing in parts in order to develop an effective performance for our Christmas concert. We will think closely about our performance, demonstrating changes in dynamics pitch, tempo and articulation and demonstrating clear diction and good posture.	Livin' on a prayer We will explore how rock music developed from the Beatles onwards and be analysing performances. .	Dancing in the street! Our learning will be about the history of Motown and its importance in the development of popular music. We will make links with civil rights.	Make you feel my love! All the learning is focused around one song: Make You Feel My Love. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other Pop Ballads.	What a performance! Year 5 and 6 will present an end of term musical to showcase their performing skills.
PSHE	Being me in my world Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Changing Me Self- and body image Influence of online and media on body image Body parts Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Computing	Who can you talk to? *(E-Safe)* This unit builds on the pupils understanding of cyberbullying from Year 3. Through the use of an animation the pupils will look at ways we might be	How useful is a spreadsheet? *(Creative)* In this unit the pupils will learn how a spreadsheet can be used for calculations, problem solving and creating charts and recognise the benefits	Procedure – Making games *(Computer Scientist)* This unit builds on the pupil's knowledge of Scratch and algorithms as they will look to create their own game. Pupils will look at how to create procedures for different game types. Pupils will continue to test and debug the algorithms they make by carefully thinking about the sequence of their instructions. Pupils will put		Microbit *(Computer Scientist)* In this unit pupils will apply their learning from Scratch coding to the mini microbit computers. They will conduct a series of mini projects such as	Privacy Rules! *(E-Safe)* This unit builds further on Year 4 and thinking about the information we share. The children will think about information they share when posting or

	treated in an unkind way online and then think about what we need to do if we find ourselves in this situation. The pupils will then think about and create their own support circle of people they can go to for help, support or advice. The pupils will understand that there are many trusted adults who they can talk to.	of being able to manipulate data quickly and easily. Pupils will first test some spreadsheets before learning about some of the basic formula used in spreadsheets. Pupils will then be given a problem which they have to create their own spreadsheet to help them find a solution.	their knowledge of procedures together to create their own game using Scratch.	making a name badge to a simple game.	sharing online, including photos, comments and tags. Pupils will discuss the consequences of sharing information and then create a leaflet to advice others of ways to protect themselves.