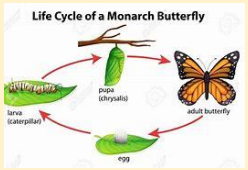
Year 5 Curriculum Overview

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   	<u>Properties and changes of materials</u> 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.	<u>Living things and their habitats</u> 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.	<u>Forces</u> 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		<u>Animals including humans</u> In this unit pupils will describe the changes as humans develop to old age	<u>Earth and Space</u> 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  	<u>What on Earth are biomes?</u> During this unit, we will gain knowledge of the main biomes on earth, understand what constitutes a biome, use latitude and longitude to locate biomes before completing an in-depth study of a focus biomes climate, conditions, flora and fauna.		<u>How does climate change affect our world?</u> During this unit, we will be looking at the environmental impact of global warming, what causes or accelerates it, how it impacts on life on earth and discover ways in which we can have a positive impact.		<u>How do I find my way around the Chase?</u> 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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					skills and observe, measure, record and present the human and physical features.	
History   		<u>Why should we thank the Greeks?</u> During this unit, we will learn about the legacy of the ancient Greek civilisation and how the culture of the time is still relevant in modern society. Topics will include democracy, sport, language and literature, art and architecture.		<u>WWII - What was the home front?</u> During this unit, we will discover the meaning on Britain's home-front, the part it played during the war, the role of women and how this changed the view of women and work and experience what it was like to live during this period in history.		<u>What's the story of Cannock Chase?</u> 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 	<u>Moving Toys</u> 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.	<u>Celebrating Cultures</u> **Skills**: Large scale, oil pastel, pattern, tone, wax crayon. collage. **Knowledge**: Yinka Shonibore, Migration, Ankara fabrics.	<u>Paper Engineering</u> 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	<u>Colour and Mood</u> **Skills**; Proportion, observation, drawing, colour mixing **Knowledge**; Romero Britto, Complimentary Colours, Proportions of the face.	<u>Snack Bar</u> Food Technology skills will be used to design healthy snack bar for our family. We will make a basic recipe and add a healthy ingredient. We will make sure the outcome is tasty, even sized, has a good texture and looks good. We will use our design skills to make packaging for our product.	<u>Cannock Chase</u> **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.
PE	<u>Invasion Sport</u> Hand Ball / Basket Ball	<u>Sportshall Athletics</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Striking and Fielding</u> Tennis / Cricket	<u>Traditional Summer Athletics</u>
MFL	<u>Sortir et à propos!</u>		<u>Sortir et à propos!</u>		<u>Sortir et à propos!</u>	

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	In this unit children will begin to learn how to count in French numbers to 60. Children will then learn about the names of pets and animals in French. They will learn to ask if someone has any pets and how to respond to this question. Children will then look at the masculine and feminine names for the animals and the masculine and feminine words they can use to describe them. Children will read the French story 'Tu as un animal?' in small groups. They will apply what they have learnt in French to uncover the story and the language within.		Children will listen to and watch the story "Le chien très gourmand" and begin to learn some of the key vocabulary associated with food and drink in French. Children will learn the names of fruits and vegetables in French and will practise asking for items politely. Children's grammar will focus on the masculine and feminine determiners and adjectives when describing food they like. They will be able to ask whether someone likes a certain food and respond. Children will read the French version of The Very Hungry Caterpillar. They will apply what they have learnt in French to uncover the story and the language within. Children will rewrite their own version of The Very Hungry Caterpillar (or another animal), consolidating their French learning about food and animals.		Children will explore some of the cities and towns in France learning some key facts. Children will begin to learn some of the French to describe what might be in their city or town. Children will recap some of the items they can buy from the shops. They will then begin to learn the phrases "Where can I buy?" and how to say 'I would like'. They will explore the names of the different types of shops that you can go to in France to buy individual items. Children will also learn how to ask how much something is and how to respond to this question when asked. Children will recap all of their learning by role playing a French town shopping visit. They will use their learning to ask where can you buy something from and respond, they will be able to say what they would like and will be able to exchange money in French.	
RE	Theme: Beleirf into Action **Key Question:** How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation **Key Question:** Is the Christmas story true? Religion: Christainity	Theme: Beleifs and Moral Values **Key Question:** Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation **Key Question:** How significant is it for Christians to believe God intended Jesus to die? Religion: Christainity	Theme: Prayer and Worship **Key Question:** What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices **Key Question:** What is the best way for a Christian to show commitment to God? 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	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.

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		demonstrating clear diction and good posture.				
PSHE	Being me in my world Planning the forthcoming year 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 Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance 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 Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Online safety via Computing learning	Changing Me Body parts – male and female Periods Boys – What happens to boys during puberty? Girls – What happens to girls during puberty?
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 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.	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 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.	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 their knowledge of procedures together to create their own game using Scratch.		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 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.	Infographics *(Creative)* In this unit pupils will understand what an infographic is and what makes them a popular choice to present and share information. Pupils will look at the importance of colour, font and layout when creating an infographic. Pupils will then create their own infographic linked to a topic area that demonstrates their understanding of the features they have learnt.

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