
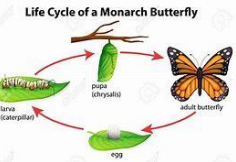





Year 5 Curriculum Overview

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
<p>Science</p>   	<p><u>Properties and changes of materials</u></p> <p>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.</p>	<p><u>Living things and their habitats</u></p> <p>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.</p>	<p style="text-align: center;"><u>Forces</u></p> <p>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</p>		<p><u>Animals including humans</u></p> <p>In this unit pupils will describe the changes as humans develop to old age</p>	<p><u>Earth and Space</u></p> <p>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</p>
<p>Geography</p>  	<p><u>What on Earth are biomes?</u></p> <p>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.</p>		<p><u>How does climate change affect our world?</u></p> <p>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.</p>		<p><u>How do I find my way around the Chase?</u></p> <p>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</p>	

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					<p>skills and observe, measure, record and present the human and physical features.</p>	
<p>History</p>   		<p><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.</p>		<p><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.</p>		<p><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'.</p>
<p>Art / D and T</p> 	<p><u>L.S Lowry</u> Skills: figure drawing, acrylic paint, observation, imagination, fine line pen, 2B pencil Knowledge: L.S Lowry, Perspective, The human form.</p>	<p><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.</p>	<p><u>Colour and Mood</u> Skills; Proportion, observation, drawing, colour mixing Knowledge: Romero Britto, Complimentary Colours, Proportions of the face.</p>	<p><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</p>	<p><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.</p>	<p><u>Healthy Pizza</u> 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.</p>
<p>PE</p>	<p><u>Invasion Sport</u></p>	<p><u>Sportshall Athletics</u></p>	<p><u>Dance</u></p>	<p><u>Gymnastics</u></p>	<p><u>Striking and Fielding</u></p>	<p><u>Traditional Summer Athletics</u></p>

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	Children apply attacking and defending principles to basketball with a focus on the triple threat and making the best decision in regards to when to pass, dribble or shoot.	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 Caribbean' 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. Short tennis games and skills with focus on learning correct forehand and backhand technique.	Children continue to practice and try and achieve their personal best in running, jumping and throwing events.
MFL	<u>Phonetics 1, 2 and 3 (La phonétique) & Classroom instructions (Les instructions)</u> Developing understanding of the French phonics to aid speaking and listening	<u>The date (La date)</u> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	<u>At the tea room (Au salon de thé)</u> Pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room.	<u>Do you have a pet? (As-tu un animal ?)</u> Pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French.	<u>What is the weather? (Quel temps fait-il ?)</u> Pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language.	<u>My home (Chez moi)</u> Pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French.
RE	<u>Theme: Beliefs into Action</u> Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	<u>Theme: Christmas</u> Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	<u>Theme: Beliefs and Moral values</u> Key Question: Are Sikh stories important today? Religion: Sikhism	<u>Theme: Easter</u> Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	<u>Theme: Prayer and Worship</u> Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	<u>Theme: Beliefs and Practices</u> Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
Music	<u>Musical Time Machine</u>	<u>What a Performance!</u>	<u>Living' on a prayer</u>	<u>Dancing in the street!</u>	<u>Make you feel my love!</u>	<u>What a performance!</u>

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	We will explore the history of music in Context.	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.	We will explore how rock music developed from the Beatles onwards and be analysing performances.	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.	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.	Year 5 and 6 will present an end of term musical to showcase their performing skills.
PSHE	<p><u>Being me in my world</u></p> <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p><u>Celebrating difference</u></p> <p>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</p>	<p><u>Dreams and Goals</u></p> <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p><u>Healthy Me</u></p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p><u>Relationships</u></p> <p>Self-recognition and self-worth Building self-esteem Online safety via Computing learning</p>	<p><u>Changing Me</u></p> <p>Body parts - male and female Periods Boys - What happens to boys during puberty? Girls - What happens to girls during puberty?</p>
Computing	<p><u>Who can you talk to? (E-Safe)</u></p> <p>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</p>	<p><u>How useful is a spreadsheet? (Creative)</u></p> <p>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</p>	<p><u>Procedure - Making games (Computer Scientist)</u></p> <p>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.</p>	<p><u>Microbit (Computer Scientist)</u></p> <p>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 making a name badge to a simple game.</p>	<p><u>Privacy Rules! (E-Safe)</u></p> <p>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.</p>	

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	go to for help, support or advice. The pupils will understand that there are many trusted adults who they can talk to.	which they have to create their own spreadsheet to help them find a solution.			
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