

Year 5 Curriculum Overview 2017-2018

	Autumn	Spring	Summer
English	<p>Umbrella</p> <p>The Nightmare Man</p> <p>Icarus</p> <p>Why Aliens invade other planets</p> <p>The invention of Hugo Caberet</p>	<p>The Freedom Bird</p> <p>Poetry</p> <p>George and the Dragon</p> <p>Dragon cinquains</p> <p>Leon and the place between</p>	<p>Alien Landing</p> <p>UFOs really do exist</p> <p>Dangle</p> <p>Poetry I am Cat</p> <p>The Lost Thing</p>
Maths	<p>Place value</p> <p>Ordering numbers</p> <p>Rounding</p> <p>Multiplying and dividing by powers of 10</p> <p>Negative numbers</p> <p>Mass</p> <p>Length</p> <p>Comparing fractions and decimals</p> <p>Mental addition, subtraction, multiplication and division.</p> <p>Written addition, subtraction, multiplication and division.</p> <p>2D shapes</p> <p>Perimeter</p>	<p>Place value</p> <p>Ordering numbers</p> <p>Rounding</p> <p>Multiplying and dividing by powers of 10</p> <p>Volume and capacity</p> <p>Length</p> <p>Time</p> <p>Multiples and factors</p> <p>Graphs and charts</p> <p>Fractions of numbers</p> <p>Mental addition, subtraction, multiplication and division.</p> <p>Written addition, subtraction, multiplication and division</p>	<p>Place value</p> <p>Ordering numbers</p> <p>Multiplying and dividing by powers of 10</p> <p>Negative numbers</p> <p>Volume and capacity</p> <p>Mass</p> <p>Length</p> <p>Time</p> <p>Multiples and factors</p> <p>Graphs and charts</p> <p>Calculating with fractions</p> <p>Mental addition, subtraction, multiplication and division.</p> <p>Written addition, subtraction, multiplication and division.</p>

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		<p>2D shapes Perimeter Area Coordinates Reflection Translation</p>	<p>3D shapes Area Angles Coordinates Translation</p>
<p>Science</p>	<p>Living things and their habitats ALT5.1 Explain differences in the life cycles of a mammal, an amphibian, an insect and a bird ALT5.2 Describe the life process of reproduction in some plants and animals</p> <p>Animals, including humans AH5.1 Describe the changes as humans develop from birth to old age</p> <p>Earth and Space E&S5.1 Describe the movement of the Earth relative to the Sun in the solar system E&S5.2 Describe the movement of the Moon relative to the Earth E&S5.3 Describe the Sun, Earth and Moon as approximately spherical bodies E&S5.4 Use the idea of the Earth's rotation to explain day and night and the</p>	<p>Properties of and changes to materials EM5.1 Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets EM5.2 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution EM5.3 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation EM5.4 Give reasons, based on evidence from comparative and fair tests, for the particular uses of</p>	<p>Forces FO5.1 Explain that unsupported objects fall towards the earth because of the force of gravity acting between the Earth and falling object FO5.2 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces FO5.3 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Revision: Sound SND4.1 Identify how sounds are made, associating some of them with something vibrating SND4.2 Find patterns between the pitch of a sound and features of the object that produced it</p>

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	apparent movement of the Sun across the sky	everyday materials, including metals, wood and plastic EM5.5 Demonstrate that dissolving, mixing and changes of state are reversible changes EM5.6 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, oxidisation, and the action of acid on bicarbonate of soda.	SND4.3 Find patterns between the volume of a sound and the strength of the vibrations that produced it SND 4.4 Recognise that sounds get fainter as the distance from the sound source increases Working Scientifically Opportunity for a block of work to develop skills in working scientifically using content from across years 4 and 5.
Computing	John Chippenhall Year 5 unit 1: Lego in Scratch	Switched on Computing – unit 3: Fusing Geometry and art	Switched on Computing – Unit 4: Creating a web page about cyber safety
	Switched on Computing – Unit 1: Developing an interactive game	Espresso Coding unit 5a: Speed, direction and coordinates	Switched on Computing – Unit 5: Sharing experiences and opinions
History	-	British History - The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Britain's settlement by Anglo-Saxons and Scots	Broader Historical Study – Ancient Greece
Geography	Geographical skills (Atlases and Compasses) Location knowledge	Case study: Alaska vs Brazil	Mountains (Himalayas)

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	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Geographical skills use maps, atlases, globes and digital computer mapping to locate countries and describe features studied</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Geographical skills use maps, atlases, globes and digital computer mapping to locate countries and describe features studied</p>	<p>Geographical skills and fieldwork Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Geographical skills use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p>
French	<p>Colour and preferences Les couleurs d' Elmer</p> <p>Food The Very Hungry Caterpillar</p>	<p>Family Je veus une petite soeur</p> <p>Grammar Gender High frequency verbs (j'ai, je suis, j'adore, je déteste, je voudrais)</p>	<p>Landmarks and prepositions La chasse a'l'ours</p> <p>Numbers 1-15 Simple opinions Days of the week</p> <p>Grammar Voici Definite and indefinite articles (le, la, les, un, une) C'est</p>
RE	<p>Sikhism: How far would a Sikh go for his religion?</p> <p>Christianity: Is the Christmas story true?</p>	<p>Sikhism: Are Sikh stories important today?</p>	<p>Sikhism: What is the best way for a Sikh to show commitment to God?</p>

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		<p>Hinduism: How can Brahman be everywhere and in everything?</p> <p>Christianity: Did God intend Jesus to be crucified?</p>	<p>Hinduism: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Christianity: What is the best way for a Christian to show commitment to God?</p>
Music	<p>Rounds</p> <p>Singing together</p> <p>Perform songs in ensemble contexts (maintaining a vocal part as part of a group or leading a part) using their voices with increasing accuracy, fluency, control and expression.</p> <p>Recall sounds with increasing aural memory</p> <p>Understand how music is created- texture (recognise and create discords and concords)</p>	<p>Drumming</p> <p>Appreciate music from different traditions</p> <p>Singing together</p> <p>Learn to play a musical instrument- djembe drum</p> <p>Perform in ensemble contexts playing the drum with increasing accuracy, fluency and control. Perform complex rhythmic patterns and understand about layering of rhythms. Maintain complex rhythmic patterns as part of a group. Lead a part. (texture) Improvise music.</p>	<p>Composing music-</p> <p>Compose music for different purposes within the topic of space focusing on texture (use of melody with discords and concord accompaniments) and structure (explore using binary and ternary form to structure a piece of music together)</p> <p>Perform in ensemble contexts</p> <p>Appreciate and understand music by great composers.</p>
PE	<p>Futsal</p> <p>Passing (all techniques)</p> <p>Shooting (all techniques)</p> <p>Control (head, chest, thigh, feet)</p> <p>Team work/cohesion</p>	<p>Netball</p> <p>Passing / Dribbling / Shooting</p> <p>Team work/cohesion</p> <p>Game situations / Tactics</p> <p>Footwork</p>	<p>Football</p> <p>Passing (all techniques)</p> <p>Shooting (all techniques)</p> <p>Control (head, chest, thigh, feet)</p> <p>Heading / Dribbling</p>

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Tactics

Game Rules

All learning points aim to assist in the FA schools league, national tournament events

Tag Rugby

Game Rules

Passing backwards and to the side

Tagging

Positioning

Team Work/Cohesion

Tactics

Fitness

Name and function of muscles (heart, lungs)

Healthy eating

Skeletal structure

Importance of exercise

Partner work (motivational help)

Learning points to assist in fitness tests

Dodgeball

Game rules

Tactics

Movement and agility

Teamwork

Tennis

Game rules

How to hold racket

Serving

Forehand / Backhand

Movement / Tactics

Gymnastics

Create and perform fluent sequences on the floor and using apparatus

Include variations in level, speed and direction in their sequences

Dance

Create and perform dances using a range of movement patterns, including those from different times, places and cultures

Respond to a range of stimuli and accompaniment.

Attacking / Defending

Positioning / Game situations

Team work/cohesion

Goalkeeping

Tactics / Game Rules

Basketball

Passing / Dribbling / Shooting

Lay ups

Movement / Positioning

Team work/cohesion

Softball

Game rules

Striking

Fielding

Tactics

Team work/cohesion

Athletics

Sprints

Relay races

Throwing skills

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Throwing techniques			
PSHE	Being me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
Art	Drawing: Sketchbooks	3D Art & Sculpture: Experiment with different patterns to create a range of sculptures	Painting
DT	Paper	Food Preparation	Boat building