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| **Year 5 Whole Year Curriculum Overview**  **(The year 5 curriculum is slightly different in each class because of their swimming lessons)** | | | | | | | | | | | | | | | | | | |
|  | **Advent** | | | | | | **Lent** | | | | | | **Pentecost** | | | | | |
| **Poet’s voice** | | **Friend or Foe** | **Animals on the move** | | **Ultimate Rap** | **Poetry: Tell me a Story** | **Oranges in no-man’s land** | | **Museum of fun** | | **Word detectives** | **Compare and perform** | | **Pitch it** | | **Greek Myths** | **Ultimate Explorers** |
| **Science** | **Living things and habitats:**  Compare the life cycles of mammals and amphibians/ insects and birds | |  | **Animals including humans:**  To explore changes in humans from youth to adult  Compare gestation periods of animals with that of humans | |  | **Forces and**  **Properties/ Changes of materials**  To make accurate observations when unsupported objects fall towards the earth |  | |  | |  |  | |  | |  |  |
| **History** |  | | **Study of British history post 1066**  Sequence the events of the Battle of Britain |  | |  |  | **A non-European society that provides contrasts with British history**  The civil war in Lebanon | | **Britain’s settlement by Anglo-Saxons and Scots (taught discreetly throughout the Lenten term)** | |  |  | |  | | **Ancient Greece – a study of Greek life and achievements and their influence on the western world**  Use evidence to build up a picture of how Ancient Greece has been studied (artefacts).  Explore the Ancient Greek city states  Examine the impact of Greece’s golden age (including Olympics).  Athenian democracy  Explore gods and goddesses | |
| **Computing** | **Coding**  **Online Safety**  **Spreadsheets** | | | | | | **Data Bases**  **Game Creator** | | | | | | **3D Modelling**  **Concept Maps** | | | | | |
| **Design and Technology** | To develop ideas through brainstorming. | | **Battle of Britain Clasp Medal**:  To evaluate a product against its original design.  To cut and join with accuracy.  To evaluate personal work progress and effectiveness. | To use results of investigations, information sources including ICT when developing design ideas.  To design and make own animal that migrates. | | To cut and join with accuracy. (make own instrument)  To select appropriate materials.  To generate ideas.  To make specification for design.  To develop a clear idea. |  |  | | **Study, design, make an evaluate Anglo- Saxon treasures**  Generate ideas through brainstorming and identify a purpose for their product  Draw up a specification for their design  Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail | |  |  | |  | | Generate ideas through brainstorming and identify a purpose for their product  (**Greek god or goddess on an amphora)**  Identify a purpose for my product (choosing which Greek god or goddess their pot will show) |  |
| **Geography** | **Locational knowledge**  Locate cities and places connected to the 2nd WW in UK  **Geographical skills**  Use maps / atlases using digital computer mapping to find such places  Use digital maps to draw sketch map (by St Thomas Water).  To recognize and use OS symbols. | | | **Geographical skills**  Use maps / atlases using digital computer mapping to locate countries and continents that animals migrate to. | |  |  | **Geographical skills and fieldwork**  To use 6 figure grid references, symbols and keys to build up their knowledge of the wider world  **Recap:** name and locate the world’s seven continents and five oceans  To understand where Lebanon is located on a map and what Oceans it borders  **Investigate places with more emphasis on the larger scale; contrasting and distant places** | |  | |  |  | |  | | **Place Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  **Human and physical geography**  The water cycle | |
| **Art & Design** |  | |  | **Formal elements: Architecture** | |  |  |  | | **Art and design skills** | |  | **Every picture tells a story** | | **Design for a purpose** | |  | |
| **Design & Technology** | **Structure: Bridges** | | **Digital world: Monitoring devices** |  | |  | **Mechanical systems: Pop-up book** | **Textiles: Stuffed toys** | |  | |  |  | |  | |  | |
| **MFL**  **Year 1 for all KS2 children** | **Topic 1**  **China and Chinese**  **Topic 2**  **Saying hello**  **Topic 3**  **Introductions and questions** | | | | | | **Topic 4**  **Parts of the body**  **Topic 5**  **Numbers and age** | | | | | | **Topic 6**  **Numbers 11-99 and measure words**  **Topic 7**  **Family** | | | | | |
| **Music** | **To identify different speeds of pulse (tempo) by clapping and moving** |  | | |  | **To identify how mood is created by music and lyrics**  **To identify different speeds of pulse by clapping and moving.** |  |  | **Listen to longer pieces of music and identify features.** | |  | | **Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation** **with the voice.**  **Sing a round in two parts and identify the melodic phrases and how they fit together**. |  | | **Identify moods created by Greek music.**  **Listen and respond to Greek music.** | | |
| **PE** | **Tag-Rugby**  **Netball**  **SAQ / Circuits\* includes units on how to keep physically healthy!**  **Dance** | | | | | | **Gymnastics**  **Basketball**  **Athletics**  **Dodgeball** | | | | | | **Athletics**  **Football**  **Cricket**  **Rounders** | | | | | |
| **PHSE/RSE**  **Financial education**  **British Values**  **Aiming High**  **First Aid**  **Eco** | [Made to Grow (Kester’s Adventures)](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/made-to-grow/)  [Changing Bodies](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-mod1/changing-bodies/)  [Gifts and Talents](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/gifts-and-talents/)  [Body Image](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/body-image/)  [Peculiar Feelings](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/peculiar-feelings/)  [Emotional Changes](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/emotional-changes/)  [Seeing Stuff Online](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/seeing-stuff-online/)  **Migration:**  **I can explore and understand reasons why people migrate.**  **Look After It!**  **Critical Consumers**  **Identities**  **Communities**  **You Can Achieve Anything!**  **Breaking Down Barriers**  **Why Recycle? (Guided Reading Text)**  **Biodiversity – variety of animal life, mammals/amphibians/insects/birds**  **RE – looking after god’s world and everyone in it.** | | | | | | Is God Calling You? (awaiting upload  [Under Pressure](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod2/uks2-mod2-unit2/under-pressure/)  [Do You Want a Piece of Cake?](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod2/uks2-mod2-unit2/do-you-want-a-piece-of-cake/)  [Sharing Online](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod2/sharing-online/)  [Chatting Online](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod2/chatting-online/)  **Value for Money**  **Budgeting**  **Respecting the Law**  **Local Government**  **Future Focus**  **Equal Opportunities**  **Litter – properties of materials (biodegradable and recyclable)** | | | | | | The Trinity  Catholic Social Teaching  **Borrowing and Saving**  **Ethical Spending**  **National Government**  **Making a Difference**  **Innovation and Enterprise**  **Onwards and Upwards**  **one-hour first aid taster sessions include:**  Communication and casualty care, making a clear and efficient call to the emergency services and choking  **Water cycle – waste and water** | | | | | |