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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 adultCompare 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 productDraw up a specification for their designDevelop 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 placesUse 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 oceansTo 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** |