

Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> Recognise that the planets move, relative to the Sun. Recognise that the Moon moves relative to the Earth. 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals Describe how they can adapt to their surroundings 	<p><u>Properties of materials</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their appearance and feel. 	<p><u>Changes of materials</u></p> <ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution Suggest how mixtures might be separated. <p>Understand that some processes are reversible.</p>	<p><u>Forces</u></p> <ul style="list-style-type: none"> Describe the effect of gravity on unsupported objects. Recognise that motion may be resisted by forces. 	<p><u>Animal and Human growth</u></p> <ul style="list-style-type: none"> Identify that people change as they age, e.g. recognise differences in appearance, abilities etc. <p>Explain what a life cycle is, e.g. that kittens grow into</p>
History	<p><u>The Ancient Greeks</u></p> <ul style="list-style-type: none"> Investigate how geographical features impacted the development of city states. Understand how Ancient Greek beliefs developed modern democracy. Research key battles which had a significant, historical impact. 		<p><u>Maya civilisation</u></p> <ul style="list-style-type: none"> Investigate the location of the Maya civilisation. Identify significant events in the Maya's history. Study key city states- Highlighting their development and decline. Investigate key Maya inventions. 		<p><u>Comparison of Maya and Anglo Saxon civilisations</u></p> <ul style="list-style-type: none"> Investigate and recap Britain and the Anglo Saxons. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900 	
Geography		<p><u>Location of countries, Biomes, Regions and vegetation belts.</u></p> <ul style="list-style-type: none"> Use atlases to identify the location of key countries. Identify the location of cities around the world. Study what biomes are and how they change around the world. Investigate human and physical features of Europe, North and South America. 		<p><u>4 and 6 figure grid references</u></p> <ul style="list-style-type: none"> Investigate longitude and latitude- Highlighting how they are used to find locations. Study 4 and 6 figure grid references. Use 4 and 6 figure grid references to precisely find locations. 		<p><u>Map skills and fieldwork</u></p> <ul style="list-style-type: none"> Recap 4 and 6 figure grid references. Study and investigate contour lines. Study the land of our local area. Study and compare land of a contrasting location.
Art	<p><u>Typography and Maps</u></p>	<p><u>Making monotypes</u></p>	<p><u>Set design</u></p>	<p><u>Inspired by landscapes and cities.</u></p>	<p><u>Architecture: Big or small?</u></p>	<p><u>Fashion design.</u></p>
D&T	<p><u>Food and nutrition</u></p> <p>Why are our diets so different?</p>	<p><u>Systems</u></p> <p>How can we keep ourselves safe on the road?</p>	<p><u>Textiles</u></p> <p>What fabric is ideal for creating a functional lunchbox?</p>	<p><u>Food and nutrition</u></p> <p>What can you learn from different cultures diets?</p>	<p><u>Structures</u></p> <p>How frames are strengthened, reinforced and make rigid?</p>	<p><u>Mechanisms</u></p> <p>How can you lift a car onto a roof?</p>
IT	<p><u>E-Safety</u></p>	<p><u>Unit 5.1 Coding</u></p>	<p><u>Unit 5.5 – Game Creator</u></p>	<p><u>Unit 5.3 - Spreadsheets</u></p>	<p><u>Unit 5.4- Databases</u></p>	<p><u>Unit 5.6 3D Modelling</u></p>

Music	Music express: The Solar System (Listening)	Music express: Our community (Performance)	Music express: Life cycles (Structure)	Music express: Keeping healthy (Beat)	Music express: At the movies (Composition)	Music express: Celebration (Performance)
PE	Swimming Football To introduce ball skills to develop control	Swimming Dance To count music in beats of eight • Perform a range of movement and standing moves	Swimming Gymnastics To create, practise and refine longer, more complex sequences for a performance Changing level, direction and speed	Basketball • To experiment ways of moving with the ball Improve speed, power and reactions when throwing •	Dodgeball • To be able to read someone's movement • Develop footwork • Change direction	Orienteering/Athletics • To practise running and breathing skills • Passing skills • Throwing skills
MFL	The date	At the café	Do you have a pet?	What is the weather?	My home	Habitats
RE	Worship Name something that has worth to them; Begin to explain what worship is; Begin to make the link between worth and worship; Listen to worship music from different religions; Compare worship music from different religions; Know what a prayer is and begin to explain why religious believers pray; Write their own simple prayer; look at and discuss examples of religious art; Say how a piece of art makes them feel; Create their own worship-inspired art using shape and colour; Know what a religious artefact is, giving at least one example; Explain what freedom is and how it might feel to have freedom restricted.	The true meaning of Christmas Create a piece of word art with 10 Christmas topic words on; Act out a role play to explain Christian acts of love at Christmas; Use idea prompts to create a poster explaining how people can help refugees; Use template images to create a Christian Christmas card; Analyse 'Away in a Manger' and explain the meaning of the lyrics; Use support ideas to take part in a class debate about whether the true meaning of Christmas is lost.	Peace Choose acts of peace they can carry out themselves, Create a peace poster to explain a religion's view on peace using a guide sheet as support, Show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol, Complete a mindfulness activity, Reflect on the mindfulness activity by answering questions about their experience, Create a pyramid of actions to show the priority of peace acts, Create a new symbol of peace.	Forgiveness Define what is meant by 'forgiveness'; Work with the support of others to create a role play to show the feelings that are involved when people forgive and are forgiven; Know that Jews follow the Ten Commandments; Know that Jews ask other people and God for forgiveness; Know that Yom Kippur is an important holy day for Jews and is important for forgiveness; Understand that Buddhists do not believe in God; Begin to explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others; Identify some similarities and differences between what Jews and Buddhists believe about forgiveness;	Jesus the healer Reflect on times they need healing and who heals them; Plan and create a model of the house in The Paralysed Man; Retell the story of The Man at Bethesda, with a story prompt, as a newspaper article; Create a book retelling the story of The Centurion's Servant with the support of a guide sheet; Perform the chorus of a song as part of a class performance to retell the miracle of the bleeding woman who touched Jesus' cloak; Children can use a mind map and prior learning to explain who 'Jesus the Healer' is.	Commitment Define what 'commitment' means; Consider why someone may wish to make a commitment; Give an example of a religious and a non-religious commitment; Make a commitment of their own; Know what is meant by 'coming of age'; Know what is meant by 'sacrifice'; Give an example of a sacrifice that someone may make; Know what is meant by 'fasting'; Recognise that fasting shows commitment; Recognise that marriage is a form of commitment; Recognise the importance of commitment; Comment on their own commitment.
PSHE	TEAM Demonstrate successful teamwork skills. Disagree respectfully Reflect on their own collaborative working skills. Demonstrate ways to care for others within the team. Discuss the importance and consequences of carrying out shared responsibilities.	Positive thinking I can discuss and describe a range of thoughts, feelings and behaviours. I can discuss the impact negative thoughts can have on ourselves and others. I can name some strategies to deal with unhelpful thoughts.	Britain Identify ways of showing respect to people of all faiths and ethnicities. Explain what it means to belong to a community. Identify how laws help them. Discuss local government in relation to democracy and human rights. Discuss national government in relation to democracy and human rights.	Be yourself Discuss scenarios where children are torn between 'fitting in' and being true to themselves. explain how to communicate their feelings in different situations; Create a role play to show different ways to manage uncomfortable feelings discuss which situations would make people fight or flee and why. Create resolutions to different tricky situations.	Aiming High Discuss their personal achievements and skills; Discuss different learning styles; Identify what a positive learning attitude is. Talk about the range of jobs that people do. Understand what a gender stereotype is. Talk about skills employers look for in employees; Work with others in a team. Discuss the skills everyone needs to succeed.	Body Business/It's my body Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Understand the importance of sleep, exercise and healthy eating. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; Identify positive aspects about themselves. Discuss the choices related to health that they make each day; Identify choices that will benefit their health and provide a 'balanced lifestyle'. Identify ways to protect their bodies from ill health.

Visits & Visitors	Space centre	Theatre trip (Pantomime in Birmingham).		
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