

Year 5 Curriculum Yearly Overview 2020 – 2021

Teachers: Mr Goodhand, Mr Bainbridge and Mr Adebola

Dates	Autumn 1 + 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Where we are in time or place	How the World Works	How we organise ourselves	How we share the planet	How we Express ourselves
Central Idea	Everyone is equal on Earth.	Understanding our bodies helps keep us healthy	Power leads to corruption	We each have a responsibility for the environment	The solar system has captured the imagination of artists
Key Concepts	Perspective Causation Connection	Form Function Change	Perspective Responsibility Reflection	Responsibility Change Causation	Connection Form Function
Focus curriculum areas and key themes	History, Geography and PSHCE	Science	PSHCE, Art and History	Geography and science	Art, D.T. and Music
Lines of Enquiry	<ul style="list-style-type: none"> What causes people to leave their homes? How can knowledge of our past help shape our future? 	<ul style="list-style-type: none"> What is a healthy lifestyle? How does our body work? 	<ul style="list-style-type: none"> How do leaders rise to power? In what ways does power change people? 	<ul style="list-style-type: none"> What is climate change? Who is responsible for tackling climate change? 	<ul style="list-style-type: none"> What is the solar system? How has the solar system influenced art?
Art	<p>3D art Abstract junk modelling using Modroc.</p> <p>Skills Use sketchbook to inform, plan and develop ideas Shape, form, model and join with confidence Produce more intricate patterns and textures Take into account the properties of media used Discuss and evaluate own work and that of other sculptors</p>	<p>Observational Art – Food</p> <ul style="list-style-type: none"> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques. 	<p>Macbeth art</p> <ul style="list-style-type: none"> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques. 		<p>Space Art</p> <ul style="list-style-type: none"> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques. <p>Skills Hue, tint, tone, shades and mood Use colour to express moods and feeling Explore the use of texture in colour-with sawdust, glue, shavings and sand Colour for purposes</p>
Computing	Rodocodo	Spreadsheets	Rodocodo	Rodocodo	Rodocodo
Design Technology	Although specific design technology objectives are not covered, they will be touched on in other areas.	<p>Healthy Meals</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 	Although specific design technology objectives are not covered, they will be touched on in other areas.	Although specific design technology objectives are not covered, they will be touched on in other areas.	<p>Cain's Arcade</p> <ul style="list-style-type: none"> Design use research and develop design criteria to inform the

		<p>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>			<p>design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>♣ investigate and analyse a range of existing products</p> <p>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>♣ understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
Geography	<p><u>Migration and Asylum</u></p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources 	Although specific geography objectives are not covered, they will be touched on in other areas.	Although specific geography objectives are not covered, they will be touched on in other areas.	<p><u>Problems caused around the World through global warming</u></p> <ul style="list-style-type: none"> • Locate the geographic zones of the world. • Locate the world's countries, with a focus on 	Although specific geography objectives are not covered, they will be touched on in other areas.

	<p>including energy, food, minerals and water supplies.</p> <p>.Use a range of geographical sources in order to investigate places and patterns</p>			<p>Europe and countries of particular interest to pupils.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p><u>Skills</u></p> <p>Describe features of a country/geographical area based on their position on the globe (proximity to Equator, hemisphere, continent, surrounding countries)</p> <p>Use eight points of the compass.</p> <p>Use six-figure grid references.</p>	
History	<p><u>The Slave Trade.</u></p> <ul style="list-style-type: none"> • A study of a theme in British history <p>A non European society that contrasts with British History - Benin</p> <p><u>Skills</u></p> <p>Place current study on timeline in relation to other studies</p>	<p>Although skills are not specifically addressed, we will be covering historical content linked to how the world has changed over the past century.</p>	<p><u>Shakespeare's Theatre</u></p> <p><u>Benin</u></p> <p>A non European society that contrasts with British History – Benin</p> <p><u>Skills</u></p> <p>Place current study on timeline in relation to other studies</p>	<p>Although skills are not specifically addressed, we will be covering historical content linked to past survivors e.g. Scott of the Antarctic</p>	<p>Although skills are not specifically addressed, we will be covering historical content linked to the history of communication.</p>

	<p>Use relevant dates and terms</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>		<p>Use relevant dates and terms</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>		
Maths	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers (example, $12,462 - 2300 = 10,162$).</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Read, write, order and compare numbers to at least 1,000,000 and</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Multiply numbers up to 4 digits by a one- or two digit number using a formal written method, including long multiplication for two digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret</p>	<p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p>	<p>Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent</p>	<p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2).</p>

	<p>determine the value of each digit.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000.</p>	<p>remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>		<p>relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p>	
MFL	<p>In French</p> <ul style="list-style-type: none"> • Speak • Read • Write 	<p>In French</p> <ul style="list-style-type: none"> • Speak • Read • Write 	<p>In French</p> <ul style="list-style-type: none"> • Speak • Read • Write 	<p>In French</p> <ul style="list-style-type: none"> • Speak • Read • Write 	<p>In French</p> <ul style="list-style-type: none"> • Speak • Read • Write
Music	<p>Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.</p>	<p>Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.</p>	<p>Percussion Project</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. 	<p>Percussion Project</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. 	<p>.Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Non Fiction reading</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.
PE	Cricket Athletics	Outdoor and adventurous activities	Fencing / Basketball	Sport's Hall Athletics	Basketball
PSHCE	<p>Discuss and learn techniques to improve in the eight areas of 'success'. • Study role models who have achieved success. • Study those who have lost success and relate this to the eight areas of 'success'.</p>	Sex and Relationship Education (SRE)	<p>• Discuss and learn techniques to improve in the eight areas of 'success'. • Study role models who have achieved success. • Study those who have lost success and relate this to the eight areas of 'success'.</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'. • Study role models who have achieved success. • Study those who have lost success and relate this to the eight areas of 'success'.</p>	<p>• Discuss and learn techniques to improve in the eight areas of 'success'. • Study role models who have achieved success. • Study those who have lost success and relate this to the eight areas of 'success'.</p>
RE	<p>As per Sheffield Syllabus. Where, how and why do people worship? Christianity Were slaver traders truly Christian?</p>	<p>As per Sheffield Syllabus. How do people's beliefs in God, the World and other's impact on their beliefs? Christianity and Hinduism</p>	<p>As per Sheffield Syllabus. Where, how and why do people worship? Christianity</p>	<p>As per Sheffield Syllabus. What is expected of a person following a religion or a belief? Christianity</p>	<p>Although skills are not specifically addressed, we will be covering R.E. content linked to the science R.E.</p>
Reading	<p>Fiction / Poetry <i>The Island</i>, Armin Greder</p> <p>Non Fiction Extracts from <i>Usborne Politics for Beginners</i>. All <i>About Politics</i>, Andrew Marr.</p>	<p>Fiction <i>There's a Boy in the Girls' Bathroom</i>, Louis Sachar</p> <p>Non Fiction <i>My Amazing Body Machine</i>, Robert Winston</p>	<p>Fiction <i>Macbeth</i>, Shakespeare</p> <p>Non fiction Extracts from <i>Usborne Politics for Beginners</i>. All</p>	<p>Poetry <i>Green Poems for a Blue Planet – Martin Kiszko</i> <i>All the Wild Wonders</i> <i>Poems of the Earth – Wendy Cooling</i></p>	<p>Non Fiction <i>The School of Music</i>, Meurig Bowen & Rachel Bowen</p>

			<i>About Politics</i> , Andrew Marr.	Non Fiction <i>How does food impact the environment?</i> (Newsround website) <i>Happy Cows</i> (First News 21-27 June 2019)	
Science	<ul style="list-style-type: none"> Look at the effect of drag forces and gravity 	<ul style="list-style-type: none"> Look at the human circulatory system. Look at the effect of diet, exercise the muscle and skeleton system of humans and animals Healthy diets Look at the muscle and skeletal system in humans and animals 	<ul style="list-style-type: none"> Look at sources, seeing, reflections and shadows. Explain how light appears to travel in straight lines and how this effects seeing and shadows. 	<ul style="list-style-type: none"> Look at solid, liquids and gases and changing states. 	<ul style="list-style-type: none"> Look at the movement of the Earth and the moon. Explain day and night.
Writing	<u>Narrative</u> Settings – slave ship <u>Recount</u> Diary – slave ship <u>Discussion</u> Should the U.K. do more to support refugees?	<u>Persuasion</u> Why should we have a healthy life style <u>Explanation</u> The importance of healthy lifestyles.	<u>Narrative (character)</u> <u>Rewriting sections of</u> Macbeth as a narrative with a focus on character development.	<u>Report</u> Children to write their own school report. <u>Persuasion</u> Take climate action	<u>Narrative</u> The children will produce a story on a theme.
Enrichment (trips, experiences, visits, visitors, etc.)	<u>Visitors</u> Y5 percussion project <u>Trips</u> Refugee walk for charity Asylum seeker visit Local British Value visitor	<u>Visitors</u> Y5 percussion project Pop up museum for parents	<u>Visitors</u> Y5 percussion project <u>Trips</u> Theatre group to visit (Shakespeare themed)	<u>Visitors</u> Y5 percussion project <u>Trips</u> Place of worship	<u>Visitors</u> Y5 percussion project <u>Trips</u> Botanical gardens visit as art stimulus Café Ceres Sport's Day
Resources (artefacts, texts, art materials etc.)	Internet access Laptops iPads Audacity Art: junk, Modroc, paints, paint brushes. Atlases	Internet access	Internet access Art resources: water colours, paint brushes, water pots. The trading game – Christian Aid resource.	Internet access Heart equipment: plastic tubing, red balloons, syringes, paint, PVA glue, red tissue paper Percussion instruments	Internet access Garage band Atlases Christmas fayre: Small glass jars, tissue paper, artificial candles, PVA glue SRE resources