



Year 5 Curriculum Yearly Overview 2021-22

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Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Where we are in time or place	Where we are in time or place	How we Express ourselves	How the World Works	How we share the planet	How we organise ourselves
Central Idea	Everyone has the right to be safe	The Legacy of the past can still be seen today	Space has captured the imagination of artists	Learning how our bodies work can help us become healthier	We each have a responsibility for the environment	Chocolate connects the world
Key Concepts	Perspective Causation Connection	Perspective Causation Connection	Connection Form Function	Form Function Change	Responsibility Change Causation	Connection Responsibility
Focus curriculum areas and key themes	Geography	History	Art, D.T. and Music	Science	Geography and science	Geography/ history
Lines of Enquiry	<ul style="list-style-type: none"> What causes people to leave their homes? How can we help refugees feel safe? 	<ul style="list-style-type: none"> What was the British empire? What was the Transatlantic Slave trade? What is so unique about Benin? 	<ul style="list-style-type: none"> What are the Earth, Moon and Sun? How has space influenced art? 	<ul style="list-style-type: none"> What is a healthy lifestyle? How does our body work? 	<ul style="list-style-type: none"> What is climate change? Who is responsible for tackling climate change? 	<ul style="list-style-type: none"> Where does chocolate come from? What is fair trade?
Art	<u>Welcome to Sheffield art</u> Collage	<u>3D sculpture</u> Paper, card Benin Bronzes	<u>Space Art</u> Warhol Pop Art Wire Sculpture	<u>Observational Art</u> = Food, glorious food!	<u>Watercolour painting</u>	Although specific art objectives are not covered, they will be touched on on where possible
Computing	Rodocodo	Spreadsheets	Spreadsheets	Rodocodo	Rodocodo	Rodocodo
Design Technology	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	<u>Space Arcade</u> Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed	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.	Although specific design technology objectives are not covered, they will be touched on in other areas.

			<p>at particular individuals or groups</p> <ul style="list-style-type: none">♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately♣ 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>Evaluate</p> <ul style="list-style-type: none">♣ investigate and analyse a range of existing products♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work♣ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures♣ understand and use mechanical systems in their products [for example, gears, pulleys,			
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			cams, levers and linkages]			
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 including energy, food, minerals and water supplies. <p>Use a range of geographical sources in order to investigate places and patterns</p>	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.	Although specific geography objectives are not covered, they will be touched on in other areas.	<ul style="list-style-type: none"> • Locate the geographic zones of the world. • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <p><u>Skills</u> 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. Use six-figure grid references.</p>	<p>Locate the geographic zones of the world.</p> <ul style="list-style-type: none"> • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. <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: 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>History</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>The Slave Trade.</u> A study of a theme in British history: The transatlantic slave trade</p> <p>A non European society that contrasts with British History - Benin</p>	<p>Although skills are not specifically addressed, we will be covering historical content linked to the history of space exploration.</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>Although skills are not specifically addressed, we will be covering historical content linked to trade</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>Maths</p>	<p>Numbers up to 1,000,000</p> <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 determine the value of each digit.</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>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>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</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>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 relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</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>

	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000.					
MFL	French	French	French	French	In French	In French
Music	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.	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.	<u>The music of David Bowie and Holst</u> <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. 	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.	Percussion Project <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. 	Percussion Project <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.
PE	Physical literacy	Gymnastics	Fencing Physical literacy	Outdoor and adventurous activities	Cricket Physical literacy	Athletics
PSHCE	Discuss and learn techniques to regulate our emotions using the Zones of regulation.	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • 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'. 	Sex and Relationship Education (SRE)	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • 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'.
RE	As per Sheffield Syllabus. Where, how and why do people worship?	As per Sheffield Syllabus.	Although skills are not specifically addressed, we will be covering R.E.	As per Sheffield Syllabus. How do people's beliefs in God, the World and other's	As per Sheffield Syllabus. What is expected of a person following a	As per Sheffield Syllabus. Where, how and why do people worship?

	Christianity	P4C - Were slaver traders truly Christian?	content linked to R.E.	impact on their beliefs?	religion or a belief? Christianity	Christianity
Reading	<p><u>Fiction / Poetry</u> <i>Sea Prayer</i></p> <p><u>Poem:</u> <i>Refugee</i> by Rubimbo Bungwe, aged 14 <i>Refugee</i> by Brian Bilston</p> <p><u>Non Fiction</u> Extracts from <i>Usborne Politics for Beginners. All About Politics</i>, Andrew Marr.</p>	<p><u>Non fiction</u> The British empire and the Transatlantic slave trade</p>	<p><u>Non Fiction</u> <i>The School of Music</i>, Meurig Bowen & Rachel Bowen</p>	<p><u>Fiction</u> <i>Pig Heart Boy</i>, Mallory Blackman <u>Non Fiction</u> <i>My Amazing Body Machine</i>, Robert Winston</p>	<p><u>Poetry</u> <i>Under The Weather - Tony Bradman</i></p> <p><u>Non Fiction</u> Climate non fiction texts from a range of sources</p>	<p><u>Fiction</u> Charlie and the Chocolate Factory</p>
Class novels	The boy, mole, fox and horse		The Boy in the back of the Class		Essential Black British History	
Science	Although skills are not specifically addressed, we will be covering Science content linked to the theme where possible	Although skills are not specifically addressed, we will be covering Science content linked to the theme where possible	<ul style="list-style-type: none"> Look at the movement of the Earth and the moon. Explain day and night. 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 	<ul style="list-style-type: none"> Look at solid, liquids and gases and changing states. 	<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.
Writing	<p><u>Narrative</u> The journey of a refugee</p> <p><u>Discussion</u> <i>Should Britain do more to support refugees?</i></p>	<p><u>Key writing skills</u> Simple, compound and complex sentences</p> <p><u>Recount</u> Diary of an enslaved African</p>	<p><u>Non chronological report</u></p> <p>The children will produce an informative and engaging fact file about the planet Mars</p>	<p><u>Persuasion</u> Why should we have a healthy lifestyle?</p> <p><u>Explanation</u> The importance of healthy lifestyles.</p>	<p><u>Narrative</u> Children will write a story on a theme.</p> <p><u>Persuasion</u> Take climate action</p>	<p><u>Explanation</u> Chocolate - bean to bar</p> <p><u>Narrative</u> Character descriptions in the style of Roald Dahl</p>
Enrichment (trips, experiences, visits, visitors, etc.)	<p><u>Trips and visitors</u> Y5 percussion</p>	<p><u>Trips and Visitors</u> Y5 percussion project</p>	<p><u>Visitors</u> Y5 percussion project</p>	<p><u>Visitors</u> Y5 percussion project</p>	<p><u>Visitors</u> Y5 percussion project</p>	<p><u>Visitors</u> Y5 percussion project</p>

	Community in the park Refugee walk for charity Asylum seeker visit	Weston Park Museum - curating an exhibition Pop up British Empire museum	Astronomer visitor Year 5 Arcade		Trips Place of worship - A church	
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