**Year 5 Curriculum Yearly Overview 2017 – 18**

**Teachers:** Mr Preston, Mr Fieldsend & Mrs Bridges

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| **Dates** | **Autumn 1** | **Autumn 2 –**  **Spring 1** | **Spring 2 –**  **Summer 1** | **Summer 1 - Summer 2** | **Summer 2** |
| **Overarching Theme** | How the World Works | How we Express ourselves | Where we in in time or space | How we share the planet | How we organise ourselves |
| **Central Idea** | This is how we survive | Pattern and colour help us to express ourselves | The world is founded on tyranny and trade | We each have a responsibility for the environment | Methods of communication effect our everyday lives |
| **Focus curriculum areas and key themes** | Science and DT and Geography | Art and music | History and DT | Geography | Computing |
| **Writing** | Explanation – HIIT  Traditional tales – Three Little Pigs | Suspense – La Pere Lachaise  Biography – Child’s choice | Persuasion – Slavery  Poetry – Cinquain  Poetry - Highwayman | Report – School Report  Instruction – How to recycle  Literacy Heritage – Treasure Island | Radio script – Macbeth  Discussion – Balanced argument – Pedestrianisation of Sharrowvale |
| **Reading** | There’s a Boy in the Girl’s Bathroom | The School of Music | The Highwayman | Macbeth | The Island |
| **Art** | Hands  • 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. | Andy Goldsworthy  • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  Optical illusion  • Develop and share ideas in a sketchbook and in finished products.  • Improve mastery of techniques. | Sea art.  • Learn about the great artists, architects and designers in history – Henri Rouseau | 3D art  Abstract junk modelling using Modroc. | Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities. |
| **Computing** |  | Garage Band  - Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  - Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. |  |  | Past, present and future of communication.  - Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.  • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.  • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| **Design Technology** | Creating healthy meals  • understand and apply the principles of a healthy and varied diet. | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | Creating sails  Design  • 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.  Make • select from and use a wider range of tools and equipment to perform practical tasks, such as 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.  • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | Design a new form of communication.  • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  • understand how key events and individuals in design and technology have helped shape the world Technical knowledge |
| **Geography** | x | Describe and understand:   * The distribution of natural resources including energy, food, minerals and water * Locate geographical zones of the world * Understand geographical similarities and differences through the study of human and physical geography * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle   Skills  use maps, atlases, globes and digital/computer mapping to locate countries | Slave trade  • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.  • Describe and understand key aspects of:  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,  • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.  Skills  describe features of a country/geographical area based on their position on the globe (proximity to Equator, hemisphere, continent, surrounding countries) | Problems caused around the World through global warming and waste.  • Locate the geographic zones of the world.  • Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.  • 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).  Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.  Skills  describe features of a country/geographical area based on their position on the globe (proximity to Equator, hemisphere, continent, surrounding countries)  use eight points of the compass.  use six-figure grid references. | x |
| **History** | x | x | The slave trade.  • A study of a theme in British history | x | x |
| **MFL** | In the chosen modern language:  • Speak  • Read  • Write | In the chosen modern language:  • Speak  • Read  • Write | In the chosen modern language:  • Speak  • Read  • Write | In the chosen modern language:  • Speak  • Read  • Write | In the chosen modern language:  • Speak  • Read  • Write |
| **Music** | Percussion Project  • 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. | Garage Band  • Listen with attention to detail and recall sounds with increasing aural memory.  • Use and understand the basics of the staff and other musical notations.  Non Fiction reading  • 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. | | |
| **PE** | Sport’s Hall Athletics  Fencing | Handball | Athletics  Volleyball | Outdoor and adventurous activities | Parkour  Rounders |
| **PSHCE** | • 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’. | • 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’. | • 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’. | • 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) |
| **RE** | As per Sheffield Syllabus.  What is expected of a person following a religion or a belief? Christianity |  | As per Sheffield Syllabus.  Where, how and why do people worship?  Christianity | As per Sheffield Syllabus.  How do people’s beliefs in God, the World and other’s impact on their beliefs?  Christianity and Hinduism | As per Sheffield Syllabus.  Where, how and why do people worship?  Christianity |
| **Science** | • Look at the human circulatory system. | * Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. * Look at the movement of the Earth and the moon. * Explain day and night. | * Look at adaptations to environment.   Identify and name plants and animals. | • Look at the life cycle of animals and plants.  -Look at nutrition, transportation of water and nutrients in the body. | • Look at reproduction in plants and animals, and human growth and changes. |
| **Enrichment**  *(trips, experiences, visits, visitors, etc.)* | Visitors – Pest control/ RSPCA, Y5 percussion project | Y5 percussion project, trip the park, visiting artist | Ships in a bottle enterprise project, The Trading Game | Recycling plant, Water Aid Sponsored Walk, Sculptures – junk modelling covered in modroc | Place of worship |
| **Resources**  *(artefacts, texts, art materials etc.)* | Internet access  ‘The True Story of the Three Little Pigs’ Jon Scieszka  ‘There’s a Boy in the Girls Bathroom’ – Louis Sachar  Heart equipment: plastic tubing, red balloons, syringes, paint, PVA glue, red tissue paper  Percussion instruments | Internet access  Garage band  Atlases  ‘The School of Music’ Meurig & Rachel Bowen  Christmas fayre: Small glass jars, tissue paper, artificial candles, PVA glue | Internet access  ‘The Highway’ Alfred Noyes  Art resources: water colours, paint brushes, water pots.  DT resources: corks, plasticine, card, pulleys, lollipop sticks.  The trading game – Christian Aid resource. | Internet access  ‘The Island’ Armin Greder  Art: junk, Modroc, paints, paint brushes.  Atlases  Plastic bottles | Internet access  Laptops  iPads  ‘Macbeth’  SRE resources  Religious artefacts |