**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 – HIITTraditional tales – Three Little Pigs | Suspense – La Pere LachaiseBiography – Child’s choice | Persuasion – SlaveryPoetry – CinquainPoetry - Highwayman | Report – School ReportInstruction – How to recycleLiteracy Heritage – Treasure Island | Radio script – MacbethDiscussion – 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 artAbstract 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 sailsDesign • 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

Skillsuse 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.Skillsdescribe 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. Skillsdescribe 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 AthleticsFencing | Handball | AthleticsVolleyball | Outdoor and adventurous activities | ParkourRounders |
| **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 SacharHeart equipment: plastic tubing, red balloons, syringes, paint, PVA glue, red tissue paperPercussion instruments | Internet accessGarage bandAtlases‘The School of Music’ Meurig & Rachel BowenChristmas fayre: Small glass jars, tissue paper, artificial candles, PVA glue | Internet access‘The Highway’ Alfred NoyesArt 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 GrederArt: junk, Modroc, paints, paint brushes.AtlasesPlastic bottles | Internet accessLaptopsiPads‘Macbeth’SRE resourcesReligious artefacts  |