



Year 5 Curriculum Yearly Overview 2018 – 19

Teachers: Mr Goodhand, Mr Fieldsend & Mrs Bridges



Dates	Autumn 1 + 2	Autumn 2 + Spring 1	Spring 1 + 2	Summer 1	Summer 2
Overarching Theme	How the World Works	Where we are in time or space	How we Express ourselves	How we organise ourselves	How we share the planet
Central Idea	This is how we survive	The world is founded on tyranny and trade	Pattern and colour help us to express ourselves	Methods of communication effect our everyday lives	We each have a responsibility for the environment
Focus curriculum areas and key themes	Science, DT and Geography	History and DT	Art and music	Computing	Geography
Lines of Enquiry	<ul style="list-style-type: none"> • What is a healthy lifestyle? • Do animal lives matter? • How do people adapt to different locations? 	<ul style="list-style-type: none"> • What makes tyranny? • Did the sun ever set on the British Empire? 	<ul style="list-style-type: none"> • How do we interpret patterns in nature? • What patterns influence human beings? 	<ul style="list-style-type: none"> • How has communication changed over time? • How does music influence our habits? 	<ul style="list-style-type: none"> • How do humans lead to animal extinctions? • How can we reuse non-biodegradable waste?
Art	<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> <p>.Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <ul style="list-style-type: none"> • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. 	<p>Jungle art</p> <ul style="list-style-type: none"> • Learn about the great artists, architects and designers in history – Henri Rouseau • 	<p>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.</p>	<p>3D art</p> <p>Abstract junk modelling using Modroc.</p>
Computing	<p>Children will go to the park and take photographs of leaves and other items to lead into the next theme's art work.</p>	<p>We will continue to build on the children's knowledge of key Microsoft packages:</p> <p>PowerPoint Excel Word Publisher</p>	<p>Garage Band</p> <p>- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>- 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.</p>	<p>Audacity</p> <p>To design a radio Podcast</p> <p>- 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.</p> <ul style="list-style-type: none"> • 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. 	<p>We will continue to build on the children's knowledge of key Microsoft packages:</p> <p>PowerPoint Excel Word Publisher</p>
Design Technology	<p>Creating healthy meals</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. 	<p>Creating boats and winches</p> <p>Design</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>	<p>Design a new form of communication.</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 	<p>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.</p>

		<p>groups.</p> <p>Make</p> <ul style="list-style-type: none"> • 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. 		<p>pieces and computer-aided design</p> <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p>	
Geography	<p><u>Extreme survival locations</u> Describe and understand:</p> <ul style="list-style-type: none"> • 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 <p><u>Skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p><u>Slave trade</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. <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>Although specific geography objectives are not covered, they will be touched on in other areas such as the artwork on Andy Goldsworthy.</p>	<p>Although specific geography objectives are not covered, they will be touched on in other areas such as looking at the spread of communication around the world.</p>	<p><u>Problems caused around the World through global warming and waste</u></p> <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. • 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> 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>
History	<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><u>The Slave Trade.</u></p> <ul style="list-style-type: none"> • A study of a theme in British history <p><u>Skills</u> Place current study on timeline in relation to other studies</p>	<p><u>Biographies.</u></p> <p><u>Skills</u> Use relevant dates and terms</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone</p>	<p>Although skills are not specifically addressed, we will be covering historical content linked to the history of communication.</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>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 another 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>	shares the same views and feelings		
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 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>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>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 remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p>Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</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>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>
MFL	In French	In French	In French	In French	In French

	<ul style="list-style-type: none"> • Speak • Read • Write 	<ul style="list-style-type: none"> • Speak • Read • Write 	<ul style="list-style-type: none"> • Speak • Read • Write 	<ul style="list-style-type: none"> • Speak • Read • Write 	<ul style="list-style-type: none"> • Speak • Read • Write
Music	<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. 	<p>Percussion project</p> <ul style="list-style-type: none"> • Use and understand the basics of the staff and other musical notations. 	<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>
PE	Sport's Hall Athletics Fencing	Athletics Volleyball	Handball	Parkour Rounders	Outdoor and adventurous activities
PSHCE	<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'. 	<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)
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	Although skills are not specifically addressed, we will be covering R.E. content linked to the science R.E.	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
Reading	<p>Using and applying the key reading strategies taught within Hunter's Bar Junior School.</p> <p>Children will spend one week reading poetry each half term during reading for pleasure time.</p>	<p>Fiction</p> <p>A Shakespeare play</p> <p>Non fiction</p> <p>Non fiction texts about the slave trade</p> <p>Children will spend one week reading poetry each half term during reading for pleasure time.</p>	<p>Fiction</p> <p>Story with issues continued</p> <p>Non Fiction</p> <p>A book about musical history.</p> <p>Children will spend one week reading poetry each half term during reading for pleasure time.</p>	<p>Fiction</p> <p>A poem from our literary heritage which tells a story.</p> <p>Non Fiction</p> <p>Instructional texts linked to Audacity.</p> <p>Children will spend one week reading poetry each half term during reading for pleasure time.</p>	<p>Fiction</p> <p>A story about prejudice.</p> <p>Non Fiction</p> <p>Texts on endangered animals.</p> <p>Children will spend one week reading poetry each half term during reading for pleasure time.</p>
Science	<ul style="list-style-type: none"> • Look at the human circulatory system. • Keeping warm • Healthy diets 	<ul style="list-style-type: none"> • Forces • Materials and their properties. 	<ul style="list-style-type: none"> • Look at the movement of the Earth and the moon. • Explain day and night. 	<p>Although skills are not specifically addressed, we will be covering scientific content linked to the science curriculum.</p>	<ul style="list-style-type: none"> • Look at adaptations to environment. • Identify and name plants and animals. • Look at reproduction in plants and animals, and human growth and changes. • Look at the life cycle of animals and plants.
Writing	<p>Explanation</p> <p>The children will designed and implement a High Intensity Interval Training (HIIT) regime.</p> <p>Survival Narrative</p> <p>The children will plan, write and publish a story of Arctic Survival.</p> <p>Instruction</p> <p>Children will write a recipe for a healthy meal</p>	<p>Persuasion</p> <p>The children will write a letter to persuade someone to become a station master on the underground railroad.</p> <p>Play Writing</p> <p>Macbeth</p> <p>Report Writing</p> <p>News report on Macbeth</p>	<p>Suspense Narrative</p> <p>The children will produce a piece of suspense writing based on a short video about La Pere Lachaise.</p> <p>Biography</p> <p>The children will research and write a biography on a historical figure of their choice.</p> <p>Instruction</p> <p>How to be express yourself as an</p>	<p>Although skills are not specifically addressed, we will be covering writing across the curriculum content linked to the KS2 writing curriculum.</p> <p>Poetry</p> <p>The Highway Man</p> <p>A story from our Literacy Heritage</p> <p>The Highway Man</p>	<p>Report</p> <p>A report on environmental issues</p> <p>Discussion</p> <p>Ease of life vs environmental impact</p>

	<p>Cinquain Patterns in poetry</p> <p>Rap Science rap</p>		individual.		
<p>Enrichment (trips, experiences, visits, visitors, etc.)</p>	<p>Visitors Pest control/ RSPCA. Y5 percussion project</p> <p>Trips Trips to the park for Andy Goldsworthy research/ photography. Polar Explorer project</p>	<p>Visitors Y5 percussion project</p> <p>Trips Botanical gardens for observational art</p>	<p>Visitors Y5 percussion project</p> <p>Trips Christmas Lecture</p>	<p>Visitors Y5 percussion project</p> <p>Trips Place of worship</p>	<p>Visitors Y5 percussion project Pop up museum for parents</p> <p>Trips Café Ceres Sponsored walk Sport's Day</p>
<p>Resources (artefacts, texts, art materials etc.)</p>	<p>Internet access Heart equipment: plastic tubing, red balloons, syringes, paint, PVA glue, red tissue paper Percussion instruments</p>	<p>Internet access Art resources: water colours, paint brushes, water pots. DT resources: corks, plasticine, card, pulleys, lollipop sticks. The trading game – Christian Aid resource.</p>	<p>Internet access Garage band Atlases Christmas fayre: Small glass jars, tissue paper, artificial candles, PVA glue</p>	<p>Internet access Laptops iPads SRE resources Audacity</p>	<p>Internet access Art: junk, Modroc, paints, paint brushes. Atlases</p>