

## Year 5 Curriculum Overview

Learning Updates detail the learning and enrichment activities that have taken place in class each week.

The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Thread</b>	<b>Changing Communities</b>	<b>Changing Communities</b>	<b>Ethics and Citizenship</b>	<b>Ethics and Citizenship</b>	<b>Modernising Medicine</b>	<b>Modernising Medicine</b>
<b>School Value</b>	<b>Individuality</b> Individual achievements of the Apollo 11 astronauts.	<b>Community</b> How did the Norman conquest change Britain?	<b>Responsibility</b> What is the impact of polluting and over-using waterways?	<b>Responsibility</b> Is it right to tomb raid? Should mummies be on display?	<b>Individuality/Community</b> What impact did the Victorians have on the world? How did John Snow improve the health of Victorians?	
<b>English</b>	Biographies & Recounts	Persuasive Speeches & Arguments	Explanation Texts & Shakespearian Study	Non-Chronological Reports	Literary heritage – Charles Dickens & <i>The Highwayman</i>	Traditional Tales & Legends
<b>Maths</b>	See NC links for each year group's objectives. Also see Maths Targets Sheets.					
<b>RE</b> (Taught on a 2-year rolling programme)	<b>Christianity</b> Can people live by the values of Jesus in the 21 <sup>st</sup> Century?	<b>Islam</b> What does the Qur'an reveal about Allah and his guidance?	<b>Hinduism</b> What spiritual pathways to Moksha are written about in Hindu Scripture?	<b>Judaism</b> What is holiness for Jewish people: a place, a time, an object or something else?	<b>Christianity</b> What is the great significance of the Eucharist for Christians?	<b>Buddhism</b> How did Buddha teach his followers to find enlightenment?
	<b>Christianity</b> How do Christians show their belief that Jesus is incarnate?	<b>Islam</b> How does tawhid create a sense of belonging in the Muslim community?	<b>Hinduism</b> How do questions about Brahman and atman influence the way a Hindu lives?	<b>Buddhism</b> How does the Triple Refuge help Buddhists in their journey through life?	<b>Christianity</b> Should believing in the resurrection change how Christians view life and death?	<b>Humanism</b> Why do Humanists say happiness is the goal of life?
<b>Science</b>	Physics: Space and the Solar System	Chemistry: Comparing and grouping materials based on their properties.	Chemistry: separating materials. Comparing substances and mixtures.	Biology: Lifecycles of plants.	Biology: Lifecycles of animals. Describing the changes as humans age	Biology: Germs, viruses and disease
<b>History</b>	Study of significant world event: The 1969 Moon landing.  <i>Focus on the individual achievements of the Apollo 11 astronauts and how this has inspired the future of Space travel.</i>	The Battle of Hastings – how did French conquest change Britain?  <i>Focus on the changes brought by William I and what this meant for the people of Britain.</i>		Ancient Egypt – Is it right to 'tomb raid'? Should human remains be on display?  <i>Focus on Howard Carter's discovery of Tutankhamun and the work of British archaeologists in the Valley of the Kings.</i>	How have Victorian improvements in healthcare and sanitation affected how we live today?  <i>Focus on the effect development (sewerage and medicine) had on England and the wider world.</i>	How have Victorian improvements in healthcare and sanitation affected how we live today?  <i>Focus on the work of significant individuals: John Snow</i>
<b>Geography</b>		Comparing maps of pre-1066 and post-1066. How did land use change?	Rivers – What effects have humans had on the World's natural waterways? How are rivers formed?	Identifying significant locations and continents.	Use an atlas with increasing accuracy.	Map drawing and directions.
<b>PSHE</b>	Physical health and wellbeing – <b>Fun Times</b>	Keeping safe and managing risk – <b>Feeling Safe</b>	Identity, society and equality – <b>Me and Others</b>	Drug, alcohol and tobacco education – <b>What do we put into and on to bodies?</b>	Mental health and emotional wellbeing – <b>Feelings</b>	Careers, financial capability and economic wellbeing – <b>My Money</b>
<b>Computing</b>	Mars Rover 1 – Exploring inputs, outputs and binary numbers to understand how the Mars rover transmits and receives data.	Mars Rover 2 – Learning how the Mars Rover sends images back to Earth and use the design software TinkerCad – link to Sketch Up use for 3D space.	Micro Bit – Programming a Microbit to display animations or messages using block coding.	Programming – UCL Scratch Maths Pupils draw shapes with sprites and have to think about angles and debug their code.	Computational thinking (4) – Pupils develop understanding of the four pillars of computational thinking, identifying them in different contexts.	Online Safety – creating online safety presentations, videos and animations for younger children.

<b>Online Safety</b>	<b>Online reputation</b> Key Questions: <i>Discuss how one significant event changed the lives of the Apollo astronauts. Was it positive? What would happen if the event was negative?</i> I can explain how I am developing an online reputation which will allow other people to form an opinion of me.	<b>Online bullying</b> Key Questions: Why might William of Normandy have been bullied? How was bullying different without technology? How can we avoid modern types of bullying when using technology? I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). <i>Link to how William of Normandy was viewed by his peers – called William the bastard.</i>	<b>Privacy and security:</b> Key Questions: How is phishing different to fishing? How might online content target people from an LEDC or an MEDC to trick them? I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	<b>Health, wellbeing and lifestyle:</b> Key Questions: What distractions do we have that the Ancient Egyptians didn't have? What did they spend most of their time doing? How has technology changed the face of modern day Egypt?	<b>Health, Wellbeing and Lifestyle</b> Key Questions: <i>The technological advances made in the Victorian era are similar in scale to the advances happening now. What can be done to prepare people for the changes these new technologies will bring about?</i> I can assess and action different strategies to limit the impact of technology on my health (e.g. night shift mode, regular breaks, correct posture, sleep, diet and exercise).	
<b>Music</b>	'The Planets' by Gustav Holst. Explore orchestral movements' through motif, tempo, timbre, instrumentation, etc.	Introduction to jazz origins and development. Compare styles. Improvise and perform on glockenspiels – focus on pulse, rhythm and pitch.	Introduction to digital audio music creation using Garage Band on iPads.	Rap. Origins and development. Learn a rap. Write and perform own rap, using key elements of rap composition - rhythm and rhyme.	Victorian Music Hall. Learn importance in the development of popular music. Learn and perform songs in ensemble.	Musical Theatre and rehearse songs and choreography for Years 5 and 6 performance.
<b>French</b>	'C'est moi'. Learn how to introduce and describe yourself, including physical features, family members.	'Les boissons et la nourriture'. Learn food and drink vocabulary, express likes and dislikes, order food, explore time through restaurant opening hours.	'Où j'habite.' Learn the names of key places in a town, give directions, describe where I live.	'Les passetemps'. Learn hobbies and interests to be able to describe what I like to/do not like to do in my free time.	'Time travel'. numbers, dates and key historical events in France (introduce common past tenses).	'Les vacances'. Countries and cities of the world. Where I go/would like to go (future tense) on holiday and different sorts of holiday experiences.
<b>Art and Design</b>	Formal Elements: Architecture Colour, line, shape and form.		Analysing famous artists' work		Design for a purpose A coat of arms, a brand name and an advert.	
<b>DT</b>		Food: What could be healthier?		Mechanical Systems: Making a pop-up book		Structure: Bridges
<b>PE</b>	Basketball & Tag Rugby	Gymnastics & Football	Dance & Health and Fitness	Netball & Hockey	Cricket & Rounders	Tennis & Athletics