



## CURRICULUM OVERVIEW 2020-21

YEAR 5

Staff: EH, BP, LC, SW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Maps	The Stone Age to Iron Age	Why are the Mountains Magnificent?	Ancient Greece	Why Save the Rainforest?	The Mayans
Enrichment Experience		Swimming		Space centre  Move and learn project Notts County FC	GREAT Project  Attenborough Nature reserve	Ice skating
English	Book topic: Clockwork – Phillip Pullman  Writing focus: The Art of the Sentence	Book topic: Skellig – David Almond  Writing focus: Paragraphing for Cohesion	Book topic: Running on the Roof of the World – Jess Butterworth  Writing focus: The Power of Punctuation	Book Topic: Tales of Greek Heroes - Roger Lancelyn Green  Writing focus: Painting with Words	Book topic: Journey to River Sea – Eva Ibbotson  Writing focus: Writing for the Reader	Book topic: Kensuke's Kingdom – Michael Morpurgo  Writing focus: Creative Grammar
Handwriting	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.	HA Group – Year 5 handwriting curriculum.  MA & LA – Year 4 handwriting curriculum.
Maths	(3 weeks) – Place Value  (3 weeks) Addition and subtraction  (1 weeks) Statistics	(1 weeks) Statistics  (3 weeks) Multiplication and division  (2 weeks) Perimeter and Area  (1 week) Consolidation	(3 weeks) Multiplication and division  (3 weeks) Fractions	(3 weeks) Fractions  (3 weeks) Decimals & Percentages	(4 weeks) Decimals  (1 weeks) Geometry - Property of Shapes  (1 weeks) Geometry – Position and direction.	(2 weeks) Geometry - Property of Shapes  (1 weeks) Geometry – Position and direction.

					(2 week) Measurement – converting units. (1 week) Measure – Volume.
Science	<p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul> <p><b>Changes of materials</b></p> <ul style="list-style-type: none"> <li>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p><b>Science Week</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li><b>Earth and Space</b></li> <li>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>I can describe the movement of the Moon relative to the Earth</li> <li>I can describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li></li> </ul>	<p><b>Living things / Animals and Humans.</b></p> <ul style="list-style-type: none"> <li>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>I can describe the life process of reproduction in some plants and animals.</li> <li>I can describe the changes as humans develop to old age.</li> </ul>		

Computing	<ul style="list-style-type: none"> <li>• iCompute iProgramme Unit 1 - Scratch</li> </ul>	<ul style="list-style-type: none"> <li>• iCompute Unit - iSafe</li> </ul>	iCompute iWeb unit plan Year 5	iCompute iProgramme Unit 2 - KODU	iCompute iPad Coding Unit 1 – Hopscotch	iCompute iPad Coding Unit 2 – Pyonkee
RE	Sikhism	Christianity	Sikhism	Christianity	Sikhism	Christianity
RSE/PSHE	Coram life education curriculum	Well-being week – life education bus  Coram life education curriculum	Coram life education curriculum  Move and Learn Notts County FC	Coram life education curriculum	GREAT project	Coram life education curriculum  Focus on transition into year 6
Art	Painting – Landscapes  experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern	Textiles – weaving and plaiting  experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern	Drawing pencil work-  volcanoes and mountain ranges  use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;  depict movement and perspective in drawings;  use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend,	Sculpture – Greek pots  use tools and materials to carve, add shape, add texture and pattern;  develop cutting and joining skills, e.g. using wire, coils, slabs and slips;  use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast	Collage-  images of rainforests  add collage to a painted or printed background;  create and arrange accurate patterns;  use a range of mixed media;  plan and design a collage;	Artist study – Frida Khalo  Recreate an original piece from Frida's collection and create an inner/outer self portrait using drawing and painting skills  give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives

			mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti			
DT	<p><i>Design</i></p> <p><i>Research and design a new playground for school based on knowledge and understanding of the properties and changes of materials. Research materials that are used in playgrounds and generate a plan with justifications for materials and their uses.</i></p>	<p>Evaluate</p> <p>Use and evaluate the use of different tools to construct. A range of modern tools and those that have been constructed to replicate the stone age, bronze age and iron age tools and equipment</p>	<p>Make</p> <p>1 full week designing and making a volcano</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p>Design, make and evaluate</p> <p>DT themed week Clay pots  Making own clay (linked with food for life)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and</li> </ul>	<p>Technical knowledge</p> <p>Strengthen and support more complex structures</p> <p>Make a bird house</p> <p>Use a variety of techniques using knots, nails and other products to build a bird house from natural and recycled materials</p>	<p>Technical knowledge</p> <p>Build a structure that could facilitate moving large stones without the use of modern-day equipment.</p> <p>Build a device that includes levers and cams to lift heavy materials</p>

				computer-aided design		
Food for Life	Soil analysis  Which soils are good for growing?	Growing herbs indoors and planting bulbs/seeds for early spring.	Weeding and preparing planters for outside planting	Planting outside	Maintaining planters outside	Creating dishes from produce grown in planters
Geography	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	<i>History focus this half term</i>	<i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>  <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>  <i>explore tectonic plates and their movement</i>  <i>explore earthquakes and the ring of fire explaining the processes that causes earthquakes and volcanic eruptions</i>	<i>History focused this half term</i>	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region South America – rainforests  describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	History focused half term

	<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p><i>define volcanoes as active, inactive or dormant knowing the difference between the categories</i></p> <p><i>name the different types of mountains according to their material and shape</i></p> <p><i>explain how volcanoes and mountains provide the land around them i.e. resources of food and fertile lands etc</i></p>	<p>trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>define what a rainforest is and compare it to forests of other types (temperate or tropical).</p> <p>Discover their locations in the world understanding this according to position in relation to the equator (the sun's impact).</p> <p>Research the structure of a rainforest and what is contained within each layer.</p> <p>Name and describe some of the different animals that live in rainforests. Explain why this is possible and how they might not survive elsewhere.</p>	
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					Create maps of the rainforests that cover the earth's surface explaining their size in area. Make comparisons between rainforest sizes over the last 30 years according to accurate data.	
History	<i>Geography focused half term</i>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p>Continue to develop a</p>	<p>Geography focused half term</p>	<p>a study of Greek life and achievements and their influence on the western world</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical</p>	<p>Geography focused half term</p>	<p>I can explore and understand the significance of achievements of an ancient civilisation</p> <p>I can make comparisons between an ancient civilisation and those of modern day – namely western society UK</p> <p>To note comparisons between the UK and a different society.</p> <p>To construct a thoughtful and informed response</p> <p>To learn about the nature of an ancient civilisation</p>

		<p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and</p>	<p>information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Study chronology with dates BC and AD</p> <p>Study the Olympics and its impact on modern civilisation</p> <p>Study pottery and how life during the time period can be read through designs used and shapes</p> <p>Locate Greece, bordering countries, waters surrounding and use compass points to describe its location in relation to other countries.</p> <p>Explore Greece empire throughout its reign</p> <p>Discover the reasons why its control/impact on the world</p>		<p>To construct historically valid questions</p> <p>To know and understand significant achievements of civilisations from around the world</p> <p>To understand that our knowledge of the past is constructed from a range of sources (PRIMARY etc)</p>
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		<p>why hillforts developed as popular places to live in the Iron Age.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.</p>		diminished over time		
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MFL	Provided by Mrs Webster					
Music	<p>Understanding metre through singing and playing instruments.</p> <p>Conducting a metre of four. Composing own lyrics based on history of local area.</p> <p>Rehearsing and performing a song with self-composed lyrics. Conducting in a metre of two &amp; three. Learning to sing a song from traditional British heritage.</p>	<p>Listening to music with focus and analysing its composition using musical vocabulary.</p> <p>Relating sound sequences to images.</p> <p>Interpreting images to create descriptive sound sequences.</p> <p>Understanding and developing the use of dynamics in a song. Listening to</p>	<p>Listening to classical orchestral pieces and identifying instruments. Play a melody on guitar and tuned percussion following rhythmic notation. Hold part in an ensemble and play a two-part song. Understand 5-line stave as a way of representing pitch.</p>	<p>Singing in three parts, understanding what a round is. Reading a melody in staff notation and learning to play it on tuned percussion.</p> <p>Accompanying a song with tuned and untuned instruments.</p> <p>Composing descriptive soundscapes relating to school</p>	<p>Exploring extended vocal techniques.</p> <p>Developing a structure to combine and sequence sounds.</p> <p>Create vocal compositions for various environments.</p> <p>Create musical effects using contrasting pitch.</p> <p>Listening to classical piano compositions and compare early and</p>	<p>Exploring beat at different tempi.</p> <p>Singing syncopated melodies.</p> <p>Developing rhythm skills through singing, playing and moving.</p> <p>Understanding, singing and playing scales and chromatic melodies.</p> <p>Singing in unison and two parts.</p> <p>Accompanying a</p>

	Developing accompaniments of body percussion creating ostinato.	music focusing on dynamics and texture. Learning a melodic ostinato using staff notation. Developing techniques for performing a rap using texture and rhythm.	symbols for pitch and position on stave. Follow a conductor.	lessons. Singing a song in two parts. Combining vocal sounds as layers in performance. Creating a performance in four parts using vocals and percussion instruments. Record and evaluate a class performance.	late works of a composer. Learning about the music of early opera. Creating descriptive music.	song with sung and played drones. Developing and arrangement of a two-part song. Learning and creating accompaniments for a song. Reading grid / staff notation to play a bassline.
PE	Real PE Basketball	swimming Real PE	Move and learn project – external provider	Dance Real PE	Real PE	Ice skating Real PE