




CURRICULUM OVERVIEW 2022-23

YEAR: 5

Staff: Miss Provines, Miss Cranney, Miss Bloomfield, Miss Martyn

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age to Iron Age	Raging Rivers	Ancient Greece	Magnificent Mountains	The Mayans	Rainforests
Enrichment Experience		Swimming (PE) Coraline film night (English)	Partake (history and English)	Space centre (science) Easter experience (RE)	Living things trip (science)	
Author of the half term / Class Book	Clockwork – Phillip Pullman 	Coraline – Neil Gaiman 	Tales of Greek Heroes - Roger Lancelyn Green 	Running on the Roof of the World – Jess Butterworth 	Kensuke's Kingdom – Michael Morpurgo 	Journey to River Sea – Eva Ibbotson 
English	Unit 1 – Clockwork to discuss	Unit 2 – Coraline narrative to entertain Unit 3 – Coraline to persuade	Unit 4 – Jason and the Golden Fleece Retell to entertain Unit 5 – Young Poets Workshop to entertain	Unit 6 – Everest to persuade Unit 7 – Dreadful Menace Poem to entertain	Unit 8 – ISS to inform Unit 9 - Kensuke's Kingdom to persuade	Unit 10 – Rainforest animal to inform Unit 11 - Rainforest narrative to entertain
Handwriting	Units 1 - 5 Introducing sloped handwriting writing. Unit 1-6 Practicing diagonal joins to ascenders, no ascenders and	Practising sloped writing. Unit 7-12 Practicing horizontal joins to no ascenders, horizontal joins to	Units 11 - 15 Practicing joining proportion, joining from f to an ascender and no ascender, Writing a paragraph, writing at speed and	Units 16-20 Practicing sloped writing and proportion. Joining to p and b to ascenders. Joining p and b from no ascenders.	Units 21-25 Practicing sloped writing all double letters Sloped writing for speed Sloped writing for fluency	Units 26-30 Beginning personal style writing for different purposes Printing the alphabet and Capital Letters

	anticlockwise letter formation. Practicing horizontal lines to ascenders	an anticlockwise letter Practising joining from r and joining from s	legibility size, proportion	Parallel down strokes and double letters		
Maths	Place Value Addition and subtraction Multiplication and division Fractions (part 1)		Fractions (part 1 cont.) Multiplication and division Fractions (part 2) Decimals and Percentages Area and perimeter Statistics		Shape Position and direction Decimals Negative numbers Converting units Volume	
Science	<p>Properties of materials</p> <ul style="list-style-type: none"> To explore the properties of materials. To explore thermal conductors and thermal insulators. To explore the hardness of materials. To discover materials that become soluble in water To investigate the solubility of materials. To explore how mixtures could be separated by filtering, sieving, evaporating or magnets. <p>Changes of materials</p> <ul style="list-style-type: none"> To use evaporation to recover the solute from a solution. To recognise and describe reversible changes. To observe chemical reactions and describe how we know new materials are made. To investigate rusting reactions. To investigate burning reactions. To investigate chemical reactions – acids and bicarbonate of soda. 	<p>Forces</p> <ul style="list-style-type: none"> To explore gravity and the life and work of Isaac Newton. To examine the connections between air resistance and parachutes. To explore factors which affect an object's ability to resist water. To investigate the effects of friction on different surfaces. To investigate mechanisms – levers and pulleys. To investigate mechanisms – gears. 	<p>Earth and Space</p> <ul style="list-style-type: none"> To describe Nicolaus Copernicus' ideas about planetary motion. To describe the movement of Earth in space. To learn about gravitational force. To describe the characteristics of the planets in our solar system. To describe the Big Bang Theory. To explore what causes the different phases of the Moon. 	<p>Living things</p> <ul style="list-style-type: none"> To learn about sexual reproductions. To learn about asexual reproduction. To describe the life cycles of a mammal, bird and reptile. To describe the life cycles of an insect and amphibian. To know about the life and work of Sir David Attenborough. To know about the life and work of Dame Jane Goodall. <p>Animals, including humans</p> <ul style="list-style-type: none"> To identify the key stages of a mammal's life cycle. To explore the gestation periods of mammals. To learn about foetal development. To investigate the hand span of different aged children. To learn about the changes experienced during puberty. To describe the changes humans may experience during adulthood and old age. 		
Working scientifically – revisited across all topics throughout the year						

- Use their science experiences to explore ideas and raise different kinds of questions
- Talk about how scientific ideas have developed over time
- Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions
- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
- Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
- Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately
- Take repeat measurements where appropriate
- Make their own decisions about what observations to make, what measurements to use and how long to make them for
- Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Look for different causal relationships in their data and identify evidence that refutes or supports their ideas
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
- Use their results to make predictions and identify when further observations, comparative and fair tests might be needed

Computing	iProgram Unit 1 (8 lessons) To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees. To use conditional (if) statements.	iDraw (5-6 lessons) To understand that digital tools can be used to create images. To understand that vector images are made up of shapes or lines. To use digital tools to improve details in images.	iCrypto (6 lessons) To understand that messages can be sent and received secretly. To learn to encrypt/decrypt simple messages. To understand signalling is a form of communication.	iWeb (6 lessons) To understand that the world wide web is one of the services offered on the internet. To know that the world wide web consists of many websites and web pages that can be accessed using the internet.	iProgram Unit 2 (8 lessons) Learn how to create a world and control a character using the Kodu programming environment. To use conditional statements in computer programs (when...do).	iModel (6 lessons) To understand the difference between 2D and 3D shapes. To become familiar with basic 3D modelling tools. To understand that graphical models can easily be changed.
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	<p>To understand that some variables can only be true or false (boolean).</p> <p>To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements).</p> <p>To create a game that senses events on screen.</p> <p>To program statements that make something happen in response to events on screen.</p> <p>To be able to understand what a variable is and why they are useful.</p> <p>To understand that variables can be used in programming to keep track of values.</p>	<p>To understand that vector images are constructed of layers.</p> <p>To design, create and evaluate vector images.</p>	<p>To communicate simple messages through signals.</p> <p>To understand that messages can be sent electronically over distances.</p> <p>To understand that data can be transmitted as binary (on or off).</p> <p>To encode and decode Morse code.</p> <p>To understand that messages have been encrypted/decrypted through time.</p> <p>To encode/decode messages using a simple shift cipher.</p> <p>Understand the algorithm of a simple shift cipher.</p> <p>To use frequency analysis to decipher encrypted text.</p> <p>To understand the importance of cryptography</p>	<p>To understand that many people remix content to work on the world wide web.</p> <p>To know that websites are written in HTML.</p> <p>To know that HTML gives a web page structure.</p> <p>To change a picture on a web page.</p> <p>To read basic HTML code.</p> <p>To understand how HTML provides structure for web content.</p> <p>To use research for the creation of a website.</p> <p>To upload an image for insertion into a website.</p>	<p>To program an object to move towards another by sequencing statements.</p> <p>To amend a computer program to accept user input.</p> <p>To program objects to move along paths.</p> <p>To understand how to create 'levels' in a computer game.</p> <p>To understand that computer programs need to be designed.</p> <p>To know what to think about when designing a computer program.</p> <p>To program a computer game using design and plan as a basis.</p> <p>To develop strategies for testing and debugging</p>	<p>To use features of graphical modelling software to develop a 3D model.</p> <p>To evaluate and improve 3D models.</p>
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	<p>To program statements that make something happen in response to the value of a variable To identify an appropriately scoped project.</p> <p>To develop an outline of tasks and activities required to develop a project.</p>		<p>historically and today.</p> <p>To understand how the Enigma Machine operates.</p>		<p>computer programs.</p>	
iSafe – e-safety lessons to help children keep safe online						
RE		<p>Inspirational People in Today's World What can we learn from great leaders and inspiring examples in today's world?</p>	<p>Religion and the individual: what matters to Christians? What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p>		<p>Beliefs and Questions How do people's beliefs about God, the world and others have impact on their lives?</p>	<p>Beliefs in Action in the World How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>
RSE/PSHE	<p>Being My Best We are learning how to develop ourselves through learning and challenges, how to be safe and healthy and how to help others.</p>	<p>Valuing Difference We are learning about and celebrating our similarities and differences. We are understanding how to treat other people with fairness and respect.</p>	<p>Me and My Relationships We are learning about ourselves and how we get along with other people.</p> <p>GREAT PROJECT</p>	<p>Keeping Myself Safe We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.</p> <p>RSE To understand male and female puberty</p>	<p>Rights and Responsibilities We are learning about the things that we should have and the things that we should do.</p>	<p>Growing and Changing We are learning about our bodies and our relationship with ourselves and others. We are focusing on how these things grow and change over time.</p>

		RSE To explore the emotional and physical changes occurring in puberty.		changes in more detail.		RSE To explore the impact of puberty on the body and the importance of hygiene.
Art		Typography and maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		Fashion Design Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.		Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.
DT	Cams and Leavers - Automata Animals Design, make and evaluate a toy for a child to improve their fine motor skills. 2 x linked text reading lessons		Textiles – Using CAD in textiles Design, make and evaluate a gardening tool belt for children in school to use in gardening lessons. 2 x linked text reading lessons		Food – Celebrating culture and seasonality Design, make and evaluate a Spanish dish for people to enjoy on Spanish Day. 2 x linked text reading lessons	
Food for Life	Weeding preparing the ground, composting, tending the polytunnel	Weeding preparing the ground, composting, tending the polytunnel	Weeding preparing the ground, composting, tending the polytunnel	Growing herbs indoors and planting bulbs/seeds Weeding water, preparing the ground	Weeding preparing the ground, composting, tending the polytunnel	Creating dishes from produce grown in planters
Geography		Raging Rivers Explain that the water cycle keeps going		Magnificent Mountains physical geography, including: climate		Rainforests understand geographical similarities and

Use a legend to find rivers on a map.
Identify the sea a river flows into.
Identify the place in which the source of a river is found.
Compare the length of rivers.
Compare the features of a river at different points along its course.
Explain how meanders form.
Describe how waterfalls are formed.
Identify meanders on a map and photograph.
Sort the ways rivers are used into categories.
Give at least two reasons why dams are built.
Identify the advantages, the disadvantages and risks of building a dam.

zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

explore tectonic plates and their movement

explore earthquakes and the ring of fire explaining the processes that causes earthquakes and volcanic eruptions

define volcanoes as active, inactive or dormant knowing the difference between the categories

name the different types of mountains according to their material and shape

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 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

define what a rainforest is and

explain how volcanoes and mountains provide the land around them i.e. resources of food and fertile lands etc

compare it to forests of other types (temperate or tropical).

Discover their locations in the world understanding this according to position in relation to the equator (the sun's impact).

Research the structure of a rainforest and what is contained within each layer.

Name and describe some of the different animals that live in rainforests. Explain why this is possible and how they might not survive elsewhere.

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	<p>Stone Age to Iron Age 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 chronologically secure knowledge and understanding of British, local and world history, establishing clear</p>		<p>Ancient Greece 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 information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		<p>The Mayans 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>To construct historically valid questions</p> <p>To know and understand</p>	

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.

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

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.

Study chronology with dates BC and AD

Study the Olympics and its impact on modern civilisation

Study pottery and how life during the time period can be read through designs used and shapes

Locate Greece, bordering countries, waters surrounding and use compass points to describe its location in relation to other countries.

Explore Greece empire throughout its reign

Discover the reasons why its control/impact on the world diminished over time

significant achievements of civilisations from around the world

To understand that our knowledge of the past is constructed from a range of sources (PRIMARY etc)

	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.					
Spanish	<p>Presenting Myself Learning how to speak, read and write greetings, how to say my name is... how I am feeling, how old I am and learning to count to 20.</p>	<p>The Family Learning how to speak, read and write- Describe our own or fictitious family by name, age and relationship. Learn how to count to 100</p>	<p>Olympics Learning how to speak, read and write- Ancient Olympic facts, Modern Olympic games and key sports in Modern Olympic games.</p>	<p>The Weather Learning how to speak, read and write- All the names of the planets on a solar system map. Know interesting facts about the planets and explain basic rules of adjectival agreement in terms of masculine and feminine, singular and plural.</p>	<p>Do you have a pet? Learning how to speak, read and write- Popular animals that children have as pets. Know how to ask if someone has a pet or not. Use different Spanish names for pets.</p>	<p>Clothes Learning how to speak, read and write- Different varieties of clothes. Say in which situations you would wear different clothes. Describe clothes in terms of their colour.</p>
Music	Understanding metre through singing and playing instruments. Conducting a metre of four. Composing own	Listening to music with focus and analysing its composition using musical vocabulary. Relating sound sequences to	Listening to classical orchestral pieces and identifying instruments. Play a melody on guitar and tuned percussion following	Singing in three parts, understanding what a round is. Reading a melody in staff notation and learning to play it on tuned percussion. Accompanying a	Exploring extended vocal techniques. Developing a structure to combine and sequence sounds. Create vocal	Exploring beat at different tempi. Singing syncopated melodies. Developing rhythm skills through singing, playing

	<p>lyrics based on history of local area. Rehearsing and performing a song with self-composed lyrics. Conducting in a metre of two & three. Learning to sing a song from traditional British heritage. Developing accompaniments of body percussion creating ostinato.</p>	<p>images. Interpreting images to create descriptive sound sequences. Understanding and developing the use of dynamics in a song. Listening to music focusing on dynamics and texture. Learning a melodic ostinato using staff notation. Developing techniques for performing a rap using texture and rhythm.</p>	<p>rhythmic notation. Hold part in an ensemble and play a two-part song. Understand 5-line stave as a way of representing pitch. Link sound with symbols for pitch and position on stave. Follow a conductor.</p>	<p>song with tuned and untuned instruments. Composing descriptive soundscapes relating to school 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.</p>	<p>compositions for various environments. Create musical effects using contrasting pitch. Listening to classical piano compositions and compare early and late works of a composer. Learning about the music of early opera. Creating descriptive music.</p>	<p>and moving. Understanding, singing and playing scales and chromatic melodies. Singing in unison and two parts. Accompanying a 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.</p>
PE	<p>Real PE – Personal</p> <p>To recognise my strengths and weaknesses and set myself appropriate targets.</p> <p>To see all new challenges as new opportunities to develop.</p> <p>To cope well and react positively</p>	<p>Swimming</p>	<p>Real PE – Social</p> <p>To negotiate and collaborate appropriately.</p> <p>To give and receive sensitive feedback to improve myself and others.</p> <p>To help and organise roles and responsibilities and guide a small group through a task.</p>	<p>Real PE – Cognitive</p> <p>To develop methods to outwit opponents.</p> <p>To suggest patterns of play which will increase chances of success.</p> <p>To use awareness of spaces or others to make good decisions.</p> <p>To understand the simple tactics of</p>	<p>Real Dance – Physical</p> <p>Dance focus – artistry, partnering, circles, shapes.</p> <p>To create and perform a variety of skills consistently and effectively in response to different tasks.</p> <p>To perform a range of skills fluently and</p>	<p>Real PE – Creative</p> <p>To adapt and adjust my skills, movements or tactics so they are different to others.</p> <p>To respond imaginatively to different situations.</p> <p>To change tactics, rules or tasks to make activities more fun or more challenging.</p>

	<p>when things become difficult.</p> <p>To persevere with a task and improve my performance through regular practice.</p> <p>To know where I am with my learning and begin to challenge myself.</p>		<p>To show and tell others about my ideas.</p> <p>To show patience and support.</p>	<p>attacking and defending.</p> <p>To explain what I am doing well and begin to identify areas for improvement.</p>	<p>accurately in practice and performance situations.</p> <p>To connect a variety of movements and skills together accurately.</p>	<p>To link actions and develop sequences of movements that express my own ideas.</p> <p>To recognise similarities and differences in movements and expression.</p> <p>To make up my own rules and versions of activities.</p>
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