



Year 5 - Curriculum Overview 2021-22
(Skills and Topic)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	It's All Greek to Me	Space - The Final Frontier	Vicious Vikings?	Jungle Fever	Off with their Heads!	
English	Aesop's Fables Greek myths	Autobiographical Recounts Newspaper reports	Descriptive writing Suspense narrative	Non-chronological reports Persuasive texts	Diary writing	Mystery writing
Maths	Place Value, Addition and Subtraction, Statistics	Properties of Numbers, Multiplication and Division, Area and Perimeter	Multiplication and Division Fractions	Fractions Decimals and Percentages	Decimals Properties of Shapes	Properties of Shapes Position and Direction Measures
Science	Forces	Earth and Space	Properties of Materials Irreversible and Reversible Changes	Life Cycles	Human Development	Consolidation and opportunities for independent enquiry
PE	Gymnastics Tag Rugby	Martial Arts Dance Netball	Multi-skills Quicksticks	OAA Football	Athletics Tennis	Kwik Cricket Self defence
History/ Geography	How do the achievements and discoveries of the Ancient Greeks affect our lives today?	How have space research and developments developed over time? What does the Earth look like from space?	The Anglo-Saxon and Viking struggle for England. Were the Vikings really vicious?	Where are the rainforests? Why do we have rainforests? What impact are humans having on rainforests?	How did the Tudors live? What impact do the Tudors times have on us today? What was the Reformation and why did it happen?	
RE	Christianity - God - What does to mean for God to be holy and loving?	Islam - What does the Qu'ran reveal about Allah and his guidance?	Islam - How does Tawhid create a sense of belonging to the Muslim community?	Christianity - Salvation - What does Jesus do to save human beings?	Christianity - Gospel - What would Jesus do?	Christianity - People of God - How can following God bring freedom and justice?
Art/D & T	Creating clay eyes of our mythical monsters	Making Space Shakes The Artwork of Ron Miller	The Artwork of Pierre-Denis Goux	Making a moving rainforest toy	Self-portraits in the style of Nicholas Hilliard	Embroidery - creating a Tudor rose
Computing	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects
PSHE	Being Me in My World KiVA	Celebrating Difference KiVA	Dreams and Goals KiVA	Healthy Me KiVA	Relationships KiVA	Changing Me KiVA
MFL	Recapping greetings and classroom instructions Our School		All around town		Going Shopping	
Music	Charanga unit 1		Charanga unit 2		Charanga unit 3	



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English	<p>Greek myths and Aesop's fables: Writing unit based on The Ant and the Dove. Greek myths - Writing unit based on Theseus and the Minotaur. Class reader - Mission to Marathon Writing objectives: Write narratives with a well-structured plot to engage the reader; Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Use of punctuation for direct speech is accurate, including commas; Vary sentence starters considering the placement of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - In narratives, describe settings, characters and atmosphere; Integrate dialogue in narratives to convey character and advance action; Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately; Use the range of punctuation taught at key stage 2 mostly correctly; Use a dictionary to check the spelling of uncommon or more ambitious vocabulary; Maintain legibility in joined handwriting when writing at speed. Reading objectives: Identify how language, structure and presentation contribute to meaning, of a range of genres; Start to evaluate how authors use language, including figurative language, considering the impact on the reader; Make comparisons within and across texts; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing.</p> <p>Remembrance - November Poetry of the First World War This Boy's War Writing objectives: Select vocabulary more precisely, especially more sophisticated synonyms; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - In narratives, describe settings, characters and atmosphere; Use a dictionary to check the</p>	<p>Viking Boy by Tony Bradman - historical fiction Writing based on the book: description, suspense writing. Writing objectives: Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Use of punctuation for direct speech is accurate, including commas; Vary sentence starters considering the placement of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion); Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - In narratives, describe settings, characters and atmosphere; Integrate dialogue in narratives to convey character and advance action; Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately; Use the range of punctuation taught at key stage 2 mostly correctly; Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Reading objectives: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence; Predict, with accuracy, what might happen from details stated and implied; Identify how language, structure and presentation contribute to meaning, of a range of genres; Summarise main ideas, identifying key details and using quotations for illustration; Start to evaluate how authors use language, including figurative language, considering the impact on the reader; Make comparisons within and across texts; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing; Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Skype Interview with Tony Bradman.</p> <p>Rainforest Non-chronological reports. The Explorer by Katherine Rundell. Persuasive texts - Holiday brochures promoting Brazil, posters, persuasive letters to businesses about palm oil.</p>	<p>Diary writing My Tudor Queen: The Diary of Eva de Puebla; Anne Boleyn and me: The Diary of Elinor Valjean - letter writing, diary entry from a different character. Writing objectives: Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Use of punctuation for direct speech is accurate, including commas; Vary sentence starters considering the placement of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - In narratives, describe settings, characters and atmosphere; Integrate dialogue in narratives to convey character and advance action; Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately; Use the range of punctuation taught at key stage 2 mostly correctly; Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Reading objectives: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence; Predict, with accuracy, what might happen from details stated and implied; Summarise main ideas, identifying key details and using quotations for illustration; Make comparisons within and across texts; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing; Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; Start to explain and discuss their understanding of what they have read; Ask questions to improve their understanding of more complex texts.</p> <p>Mystery fiction Spy Master mystery - mystery fiction Writing objectives: Write narratives with a well-structured plot to engage the reader; Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Use of punctuation for direct speech is accurate, including commas; Vary sentence starters considering the placement</p>



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	<p>spelling of uncommon or more ambitious vocabulary; Maintain legibility in joined handwriting when writing at speed.</p> <p>Reading objectives: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence; Predict, with accuracy, what might happen from details stated and implied; Summarise main ideas, identifying key details and using quotations for illustration; Make comparisons within and across texts; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing;</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; Start to explain and discuss their understanding of what they have read; Ask questions to improve their understanding of more complex texts.</p> <p>Skyping Major Nick Barrett (in Afghanistan) Skyping Staff Sgt Nick Braxton</p> <p style="text-align: center;"><u>Space</u></p> <p>Seize the Moment by Helen Sharman - autobiographical recounts. Children to train as astronauts and then write about their experiences.</p> <p>Lunar landings - newspaper reports</p> <p>Writing objectives: Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Use of punctuation for direct speech is accurate, including commas; Vary sentence starters considering the placement of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - Integrate dialogue in narratives to convey character and advance action; Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately; Use the range of punctuation taught at key stage 2 mostly correctly.</p> <p>Reading objectives: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence; Retrieve relevant information from non-fiction with increasing confidence; Identify how language, structure and presentation contribute to</p>	<p>Writing objectives: Select vocabulary more precisely, especially more sophisticated synonyms; Some use of fronted adverbials to add interest, followed by a comma; Vary sentence starters considering the placement of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; (GD) - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately; Use the range of punctuation taught at key stage 2 mostly correctly; Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary; Maintain legibility in joined handwriting when writing at speed.</p> <p>Reading objectives: Retrieve relevant information from non-fiction with increasing confidence; Identify how language, structure and presentation contribute to meaning, of a range of genres; Summarise main ideas, identifying key details and using quotations for illustration; Start to evaluate how writers use language, including figurative language, considering the impact on the reader; Make comparisons within and across texts; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing; Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; Distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction; Start to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary and provide reasoned justifications for their views; Ask questions to improve their understanding of more complex texts.</p> <p>Visit from Greenpeace Speaker</p>	<p>of subordinating clauses; Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader; Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes; Use a range of devices to build cohesion within and across paragraphs; Use verb tenses consistently and correctly throughout their writing; (GD) - In narratives, describe settings, characters and atmosphere; Integrate dialogue in narratives to convey character and advance action; Use the range of punctuation taught at key stage 2 mostly correctly; Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Reading objectives: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence; Predict, with accuracy, what might happen from details stated and implied; Identify how language, structure and presentation contribute to meaning, of a range of genre; Start to evaluate how authors use language, including figurative language, considering the impact on the reader; Work out the meaning of unfamiliar words from the context or using background knowledge; (GD) - Show awareness of the author's purpose or view point; Extract themes and conventions in and across a wide range of writing; Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; Ask questions to improve their understanding of more complex texts.</p>



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	<p>meaning, of a range of genres; Summarise main ideas, identifying key details and using quotations for illustration; Start to evaluate how authors use language, including figurative language, considering the impact on the reader; Make comparisons within and across texts; (6B) - Show awareness of the author's purpose or view point; Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; Distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction.</p>		
Maths	<p>Number - place value read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Number - addition and subtraction add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Statistics solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.</p> <p>Number - multiplication and division identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p>	<p>Number - multiplication and division 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 multiply and divide numbers mentally drawing upon known facts 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 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Number - fractions compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} \cdot \frac{4}{5} \cdot \frac{6}{5} = \frac{1}{5}$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Number - decimals and percentages recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p>Number - decimals recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits as ones, tenths or hundreds solve simple measure and money problems involving fractions and decimals to two decimal places convert between different units of measure</p> <p>Geometry - properties of shape identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^{\circ}$) identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Geometry - position and direction identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Measurement - converting units convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and</p>



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	<p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>Measurement - perimeter and area</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 (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Consolidation</p> <p>Promoting teaching styles which value questions and give space for their own thought, ideas and concerns.</p> <p>Developing deep thinking and questioning - Encouraging children to explore and ask questions</p> <p>Encourage awe and wonder with numbers - e.g. The Nine Times Table</p> <p>Encouraging children to ask why, how, where and what.</p> <p>Develop an open and safe learning environment in which pupils express views and are happy to make mistakes as part of the learning process</p> <p>Provide real life contexts for children to contemplate right and wrong</p> <p>Encourage a sense of personal responsibility for children's own learning.</p> <p>Teaching of values using problem-solving approach to teaching mathematics e.g. issues related to gambling - 'chance'</p> <p>Encourage children to develop personal qualities of thoughtfulness, honesty and respect for difference</p> <p>Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve.</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>solve problems involving number 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>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Consolidation</p> <p>Promoting teaching styles which value questions and give space for their own thought, ideas and concerns.</p> <p>Developing deep thinking and questioning - 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volume</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Consolidation</p> <p>Promoting teaching styles which value questions and give space for their own thought, ideas and concerns.</p> <p>Developing deep thinking and questioning - Encouraging children to explore and ask questions</p> <p>Encourage awe and wonder with numbers - e.g. The Nine Times Table</p> <p>Encouraging children to ask why, how, where and what.</p> <p>Develop an open and safe learning environment in which pupils express views and are happy to make mistakes as part of the learning process</p> <p>Provide real life contexts for children to contemplate right and wrong</p> <p>Encourage a sense of personal responsibility for children's own learning.</p> <p>Teaching of values using problem-solving approach to teaching mathematics e.g. issues related to gambling - 'chance'</p> <p>Encourage children to develop personal qualities of thoughtfulness, honesty and respect for difference</p> <p>Working with pupils from different schools on projects/ quizzes</p> <p>Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve.</p> <p>Provide contexts for teamwork and problem solving</p> <p>Encourage pupils to work co-operatively on maths problems and puzzles</p> <p>Encourage challenge</p> <p>Allow discussion on the cultural and historical roots of mathematics, such as Pythagoras' theorem</p> <p>Provide contexts to link Religion and maths/ use of mathematics in cultural symbols and patterns e.g. Rangoli patterns/ Islamic geometric patterns/ Celtic patterns/ Symmetry/tessellations</p>



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History	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous work on Ancient Rome and Ancient Egypt. Where do the Ancient Greeks fit in?</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction (<u>researching Ancient Greece - using artefacts and using non-fiction books to research the topic.</u>)</p> <p>Identify connections and contrasts between periods in the past (<u>how Ancient Greece has affected Western life.</u>)</p> <p>Identify differences within periods in the past; Study different aspects of different people - differences between men and women (<u>Sparta vs Athens</u>)</p> <p>Compare an aspect of life with the same aspect in another period (<u>comparing Greek democracy and politics with modern politics and democracy.</u>)</p> <p>Moon Landings/First British person in space</p> <p>Use evidence to build up a picture of past event - <u>the history of space travel / moon landings</u></p> <p>Examine causes and results of great events and the impact on people</p>	<p>Vikings</p> <p><i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous work - where do the Vikings fit in chronologically?</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction (<u>researching The Viking raids and the Anglo-Saxon settlements</u>)</p> <p>periods in the past; Study different aspects of different people - differences between men and women (<u>how did men and women's lives differ? How did the Vikings differ from the Anglo-saxons?</u>)</p> <p>Identify change and continuity within periods in the past; Compare life in early and late 'times' studied (<u>How did the time of the early Viking raids differ from the time that Edward the Confessor was on the throne?</u>)</p> <p>Rainforests</p> <p>Identify connections and contrasts between periods in the past; Compare an aspect of life with the same aspect in another period (<u>How has human action changed the landscape of the rainforests over time?</u>)</p>	<p>The Tudors</p> <p><i>An aspect or theme of British history that extends pupils' chronological understanding beyond 1066 - a significant turning point in history</i></p> <p>Make use of a broad chronological framework to locate events; Develop and use chronologies of individual periods in the past; Use relevant terms and period labels; Make comparisons between different times in the past - <u>link to previous units and other British events they already know about such as the Great Fire of London and the Gunpowder Plot</u></p> <p>Use evidence to build up a picture of a past event; Begin to identify primary and secondary sources; Select relevant sections of information; Compare accounts of events from different sources - fact or fiction - <u>research about the Tudors topic using a range of sources</u></p> <p>Identify connections and contrasts between periods in the past (<u>how The Reformation affected the culture and politics of the Tudor period and those that followed; how knowledge of medicine and the human body meant that life expectancy in Tudor times was low.</u>)</p> <p>Identify differences within periods in the past; Study different aspects of different people - differences between men and women (<u>differences between the lives of rich and poor; differences between men and women</u>)</p> <p>Compare an aspect of life with the same aspect in another period (<u>how people view themselves and record themselves - link to our artwork; role of the</u></p>



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	<p>Offer some reasons for different versions of events.</p> <p>Provide classroom environments where historical figures, topics and issues can be safely discussed, reflected upon and asked about. The children are encouraged to value past achievements and the significance of the past on their own existence.</p> <p>Provide a range of historical contexts and significant historical figures to learn about and discuss different points of view including moral choices.</p> <p>Investigate a range of past societies considering how they were organised and functioned and reflecting upon past social issues. We consider the impact of history on our society today.</p> <p>Invite parents in to engage with humanities with their children.</p> <p>Offer a range of historical experiences for children including educational visits such as, Sudbury Hall, Avoncroft, Hams Hall and the theatre (panto).</p> <p>Allow opportunity to explore the cultural values that under pinned past societies.</p>	<p>Provide classroom environments where historical figures, topics and issues can be safely discussed, reflected upon and asked about. The children are encouraged to value past achievements and the significance of the past on their own existence.</p> <p>Provide a range of historical contexts and significant historical figures to learn about and discuss different points of view including moral choices.</p> <p>Investigate a range of past societies considering how they were organised and functioned and reflecting upon past social issues. We consider the impact of history on our society today.</p> <p>Invite parents in to engage with humanities with their children.</p> <p>Offer a range of historical experiences for children including educational visits such as, Sudbury Hall, Avoncroft, Hams Hall and the theatre (panto).</p> <p>Allow opportunity to explore the cultural values that under pinned past societies.</p>	<p><u>monarchy; persecution of groups of people</u>).</p> <p>Tudor day with arts and crafts</p> <p>Provide classroom environments where historical figures, topics and issues can be safely discussed, reflected upon and asked about. The children are encouraged to value past achievements and the significance of the past on their own existence.</p> <p>Provide a range of historical contexts and significant historical figures to learn about and discuss different points of view including moral choices.</p> <p>Investigate a range of past societies considering how they were organised and functioned and reflecting upon past social issues. We consider the impact of history on our society today.</p> <p>Invite parents in to engage with humanities with their children.</p> <p>Offer a range of historical experiences for children including educational visits such as, Sudbury Hall, Avoncroft, Hams Hall and the theatre (panto).</p> <p>Allow opportunity to explore the cultural values that under pinned past societies.</p>
Science	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effect of drag forces, such as air resistance, water resistance and friction, that act between moving surfaces</p> <p>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. <i>(These forces objectives were in the year 6 column on the progression document - there weren't any year 5 forces objectives but 'forces' is a year 5 topic according to the national curriculum.)</i></p> <p><u>(Looking at forces and gravity, focusing on the effect of the lack of gravity on the International Space Station and the measures astronauts need to take to take account of the lack of gravity).</u></p>	<p>Mixtures and Reactions</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets</p> <p>Understand how some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p><u>Stand-alone unit of work on materials</u></p> <p>To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and</p>	<p>Human Development</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).</p> <p>To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of volume, temperature, time and length; to measure pulse rate; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the</p>



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<p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. (<u>Looking at magnets linking to the poles of the earth</u>)</p> <p>To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made - (<u>conduct fair tests based on forces unit of work - children to generate line of enquiry as far as possible</u>)</p> <p>Earth and Space</p> <p>Describe the movement of the Earth relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night. (<u>Discrete teaching about planets and the earth - using information about different planets to produce travel brochures</u>)</p> <p>To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena - (<u>Skype a Scientist - looking at how astronomers are currently studying space</u>)</p> <p><u>Give children the chance to reflect and evaluate what they have learnt or found out from investigations.</u></p>	<p>understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made - (<u>conduct fair tests based on materials unit of work - children to generate line of enquiry as far as possible</u>)</p> <p>Life Cycles</p> <p>Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). (<u>Looking at life cycles of the plants and animals that live in the Rainforest</u>)</p> <p>To make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; To use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; To identify factors that need to be taken into consideration in different contexts; to make relevant observations; to consolidate measurement of, time and length; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs; to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made.</p>	<p>pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made - (<u>conduct fair tests based on human development unit of work - children to generate line of enquiry as far as possible</u>)</p> <p>Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). (<u>Possibility to observe behaviour of a baby</u>)</p> <p>To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena (<u>Link to the Tudors medicines and knowledge of human development - how have we found out about the human body?</u>)</p> <p><u>Give children the chance to reflect and evaluate what they have learnt or found out from investigations.</u></p> <p><u>Encourage children in asking questions and puzzling about life and the natural world;</u></p> <p><u>Encourage a sense of wonder in scientific discovery</u></p> <p><u>Discuss ethical issues - medical, nuclear, environmental and the pursuit of truth in science v value of human life</u></p> <p><u>Learn what behaviour is appropriate and acceptable during an investigation.</u></p> <p><u>Explore moral issues such as human food chain, animals, including pets</u></p> <p><u>Encourage children to work in small groups during science investigations.</u></p> <p><u>Encourage children to take leadership and responsibility when planning their investigations.</u></p> <p><u>Provide contexts in which children explore Science in different cultures recognising similarities and differences.</u></p>



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	<p>Encourage children in asking questions and puzzling about life and the natural world;</p> <p>Encourage a sense of wonder in scientific discovery</p> <p>Discuss ethical issues - medical, nuclear, environmental and the pursuit of truth in science v value of human life</p> <p>Learn what behaviour is appropriate and acceptable during an investigation.</p> <p>Explore moral issues such as human food chain, animals, including pets</p> <p>Encourage children to work in small groups during science investigations.</p> <p>Encourage children to take leadership and responsibility when planning their investigations.</p> <p>Provide opportunity to work as a team during science club and science days/weeks.</p> <p>Provide contexts in which children explore Science in different cultures recognising similarities and differences.</p>	<p>Give children the chance to reflect and evaluate what they have learnt or found out from investigations.</p> <p>Encourage children in asking questions and puzzling about life and the natural world;</p> <p>Encourage a sense of wonder in scientific discovery</p> <p>Discuss ethical issues - medical, nuclear, environmental and the pursuit of truth in science v value of human life</p> <p>Learn what behaviour is appropriate and acceptable during an investigation.</p> <p>Explore moral issues such as human food chain, animals, including pets</p> <p>Encourage children to work in small groups during science investigations.</p> <p>Encourage children to take leadership and responsibility when planning their investigations.</p> <p>Provide contexts in which children explore Science in different cultures recognising similarities and differences.</p>	
Art and Design	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <ul style="list-style-type: none"> Work from a variety of sources including observation - drawing detailed sketches of pots. Identify artists who have worked in a similar way to their own work- Ron Miller Space Art - use in posters for space travel! <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Detailed sketches of rainforest animals, large scale pictures based on the work of Pierre- Denis Goux, the illustrator of Viking Boy : Work from a variety of sources including photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Encourage awe and wonder at the creations of others both 2D and 3D. Encourage reflection in art and learn from our reflection.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Identify artists who have worked in a similar way to their own work- Nicholas Hilliard - portrait miniatures (link to modern selfies & photoshopping)</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Painting Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing,</p>



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	<p>3 D form Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media. - making pots in the style of greek pots that will give a good indication of 21st century life.</p> <p>Digital Media Record, collect and store visual information using digital cameras, video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package - making presentations about what they have learned. Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.) - creating space art in the style of Ron Miller et al</p> <p>Encourage awe and wonder at the creations of others both 2D and 3D. Encourage reflection in art and learn from our reflection.</p> <p>Look at different works of art and gain an insight into the emotions the artist was trying to evoke</p> <p>Give space for thoughts</p> <p>Look at works of art and then extend thinking to what we know about the topic, why colours were used, why the artist chose to use certain shapes and lines, placement of things in the picture.</p> <p>Look at art work in detail - to see for example thieves in the background and looking at the motives of those criminals.</p> <p>Consider racial and religious motives and relationships shown in pictures</p> <p>Look at pictures of famous people who are good role models, discussing their characters and their acts through class assemblies and incidental discussions in class.</p> <p>Look at different works of art and gaining an insight into the emotions the artist was trying to evoke</p> <p>Evaluate our work</p> <p>Recognise and respect social differences and similarities.</p>	<p>Look at different works of art and gain an insight into the emotions the artist was trying to evoke</p> <p>Give space for thoughts</p> <p>Look at works of art and then extend thinking to what we know about the topic, why colours were used, why the artist chose to use certain shapes and lines, placement of things in the picture.</p> <p>Look at art work in detail - to see for example thieves in the background and looking at the motives of those criminals.</p> <p>Consider racial and religious motives and relationships shown in pictures</p> <p>Look at pictures of famous people who are good role models, discussing their characters and their acts through class assemblies and incidental discussions in class.</p> <p>Look at different works of art and gaining an insight into the emotions the artist was trying to evoke</p> <p>Evaluate our work</p> <p>Recognise and respect social differences and similarities.</p> <p>To appreciate the role of art in human life and society;</p> <p>To learn about art from a variety of cultural contexts and the role it plays</p> <p>To use art as an expression of culture</p>	<p>themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created- portrait miniatures experimenting with different painting techniques and media, in the style of Nicholas Hilliard.</p> <p>Textiles Use fabrics to create 3D structures ; Use different grades of threads and needles - Tudor embroidery cross-stitch to make Tudor roses</p> <p>Encourage awe and wonder at the creations of others both 2D and 3D. Encourage reflection in art and learn from our reflection.</p> <p>Look at different works of art and gain an insight into the emotions the artist was trying to evoke</p> <p>Give space for thoughts</p> <p>Look at works of art and then extend thinking to what we know about the topic, why colours were used, why the artist chose to use certain shapes and lines, placement of things in the picture.</p> <p>Look at art work in detail - to see for example thieves in the background and looking at the motives of those criminals.</p> <p>Consider racial and religious motives and relationships shown in pictures</p> <p>Look at pictures of famous people who are good role models, discussing their characters and their acts through class assemblies and incidental discussions in class.</p> <p>Look at different works of art and gaining an insight into the emotions the artist was trying to evoke</p> <p>Evaluate our work</p> <p>Recognise and respect social differences and similarities.</p> <p>To appreciate the role of art in human life and society;</p> <p>To learn about art from a variety of cultural contexts and the role it plays</p> <p>To use art as an expression of culture</p>



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	<p>To appreciate the role of art in human life and society; To learn about art from a variety of cultural contexts and the role it plays To use art as an expression of culture</p>		
Geography	<p>Ancient Greece Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns - Where is Greece? What are the key geographical features of the country?</p> <p>Space Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns- Earth from space - features you can see Provide opportunities for children to reflect on the geographical make-up of different countries, considering how these features impact on beliefs. Children are encouraged in their innate awe and wonder of the natural world. When geographical issues arise, the children are encouraged to discuss, debate and evaluate the effects of human action on the environment, considering their own personal contribution to sustaining the environment. Encourage children to investigate and explore their own locality and the wider world considering the connections within and between these. Invite parents in to engage with humanities with their children Investigate, consider and think about the different ways of life in different</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - look at where rainforests are located across the world, discuss difference between the rainforest parts of Brazil with the urban parts of Brazil Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America; Begin to suggest questions for investigating; Begin to use primary and secondary sources of evidence in their investigations; Investigate places with more emphasis on the larger scale; contrasting and distant places; Collect and record evidence unaided; Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life; Use medium scale land ranger OS maps; Find/recognise places on maps of different scales; Select a map for a specific purpose; Begin to use atlases to find out about other features of places; Use digital/computer mapping to locate countries and describe features studied; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - compare different rainforest areas across different continents (South America and Indonesia); investigate areas using independent research; use maps to investigate and compare localities Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts, mountains; Human geography, including: economic activity including trade links - learn about the physical and human features of the rainforest Begin to use 4 figure co-ordinates to locate features on a map; Begin to draw a variety of thematic maps based on their own data; Draw a sketch map using symbols and a key; Use/recognise OS map symbols; Compare maps with aerial</p>	<p>Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life; Use medium scale land ranger OS maps; Find/recognise places on maps of different scales; Select a map for a specific purpose - look at maps of the local area over time, comparing changes during Tudor times and since. Look at changes of wider local area.</p>



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	countries and their impact on the environment, comparing them with our own..	<p>photographs; Measure straight line distance on a plan; Draw a plan view map with some accuracy; Identify significant places and environments - develop own maps of rainforest areas to compare and contrast different localities and map the human effects on the area</p> <p>Provide opportunities for children to reflect on the geographical make-up of different countries, considering how these features impact on beliefs. Children are encouraged in their innate awe and wonder of the natural world.</p> <p>When geographical issues arise, the children are encouraged to discuss, debate and evaluate the effects of human action on the environment, considering their own personal contribution to sustaining the environment.</p> <p>Encourage children to investigate and explore their own locality and the wider world considering the connections within and between these.</p> <p>Invite parents in to engage with humanities with their children</p> <p>Investigate, consider and think about the different ways of life in different countries and their impact on the environment, comparing them with our own..</p>	
Music	Using the Charanga Scheme of Work - see separate planning. Further opportunities for Music actively sought across all curriculum areas.		
Computing	Using the Switched On Scheme of work - see separate planning. Opportunities for Computing and ICT use actively sought across all curriculum areas.		
DT	<p>Making a nutritious 'Space Shake' Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, Prepare food products taking into account properties of ingredients and sensory characteristics Weigh and measure using scales Cut and shape ingredients using appropriate tools and equipment e.g. grating Decorate appropriately Work safely and hygienically Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events in design and technology have helped shape the world</p>	<p>Design and make a moving toy with a rainforest theme and at least one light that works off a switch. Understand and use mechanical systems in their products [for example, gears, pulleys, cams] SHEET MATERIAL• Cut accurately and safely to a marked line• Join and combing materials with temporary, fixed or moving joins • Choose an appropriate sheet material for the purpose CONSTRUCTION• Use bradawl to mark hole positions• Use hand drill to drill tight and loose fit holes• Join materials using appropriate methods• Cut strip wood, dowel, square section wood accurately. Explore the effect of different shaped cams, choosing the right shape for the desired effect. • Build frameworks using a range of materials e.g. wood, card corrugated plastic too. • Incorporate motor and a switch into a model • Use glue gun with close supervision</p>	<p>Design and create a new Tudor Rose with embroidery inspired by Tudor embroidery work. Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties TEXTILES-DT• Create 3D products using pattern pieces and seam allowance. • Decorate textiles appropriately often before joining components• Join fabrics using over sewing, back stitch, blanket stitch • Combine fabrics to create more useful properties Textiles-Art objectives•Use fabrics to create 3D structures •Use different grades of threads and needles Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events in design and technology have helped shape the world</p>



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	<p>Use the design criteria to inform their decisions about ways to proceed Identify what does and does not work in the product Make suggestions as how their design could be improved Record final products and evaluations on seesaw in line with the policy. Design creative products with the needs of a user in mind, persevering through difficulties and reflecting on our achievements. Investigate products, carefully considering health and safety issues and the effect of products on society as a whole. Collaboratively work on projects that consider social and personal needs, developing the skills of co-operation. Investigate products that have designed in different countries and cultures, considering how and why they differ in design to British products.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events in design and technology have helped shape the world Use the design criteria to inform their decisions about ways to proceed. Identify what does and does not work in the product. Make suggestions as how their design could be improved. Record final products and evaluations on seesaw in line with the policy. Design creative products with the needs of a user in mind, persevering through difficulties and reflecting on our achievements. Investigate products, carefully considering health and safety issues and the effect of products on society as a whole. Collaboratively work on projects that consider social and personal needs, developing the skills of co-operation. Investigate products that have designed in different countries and cultures, considering how and why they differ in design to British products.</p>	<p>Use the design criteria to inform their decisions about ways to proceed. Identify what does and does not work in the product. Make suggestions as how their design could be improved. Record final products and evaluations on seesaw in line with the policy. Design creative products with the needs of a user in mind, persevering through difficulties and reflecting on our achievements. Investigate products, carefully considering health and safety issues and the effect of products on society as a whole. Collaboratively work on projects that consider social and personal needs, developing the skills of co-operation. Investigate products that have designed in different countries and cultures, considering how and why they differ in design to British products.</p>
PSHE	<p><u>Jigsaw Units:</u> <u>Being Me in My World</u> I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I know what I value most about my school and can identify my hopes for this school year I understand my rights and responsibilities as a British citizen I can empathise with people in this country whose lives are different to my own I understand my rights and responsibilities as a British citizen and a member of my school I can empathise with people in this country whose lives are different to my own I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole</p>	<p><u>Dreams and Goals</u> I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own <u>Healthy Me</u> I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body Throughout PSHEE they will learn important life values Children will learn behaviour that is morally right and appropriate Children will recognise morals of stories during PSHEE assemblies Children will learn to strive for the best and reach their full potential in the unit, 'dreams and goals.' Children will learn how to respect people's opinions and take turns during circle time. Children learn to interact and communicate with their peers when celebrating their success during PSHEE celebration assemblies.</p>	<p><u>Relationships</u> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others <u>Changing Me</u> I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual background. Children can learn right and wrong during 'relationships.' Children will learn behaviour that is morally right and appropriate Children will understand to respect other children's feelings and opinions and family morals and they will realise that everyone has different morals and values</p>



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	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it</p> <p><u>Celebrating Difference</u> I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual background. Throughout PSHEE they will learn important life values Children will learn behaviour that is morally right and appropriate Children will understand to respect other children's feelings and opinions and family morals and they will realise that everyone has different morals and values depending on culture, family, lifestyle etc. Children will recognise morals of stories during PSHEE assemblies ' Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community. During PSHEE lessons, children will discuss, role play, write about different social settings and appropriate and inappropriate social behaviours. Children will learn how to respect people's opinions and take turns during circle time. Children learn to interact and communicate with their peers when celebrating their success during PSHEE celebration assemblies. Children will be encouraged to respond and recognise social similarities and differences. Children may learn that some children are different to them and have different values and morals due to a different cultural background. Children will hear stories in PSHEE assemblies and during lessons which may be from another culture.</p>	<p>Children may learn that some children are different to them and have different values and morals due to a different cultural background. Children will hear stories in PSHEE assemblies and during lessons which may be from another culture.</p>	<p>depending on culture, family, lifestyle etc.' Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community. During PSHEE lessons, children will discuss, role play, write about different social settings and appropriate and inappropriate social behaviours. Children will learn how to respect people's opinions and take turns during circle time. Children will learn about positive and negative social interactions during topics such as, 'relationships'. Through PSHEE work, children will realise that not all social interactions are positive, however they will learn how to deal with this and address this situation. Children will be encouraged to respond and recognise social similarities and differences. Pupils will learn how to resolve tensions and disagreements. Children may learn that some children are different to them and have different values and morals due to a different cultural background.</p>



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	Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.		
PE	<p>Gymnastics Tag Rugby Martial Arts Dance Netball</p> <p>Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Multi-skills Quicksticks Football OAA</p> <p>Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Tennis Athletics Kwik Cricket Self defence</p> <p>Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
RE	<p>Understanding Christianity - God</p> <p>Islam - The Qu'ran</p> <p>Provides great opportunity for children to consider the beliefs and practices of the Christian faith (60%+ teaching and learning) and those of other faiths Encourage children through a variety of means to reflect on the beliefs of others and consider their impact on their own lives Create opportunities for children with and without faith to develop this through prayer and reflection in collective worship as well through our values (Christian values for life) which is embedded through worship and class Deliver an enquiry-based approach to RE by which children have opportunity to reflect on stimuli, pose questions, analyse ideas and pursue lines of enquiry. An appropriate and 'safe' environment has been cultivated for such methods in many classrooms Outdoor reflection area is developing and in progress - launch party in Spring with guest? Opportunities for children to reflect during worship times and consider the impact of learning An ethos of respect, love and kindness is cultivated and embedded. Helped by</p>	<p>Islam - Tawhid</p> <p>Understanding Christianity - Salvation Outline the timeline of the bible, including where incarnation and salvation fit in Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Provides great opportunity for children to consider the beliefs and practices of the Christian faith (60%+ teaching and learning) and those of other faiths Encourage children through a variety of means to reflect on the beliefs of others and consider their impact on their own lives Create opportunities for children with and without faith to develop this through prayer and reflection in collective worship</p>	<p>Understanding Christianity - Gospel What would Jesus do? Identify features of gospel texts Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations Making clear connections between Gospel texts, Jesus' good news and how Christians live in the Christian community and in their lives Relate biblical ideas, teaching or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>Understanding Christianity - People of God</p> <p>Provides great opportunity for children to consider the beliefs and practices of the Christian faith (60%+ teaching and learning) and those of other faiths Encourage children through a variety of means to reflect on the beliefs of others and consider their impact on their own lives Create opportunities for children with and without faith to develop this through prayer and reflection in</p>



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<p>our values input during worship times and throughout the classroom which feed into our vision as a school</p> <p>Value difference through RE teaching particularly those units of work that consider other belief systems</p> <p>Visit other places of worship, helping to foster respect and values for other faiths</p> <p>Children encouraged to plan and lead worship regularly</p> <p>Encourage an understanding and respect for those who hold views different from their own</p> <p>Have a moral code, which, although is explicitly Christian in nature, makes links with other faiths and practices</p> <p>Have strong links with the church and its worshipping community e.g. regular visits to the church for celebrations as well as being involved with Carols on the Green and Christmas Tree Festival.</p> <p>Parents welcomed to all services</p> <p>Have a curate who is regularly in school, being available to meet with children and to plan worship alongside children e.g. Christingle service has entirely involved the children's ideas this year. She also takes worship every other week in school and other visitors from the community strengthen the link further e.g. church leaders from other traditions, village library staff, local tradesmen</p> <p>Children regularly lead worship as outlined above.</p> <p>Songs in worship times can come from a range of cultures.</p> <p>Meet people of a variety of faiths and cultures and visiting places of worshi</p>	<p>as well through our values (Christian values for life) which is embedded through worship and class</p> <p>Deliver an enquiry-based approach to RE by which children have opportunity to reflect on stimuli, pose questions, analyse ideas and pursue lines of enquiry. An appropriate and 'safe' environment has been cultivated for such methods in many classrooms</p> <p>Outdoor reflection area is developing and in progress - launch party in Spring with guest?</p> <p>Opportunities for children to reflect during worship times and consider the impact of learning</p> <p>An ethos of respect, love and kindness is cultivated and embedded. 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MFL	<p>Yr 3 Twinkl Unit - Our School</p> <p><i>Listen attentively to spoken language and show understanding by joining in</i> Understand and express simple opinion Listen attentively and understand more complex phrases and sentences <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts <i>Read carefully and show understanding of words, phrases and simple writing</i> Re-read frequently a variety of short texts Read and understand the main points and some detail from a short written passage <i>Describe people, places, things and actions orally* and in writing</i> Make simple sentences and short texts Match sound to sentences and paragraphs Compare symbols, objects or products which represent their own culture with those of another country Recognise similarities and differences between places Compare traditional stories</p> <p><i>Giving pupils the opportunity to explore values and beliefs - including religious beliefs</i> <i>Promoting racial, religious and other forms of equality</i> <i>Respecting and recognising the codes and morals of the different cultures represented through programme of study.</i> <i>Encouraging pupils to work cooperatively/ recognise and respect social differences and similarities/ providing positive corporate experiences through e.g. cultural/ languages day.</i> <i>Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.</i> <i>Providing pupils to participate in drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</i> <i>Presenting authentic accounts of the attitudes and traditions of diverse</i></p>	<p>Yr 4 Twinkl Unit - All Around Town</p> <p><i>Listen attentively to spoken language and show understanding by joining in</i> Understand and express simple opinion Listen attentively and understand more complex phrases and sentences <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts <i>Read carefully and show understanding of words, phrases and simple writing</i> Re-read frequently a variety of short texts Read and understand the main points and some detail from a short written passage <i>Describe people, places, things and actions orally* and in writing</i> Make simple sentences and short texts Match sound to sentences and paragraphs Compare symbols, objects or products which represent their own culture with those of another country Recognise similarities and differences between places Compare traditional stories</p> <p><i>Giving pupils the opportunity to explore values and beliefs - including religious beliefs</i> <i>Promoting racial, religious and other forms of equality</i> <i>Respecting and recognising the codes and morals of the different cultures represented through programme of study.</i> <i>Encouraging pupils to work cooperatively/ recognise and respect social differences and similarities/ providing positive corporate experiences through e.g. cultural/ languages day.</i> <i>Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.</i> <i>Providing pupils to participate in drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</i> <i>Presenting authentic accounts of the attitudes and traditions of diverse cultures - guests from other cultures, volunteers with experience.</i></p>	<p>Yr 4 Twinkl Unit - Going Shopping</p> <p><i>Listen attentively to spoken language and show understanding by joining in</i> Understand and express simple opinion Listen attentively and understand more complex phrases and sentences <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts <i>Read carefully and show understanding of words, phrases and simple writing</i> Re-read frequently a variety of short texts Read and understand the main points and some detail from a short written passage <i>Describe people, places, things and actions orally* and in writing</i> Make simple sentences and short texts Match sound to sentences and paragraphs Compare symbols, objects or products which represent their own culture with those of another country Recognise similarities and differences between places Compare traditional stories</p> <p><i>Giving pupils the opportunity to explore values and beliefs - including religious beliefs</i> <i>Promoting racial, religious and other forms of equality</i> <i>Respecting and recognising the codes and morals of the different cultures represented through programme of study.</i> <i>Encouraging pupils to work cooperatively/ recognise and respect social differences and similarities/ providing positive corporate experiences through e.g. cultural/ languages day.</i> <i>Providing positive and effective links with the world of work and the wider community - learning a language = key skill/ employability.</i> <i>Providing pupils to participate in drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</i> <i>Presenting authentic accounts of the attitudes and traditions of diverse cultures - guests from other cultures, volunteers with experience.</i></p>



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	cultures - guests from other cultures, volunteers with experience.		