



## Year 5 Curriculum Overview Academic Year 2020-21

Subject	Autumn	Spring	Summer
<b>English</b>	<p><b>Why the whales came</b> - Warning tale Characterisation</p> <p><b>Protect the whales</b> - recount</p> <p><b>Medusa and Perseus</b> - Setting</p> <p><b>How to defeat a monster</b> - Explanation</p> <p style="text-align: center;"><b>Reading</b></p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p><b>Beowulf</b> - Description</p> <p><b>Should monsters be saved?</b> - Discussion</p> <p><b>The Lion the witch &amp; the wardrobe</b> - Fantasy</p> <p><b>How to use a time portal</b> - Instructions</p> <p style="text-align: center;"><b>Reading</b></p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>	<p><b>The Diary of Anne Frank</b> - Suspense</p> <p><b>Should everyone be treated the same</b> - Persuasion</p> <p><b>Billy the Kid by Michael Morpurgo</b> - Action</p> <p><b>What is a Chelsea pensioner</b> - Information</p> <p style="text-align: center;"><b>Reading</b></p> <p><b>DERIC Questions</b> – A range of decoding, explanation, reasoning, inference and choice questions.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p>Numbers to 1000,000 – Reading, writing, comparing, rounding</p> <p>Addition and subtraction methods</p> <p>Multiplication and division methods</p> <p>Revision of all times tables up to 12</p> <p style="text-align: center;">Reasoning</p>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p>Word problems</p> <p>Tables and graphs</p> <p>Fractions – Improper, mixed number, equivalent, comparing, ordering, adding, subtracting and multiplying.</p> <p style="text-align: center;">Decimals</p> <p style="text-align: center;">Reasoning</p>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p>Percentage</p> <p>Geometry</p> <p>Position and movement</p> <p>Measurements</p> <p>Area and perimeter</p> <p style="text-align: center;">Volume</p> <p style="text-align: center;">Roman numerals</p> <p style="text-align: center;">Reasoning</p>
<b>Science</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>•planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>•taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>•recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>•using test results to make predictions to set up further comparative and fair tests</li> <li>•reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>•identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>		

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	<p><b>Earth and space:</b></p> <ul style="list-style-type: none"> <li>•describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>•describe the movement of the moon relative to the Earth</li> <li>•describe the sun, Earth and moon as approximately spherical bodies</li> <li>•use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>•explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>•identify the effects of resistance and friction, that act between moving surfaces</li> <li>•recognise that some mechanisms allow a smaller force to have a greater effect</li> </ul>	<p><b>Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>•compare and group the properties of everyday materials •know that some materials will dissolve in liquid to form a solution, and how to recover a substance from a solution</li> <li>• decide how mixtures might be separated</li> <li>•give reasons for the particular uses of everyday materials, including metals, wood and plastic</li> <li>•demonstrate that dissolving, mixing and changes of state are reversible</li> <li>•explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including: burning and the action of acid on bicarbonate of soda</li> </ul>	<p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>•describe the changes as humans develop to old age</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>•describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>•describe the life process of reproduction in some plants and animals</li> </ul>
<b>Computing</b>	<p>Online safety Using online cloud based learning tools Understanding where data is saved in the cloud</p>	<p>Online safety Creation and further design of digital art Introduction to web development</p>	<p>Online safety Blogging Creating a virtual space Coding: designing a digital game</p>
<b>History</b>	<p><b>What did the Greeks do for us?</b> To identify the Ancient Greek civilisation. To investigate the Greek alphabet and the contributions of Greek scholars. Similarities and differences between schools then and now and Ancient versus Modern Olympic Games.</p>	<p><b>Who won the battle between the Vikings and Anglo-Saxons?</b> Britain before the Viking invasion. Why and how they invaded. How they settled. King Alfred the Great. Investigating the end of the Anglo-Saxon and Viking era.</p>	<p><b>Who were the great women who changed the world?</b> To identify and understand the influence of Florence Nightingale, Marie Curie, Rosa Parks and Joan Clarke on our lives today.</p>

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<b>Geography</b>	<p><b>Would you go on holiday on a mountain?</b>            Location and formation of mountains.            Geographical features.            Climate on a mountain.            Tourist destination.</p>	<p><b>Where do all of our things come from?</b>            Understand natural resources.            Identifying renewable forms of energy.            Production of wood, steel and glass and the effects on the world.            Carbon footprints.</p>	<p><b>How is our local area changing?</b>            To identify human and physical features of the local area and the changes.            Using an 8 point compass, digital and OS maps.            What will the future look like?</p>
<b>Art and design</b>	<p><b>Still life/imagined tone and shading</b> - Using line, tone and shading to represent things seen, remembered or imagined in three dimensions. Artist: Giorgio Morandi  <b>Paint</b> - Mixing colours to express mood, Artist: Renoir</p>	<p><b>Clay</b> - Develop skills in using clay including slabs, coils and slips.</p>	<p><b>High quality collage</b> - Adding collage to a background using a range of media, techniques, colours and textures.             Artist: Monet</p>
<b>Design and technology</b>		<p><b>3D structures</b> – Strengthening techniques, making prototypes, using joints, holes and openings. Evaluating our work.             Understanding food - Food groups and the different nutrients that are important for health. How a variety of ingredients are grown, reared, caught and processed. A wide range of techniques to combine ingredients.</p>	<p><b>Uses of mechanical and electrical systems</b> - Understand how to use more complex mechanical and electrical systems.            Designer/Architect: James Dyson.             Using a wide range of methods to strengthen, stiffen and reinforce complex structures accurately and appropriately. Applying knowledge of computing to program, monitor and control their products.            Designer/Architect: Christopher Wren</p>
<b>Religious Education</b>	<p><b>Prayer and Worship:</b>            Do you need a place to pray? Why do you need to pray? To express their thoughts or feelings about the need for a special place for prayer.   <b>Symbols or Images:</b>            Study religious building – compare and discuss (Synagogue, Mosque, Temple, Church) To study the architecture and understand the layout of religious buildings,</p>	<p><b>Celebrations:</b>            Why do religions have celebrations? (Easter, Eid, Holi, Yom Kippur) To explore the variety of celebrations in religions and understand their purpose and connection.   <b>Religious Attire:</b>            Should everyone in a religion wear the same religious clothing? To make informed responses about religious attire giving reasoned explanation.</p>	<p><b>Food and Mutual Respect:</b>            Can different religions live together in the world? To explain connections between beliefs, values and practices in different religions and to need for everyone to respect these.   <b>Symbols and Artefacts:</b>            How is religion represented in art? To study the architecture and understand the layout of religious buildings, comparing similarities to</p>

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	comparing similarities to other places of worship.		other places of worship.
<b>French</b>	On Holiday French revision: vocabulary	Eating out French revision: Vocabulary	Hobbies French revision: Vocabulary
<b>Music</b>	Appraising music and listening for pulses and beat	Appreciation of different genres of music – hip hop, world music Listening and appraising music	Use and understand staff and other musical notation
<b>Physical Education</b>	Swimming – subject to COVID Outdoor adventure Gymnastics Hockey: Team and individual skills	Netball/basketball: passing and shooting skills Dance	Athletics: field and track skills  Striking/Fielding Games
<b>PSHE</b>	Mindful Moving Perspective Taking Choosing optimism Happy Experiences Expressing Gratitude Performing Acts of Kindness Taking Mindful Action in the World	Being me in my world Celebrating Differences Dreams and Goals Healthy Me	Relationships Changing Me
<b>Educational Visits/experiences</b>		Science Day Workshop – Materials (Bridge building activity) In school Out of school visit reviewed in line with Covid regulations	Mini Olympics (linked to Ancient Greece Topic) In School Out of school visit reviewed in line with Covid regulations