**Year Five Curriculum Overview**

**Academic year 2018 / 2019**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **A Kingdom United** | **Food Glorius Food** | **Earthlings** | **Inventors and Inventions** | **Amazon Adventure** | **Faster, higher, stronger** |
| **Visits /Visitors**  **Experiences** | King/Queen for the day Garden Party | Baking  Visit to supermarket |  | Visit to the Museum of Science and Industry |  |  |
| **English** | Legends of the British Isles  Persusasion | Stories with historical settings  Film and Playscripts  Classic Narrative Poetry | Science Fiction stories  Information Booklets  Poems with a structure | Novel as a theme  Magazine: Information Text Hybrid | Stories from other cultures  Debate | Myths  Reports  Poems with figurative language |
| **Reading** | Stig of the Dump by Clive King, Outlaw/Beowulf by Michael Morpurgo | Charlie and the Chocolate Factory by Roald Dahl + playscript | Aquila by Andrew Norriss | Small change for Stuart by Lissa Evans | Journey to the sea by Eva Ibbotson, The Great Kapok by Lynne Cherry | Percy Jackson and the Lightening Thief  Greek Myths |
| **RE** | Creation | The Commandments | Inspirational People | Reconciliation | Life in the Risen Lord | People of other Faiths |
| **Science** | Standalone Topic:  Materials – Properties  Compare and group together everyday materials on the basis of their properties. Test material properties, using fair and comparative testing (advantages and disadvantages). | Material Changes – Reversible changes, freezing, melting, boiling, evaporating, condensing and dissolving.  Irreversible changes: cooking, reactions caused when some materials are mixed and new materials are created plus burning and rusting. | Light and Astronomy  Make a video with facts about the Earth, Sun and Moon to be sent on the next space launch. Explain about the Earth, Sun and Moon, their relationship to one another and how they form part of the wider solar system. | Forces – effects on movement: Explain gravity, Identify the effects of air resistance, water resistance, and friction. Recognise sime mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. | Life cycles of plants and animals: involves first hand experiences and research.  Research a famous scientist such as Jane Goodall or David Attenborough. Make observations over time. Observe and compare in the local environment and with plants and animals around the world. | Animals – Human Life Cycles  Describe the changes as humans develop to old age. Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. |
| **Computing** | Data Handling skills | Electronic communication and collaboration/ computer networking  E-safety skills | Simulations and modelling: IT/Data Handling skills. Investigate, develop, create and test simulations and models. | Computer Science/ computational thinking skills. Within this theme they use prior knowledge to solve new problems.  Online safety skills | Design, create, manage and manipulate digital content. Opportunities to select and use different devices and software tools, including those found on the internet. | Programming skills. This theme introduces children to creating and using variables in programs. |
| **History** | An in depth study of the Anglo Saxon period. Analyse connections, trends and contrasts of the period. |  |  | Study the early Islamic civilisation in Baghdad around the year AD900, commonly known as the Islamic Golden Age. |  | Ancient Greeks. This theme focuses on life in Ancient Greece and the impact that their thinking and ideas have had on British life and society. |
| **Geography** | Children research what is exactly meant by GB and UK. Introduce children to unique physical and human features from each of the countries e.g. The Giants causeway in N. Ireland, etc | Food comes from various and diverse places. Learn about different climates, soils and the need for humans to grow, harvest and transport different foods from source to table.  Local or global choice.  Fairtrade choices. |  |  | Study the geography of the Amazon Basin. As most of the region is covered by tropical rainforest (biome) they will learn about this and if possible other rainforests of the world. Start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lifes and lifestyles. Learn about the wider country of Brazil. |  |
| **Art** |  | Look at still life painters such as *Dutch masters, the Impressionists, Georgia O’Keefe, the work of George Le Tour.*  Drawing, Painting, Digital, using a graphics package. Make observational drawings of still life arrangements. | Abstract painting: create their own abstract paintings for imaginary planet surfaces. Paintings could be textured using mod roc. Study Abstract Painters: *Jackson Pollack, Kandinsky, Jean Miro and Mark Rothko* |  | Study artists such as *Henri* *Rousseau* and contemporary artist *Ruth Daniels* to further their understanding in geography and the rainforest regions of South America.  Drawing, Painting, Printing | This theme allows children to develop their understanding of the human form.*Explore Ancient Greek sculptures and the work of artists such as Alberto Giacometti and Patricia Coates.*  Drawing, Painting, 3D clay and textiles. |
| **DT** |  | Food technology  Food from other cultures, variety of cooking techniques. Food for a new experience. Learn how to cook and present unfamiliar foods as part of a dish. |  | Mechanical systems – cams, pulleys and gears.  Vehicle or device using the above. | Textiles: A belt with loops or pouches to carry equipment |  |
| **Music** | Explore traditional music from the past and present.  National anthems. Learn to sing and perform a national anthem. |  | Experiment with creating ‘out of this world’ sounds and develop an understanding of the impact of sound effects.  Investigate work *of John Williams* | Gain a better understanding of how musical instruments are made and then develop own ideas to invent their own musical instruments. Use success criteria to make own assessment. | Compose graphic notation. Compose their own Amazon Adventure listening and memory games that will require them to not only compose, but perform and understand a notation of their choice. | Mood Music:  Investigate different types of music which inspire contrasting moods, such as music for exercise, studying, relaxation.  Create a suitable playlist for a specific purpose. |
| **PE** | Dance | Invasion games | Net and Ball games | Gymnastics | Rounders/Cricket | Athletics |
| **Spanish** | Family | Pets | Sports | Weather | Numbers 31 - 100 | Telling the time, Yo soy musico |
| **PHSE** | Belonging/ New Beginnings | Getting on and falling out  Say No to Bullying | Going for Goals | Good to be Me | Relationships | Changes |
| **BLP** | Imagining (unicorn) | | Managing Distractions (Ant) | Listening and empathy (Dog) | Making Connections (Spider) | |