

St Anne's RC Primary

Curriculum Overview

Year 5



Subject	Autumn			Spring			Summer		
RE	Domestic Church Ourselves	Baptism/ Confirmation Life Choices	Advent/ Christmas Hope	Local Church Mission	Eucharist Memorial Sacrifice	Lent/ Easter Sacrifice	Pentecost Transformati on	Reconciliation Freedom & Responsibility	Universal Church Stewardship
	Judaism – Passover Islam – Ramadan Interfaith Week								
Literacy	The children will encounter a range of books that look at the themes of -Favourite Year 5 Stories -Black History Month -Immigration -Christmas -Traditional Tales They will write in the below forms: Narrative Recount Report Poetry – poems with similar themes Letters			The children will encounter arange of books that look at the themes of -Chinese New Year -Diversity & Stereotypes -Traditional Tales They will write in the below forms: Report Recount Narrative Poetry – kennings			The children will encounter a range ofbooks that look at the themes of -Our Planet -SEND & Personal Difficulties - Favourite Year 5 Stories They will write in the below forms: Report Persuasive Writing Recount Instructions Narrative		
Maths	Number and place value (up to 1 000 000) Number: Read roman numerals up to 1000 Number addition and subtraction (more than 4 digit numbers) Geometry - shape and angles Multiplication and division (all times tables, multiply up to 4 digit numbers by 1 and 2 digit)			Statistics Geometry – translation and reflection Fractions Decimals Percentages			Number – The 4 operations Multiplication & Division – Prime, Square & cube numbers Fractions, Decimals ,Percentages Measurement (money, converting units) Measurement (area and perimeter)		
Science	Animals including Humans Describe the changes as humans develop to old age Draw a timeline to indicate stages in the growth and development of humans Know what changes happen during puberty Research the gestation periods of other animals Compare the gestation periods of other animals with humans Find out and record the length and mass of a baby as it grows			Earth and Space Describe the movement of the Earth and other planets relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as spherical bodies. Use the idea of the Earth's rotation to explain day and night. Use the idea of the Earth's rotation to explain the apparent movement of the sun across the sky.			Living Things and their Habitats Describe and compare the differences in life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants Describe the life process of reproduction in some animals. Health & Wellbeing Recap what changes happen during puberty To analyse the impact of obesity on young persons mental and physical		

	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity Identify the effects of air resistance, water resistance and friction that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect	Properties and Changes of Material Compare and group together everyday materials on the basis of their properties, including their hardness, suitability, transparency, conductivity (electrical and thermal) and response to magnets. Recognise that some materials will dissolve in liquid to form a solution. Describe how to recover a substance from a solution. Use my knowledge of solids, liquids and gasses to describe how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the use of everyday materials. Demonstrate that dissolving, mixing and changes of states and reversible changes. Explain that some changes result in the formation of new materials and that this kind of change if not usually reversible.	health To build self esteem by identifying their unique abilities and characteristics To know makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
ICT	<u>Coding</u> Children should be be recapping and embedding their skills with the programme Scratch. Children should be taught the following skills: - Keyboard input - Variables Programmes to use could include : 1. Scratch 2. YouTube tutorials 3. Scratch website (teacher only) 4. Code-it.co.uk (lesson plans/ideas) Children should be taught the following skills recapping year 4 objectives: - Cropping and resizing - Bold / italics - Insert hyper links - Knowledge / use of templates - Send and receive emails with attachments. Programmes to use could include: 1. Dance Mat typing (available at https://toybox.tools.bbc.co.uk)	<u>Databases</u> Create a database in Excel. Filter/ Sort Databases. Import Database from Excel into Scratch Children should be taught the following skills: Scratch – More work with variables Databases in the form of Lists Children will introduce to CAD. Programmes to use could include: 1. Google sketch up 2. TinkerCad 3. 3d Slash 4. Google earth 5. Microsoft Paint 3D	Children will need to use a range of computing skills to produce an interactive presentation that incorporates several programmes. Programmes to use could include: 1. PowerPoint 2. Videolicious App 3. Book Creator App 4. Educreations App 5. iMovie 6. Vintage app Children will discuss water safety: Safety – Children will create a movie/presentation on Rivers and Water safety which includes Music Children should learn the following skills: - Look at music composition - Editing music / video - E-safety Fake Octopus Website Programmes to use could include:

	k/activities/id/activity-dance-mat-typing/exitGameUrl/http%3A%2F%2Fwww.bbc.co.uk%2Fguides%2Fz3c6tfr) 2. Microsoft word 3. School email system 4. Microsoft Publisher 5. Google 6. Type club (available at https://www.typingclub.com/sportal/program-3/116.play)		1. Audacity 2. Imovie – trailer 3. PowerPoint or other presentation software 3. Garage Band
Art	Printing Application of skill · To use a range of tools to apply paint in various ways. · To use drawing skill on different surfaces to transfer images. · Different forms of printing. Development of skills · To show a developed control with tools (rollers, scissors) · To use a range of tools to apply paint in various ways. · To use drawing skill on different surfaces to transfer images.	Painting Application of skill - Begin to read paintings - Explore a new media of paint and where it can be used most appropriately. - Explore painting on new surfaces - Be able to mix both secondary and primary colours to create a desired tone. Development of skills - Continue to read and then Evaluate paintings - Explore a new media of paint and where it can be used most appropriately. - Explore painting on new surfaces such as fabric. - Be able to mix both secondary and primary colours to create a desired tone.	Paint & Dye Application of skill · Explore process of dye · Explore using new paint medium onto material and new surfaces. · Explore abstract and expression through colour knowledge. Development of skills · Design a piece of art linked to cross curricular theme using new skills

Design Technology	Structures How can I create a strong, durable bridge? • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. • Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. • Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood.	Mechanisms How can I make a pop-up book • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Textiles How can I make a toy for a younger relative? • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Make high quality products applying knowledge, understanding and skills from IEAs and FTs. Incorporate simple computer-aided manufacture (CAM) if appropriate e.g. printing on fabric. Use a range of techniques to ensure a well-finished final product that matches the intended user and purpose. • Develop skills of threading needles and joining textiles using a range of stitches, building upon children's earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. If available, demonstrate and allow children to use sewing machines to join fabric with close adult supervision. • Develop skills of sewing textiles by joining right side together and making seams. Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.
History	Vikings Vicious invaders or trading settlers? • What image do we have of the Vikings? • Why did they have a bad reputation? • Why did they leave Scandinavia and choose to invade Britain? • What made them such successful invaders? • Who was Odin and the Tree of Life and why was it such an important part of Viking life? • Were Vikings law makers	Crime & Punishment How do we know what punishment was like 800 years ago? • What does the legend of Robin Hood tell us about medieval justice? • Why did punishments become so bloody in the 18th Century? • Why did so much change happen in crime and punishment in the 19th century? • How has the way we	The Great Fire of Newcastle How did the Great Fire of Newcastle impact on life on the Quayside? • Where is the location of the quayside and what happened there? • How can we compare this event with The GFO? • What were the causes of the fire and could they have been avoided? • Who was John Dobson and why is he important? (What is the quayside like today? How has it changed / has it

	or law breakers?	catch criminals improved in the last 100 years?	always been the same?) How has the event changed life today (Robert Pattinson's campaign)?
Geography	How do Volcanoes effect people? - Identify, recognise and describe, using appropriate subject vocabulary, - Identify, describe and and compare and contrast the countries of Europe; - Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; - Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; - Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; - Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution	Why is Fair Trade fair? - Describe and explain why the Silk Road was the most important trading route in the history of the world; - Explain why and how countries trade with each other, - Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences - Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world - Explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification - Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status	What is a river? - Identify and describe how physical features of rivers change from source to mouth - Offer reasons to explain why the course of a river changes as it flows from higher to lower ground - Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river - Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things - Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife - Describe the components of the hydrological or water cycle and explain the important role that rivers play

PE	Swimming -act safely in a water environment. - enter and exit the water safely. - float without an aid. -hold onto the poolside and lift my feet off the bottom. -obey signals and instructions to maintain a safe environment. -push and glide from the poolside. -blow bubbles in the water. -float using different body positions with and without an aid. -move around the poolside with confidence. -perform a recognised stroke. -perform basic survival skills. Rounders - throw the ball to others and make good decisions in a game situation (attempting to catch others out. -perform donkey drop and an underarm bowl/with control. - bat a ball with confidence and begin to hit it in different directions. - field the using the run and scoop technique. - show a variety of the batting and fielding skills I've learnt and work as part of a team, encouraging and helping others.	Gymnastics -can perform jumps and leaps with control, body tension and pointed toes. - can perform a T Roll and a side star roll with control and fluency. -can perform and point and balance sequence with good body tension, control and fluency. -can perform a cartwheel with straight legs, control and pointed toes. -can perform a hurdle step on a springboard with control. -can perform a squat on, squat off onto a box top with a short run up (with or without a springboard) Dance -can cooperate and collaborate to create a warm up displaying a variety of movement patterns. - can translate ideas from a stimulus into movement showing precision, control and fluency. - can use the space available when dancing. -can perform a variety of travelling movements with timing and some fluency. -can dance in unison with a group showing good energy and timing. - can dance in canon with a group showing good energy and strength.	Netball - can pass a ball with precision and control. -can perform a stop and pivot movement when receiving a ball with control. -can dodge into a space and receive a ball.. -can mark a player, stop them getting the ball and attempt to intercept the pass. - can shoot the ball into the net with some success. - can react quickly to the ball. -can react to snatch the ball in a 'toss up. Athletics -can accelerate quickly when running with control. -can throw a javelin/vortex with height and distance. -can perform a long jump with control and distance. -can run longer distances—600m, 800m -can pace myself when running at longer distances. -can throw a tennis ball/shot put with height and distance. -can pass and receive a relay baton with control and timing.
Music	Rounds/Singing · Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. · Improvise and compose music for a range of purposes using the inter—related dimensions of music (Via Garage Band) · Listen with attention to detail and recall sounds with increasing aural memory.	Exploring Lyrics and Melody - Listen with attention to lyrics in detail and understand their impact and purpose. · Identify and create different melodies in songs. · Continue to play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. · Improvise and compose lyrics to	Composition · Identify how music is composed traditionally and how it has changed over time. · Understand the different elements of composition and how it changes for different genres of music. · Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. · Improvise and compose music for a range of

	· Use and understand staff and other musical notations via playing an instrument. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (any visits to theatre, church, ceilidhs etc.	music for a range of purposes. · Use and understand staff and other musical notations via playing an instrument. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	purposes using different methods · Use and understand staff and other musical notations via playing an instrument. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
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