Year 5 Curriculum Overview

	Discovery	Global	Wellbeing
Science		**Living things and their habitats** - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	**Animals including humans** describe the changes as humans develop to old age.
	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 approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces** - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - 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 materials** - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
History	**Year A** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion. Exploration of our locality and beyond.	**Year A** Ancient Greece – a study of Greek life and achievements and their influence on the western world. Democracy Technology Achievement	**Year A** A non-European society that provides contrasts with British history Mayan civilization c. AD 900.
	Year B	Year B	Year B A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Battle of Britain – The Home Front. Resistance/Resilience. Evacuees.
Geography	**Year A** **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Comparing North Yorkshire to an area in Europe.**	**Year A** **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. North or South American Country.	**Year A**

Year 5 Curriculum Overview

	Year B **Locational Knowledge:** 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; and understand how some of these aspects have changed over time. River Tees.	**Year B** **Locational Knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Year B**
Design Technology	**Year A** **Structures: Viking Ships** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Structure: Christmas Decorations** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Year A** **Mechanisms: Rockets** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages, **pneumatic systems**]	**Year A** **Cooking and Nutrition: Chocolinis and Healthy alternative snacks** - understand and apply the principles of a healthy and varied diet - 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, reared, caught and processed.
	Year B **Structures: Building bridges** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Structure: Christmas Decorations** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Year B** **Mechanisms: Rockets** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages, **pneumatic systems**]	**Year B** **Mechanisms: WWII children's toys** understand and use mechanical systems in their products [for example, gears, pulleys, **cams**, **levers** and linkages]
Art	**Year A** **Colour** - Explore the use of texture in colour - Colour for purposes - Colour to express feelings **Pattern** - Create own abstract pattern to reflect personal experiences and expression - Create pattern for purposes **The Scream – Edvard Munch, Viking knots, Odin's Triangle**	**Year A** **Texture** - Use stories, music, poems as stimuli - Select and use materials - Embellish work - Fabric making - Artists using textiles - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale **Greek vases, stories, myths, music**	**Year A** **Form** - Plan and develop ideas - Shape, form, model and join - Observation or imagination - Properties of media - Discuss and evaluate own work and that of other sculptors **Mayan masks**
	Year B **Drawing** - Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective **Rivers**	**Year B** **Printing** - Combining prints - Design prints - Make connections - Discuss and evaluate own work and that of others - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists	**Year B** **Drawing** - Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective **Word War II artefacts**

Year 5 Curriculum Overview

	Escher - tessellation	

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Computing	**Digital Literacy – Online behaviour / Safety** Pupils should be taught to: • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to rep ort concerns about content and contact *Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information* use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content *Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information*	**ICT – Creating Digital Content** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software Working with data: Pupils learn to search, sort and graph information Modelling: Pupils learn how to use a spreadsheet to model data*	**Computer Science – Scratch** design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • use sequence, selection and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works Pupils create a computer game, using a graphical language such as Scratch* understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration *Pupils learn to collaborate electronically by blogging -mailing, and working on shared documents. This can be extended to working with other schools*
Music (Charanga Music Units)	**Livin' On A Prayer – Year 5, Unit 1** 1 – Listen & Appraise: Livin' On A Prayer (Rock) Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – G, A + B. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). 3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. **Classroom Jazz 1 – Year 5, Unit 2** 1 – Listen & Appraise: The Three Note Bossa & Five Note Swing Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear: Piano, bass, drums, glockenspiel 2 – Musical Activities using glocks and/or recorders Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.	**Make You Feel My Love – Year 5, Unit 3** 1 – Listen & Appraise: Make You Feel My Love (Pop) Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Instruments/voices you can hear: Strings, piano, guitar, bass, drums. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – C, D + E. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. 3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. **The Fresh Prince Of Bel-Air – Year 5, Unit 4** 1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop) Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.	**Dancing In The Street – Year 5, Unit 5** 1 – Listen & Appraise: Dancing In The Street (Motown) Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – F, G + A. Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. 3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

Year 5 Curriculum Overview

	3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	
RE	Why is Muhammad important to Muslims? (Belief, Teachings/ Authority, Impact of Faith) What is the Qur'an and why is it important to Muslims? (Belief, Teachings/ Authority, Impact of Faith) **Christmas** Why is the birth of Jesus important to Christians? (Belief, Worship, Teachings/Authority)	Why do people travel to sacred places? (Worship, Impact of Faith) **Easter** What happened at the Last Supper? (Belief, Worship, Teachings/ Authority)	What do Christians believe about God? (Belief) Why and how do Christians celebrate Pentecost? (Belief, Worship) How do Christian groups differ in their expression of faith? (Belief, Worship)