



| | Earth and Space | | Anglo-Saxons and Vikings | | Life as a Victorian Child | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Earth and Space How does the moon appear to change shape? | Unbalanced forces How do parachutes work? | Mixtures and separation How do I separate a range of mixtures? | Properties and change Can I make a gas using a solid and a liquid? | Living things and their habitats How does pollination take place? | Human timeline What happens to our bodies during puberty? Making connections |
| History | | | Anglo-Saxons In what ways did the Anglo-Saxons change life in Britain? | Vikings Savages, settlers and sagas: Why can't historians agree about the vikings? | | Life as a Victorian Child How have children's lives changed? |
| Geography | The Alps What is life like in the Alps? | Deserts Would you like to live in the desert? | | | Natural resources Where does our energy come from? | |
| Art | | Drawing I need Space | | Painting and mixed media Portraits | | Craft and design Architecture |
| DT | Mechanical systems - cams Moving solar system | | Food technology - baking Bread making | | Textiles – combining different fabric shapes Bags | |
| Computing | Computer systems and networks – systems and searching How do search engines work? | Programming A – selection in physical computing What are carousels and are they that complicated? | Creating media – video production How difficult is it to make a movie? | Flat file databases How can databases answer questions? | Introduction to vector graphing How can we create an image by layering objects? | Programming B – selection in quizzes How do I make my quiz more exciting? |
| Music | Whole Class Instrumental lesson throughout the year - P-bone and Ukulele | | | | | |
| | Composition notation | | Looping and remixing | | Blues | |

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| PE | Hockey Kurling | Netball Dance | Fitness Swimming / Cricket | Gymnastics Swimming / Cricket | Athletics Handball | Volleyball Rounders |
| RE | Why do people have to stand up for what they believe in? | Why doesn't Christianity always look the same? | What happens when we die? (Part 1) | What happens when we die? (Part 2) | Who should get to be in charge? | Why are some places in the world significant to believers? |
| PSHE | Being in My World Celebrating Difference | | Dreams and Goals Healthy Me | | Relationships Changing Me | |
| Spanish | Yo (All about me) Describing myself and others, daily routine, feelings, birthdays | Food Fruit and veg snack, meats and fish, meal times and daily routines, describing food, recipes | Hobbies and home Chores, daily routine, describing my house, who, what, when, where, how | Animals Re-cap pets and zoo animals, in the jungle, I like/don't like, what is it, descriptions | My town Descriptions, linking numbers/colours to shops in a town, my school | The world around me Spanish speaking countries, holidays, travel, transport, people |

Year 5 curriculum overview for parents and carers

Science curriculum overview

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| <p>Autumn 1</p> | <p>Earth in space</p> <p>Exploring some of the key celestial bodies in our Solar System, the children will learn their names and compare their movements. They will discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They will make sundials and consider how and why humans' ideas about the universe have changed over time.</p> | <p>Autumn 2</p> | <p>Unbalanced forces</p> <p>Building on their knowledge of forces, the children will explore gravity, air resistance and water resistance in more depth and consider the effect of these on forces being imbalanced. They will demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. The children will test their ideas using models and compete to build the most effective pulley system.</p> |
| <p>Spring 1</p> | <p>Materials: Mixtures and separation</p> <p>The children will explore different types of mixtures and the different methods that can be used to separate them. They will dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They will design and create a water filter, sieve soil and evaporate solutions.</p> | <p>Spring 2</p> | <p>Materials: Properties and change</p> <p>Broadening their experiences of the properties of materials, the children will investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They will explore reversible changes, including dissolving and changes of state. The children will compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.</p> |
| <p>Summer 1</p> | <p>Life cycles and reproduction</p> <p>Studying different animals' life cycles, the children will learn about the significance of reproduction for a species' survival. They will compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. They will compare the life cycle of mammals, birds, amphibians and insects and identify key differences. They will analyse secondary data to investigate how the amphibians life cycle is affected by predators and climate change.</p> | <p>Summer 2</p> | <p>Animals, including humans: Human timeline</p> <p>Studying human development and changes, the children will identify key stages and consider what data may help to determine if a child is growing normally. They will describe how puberty affects girls and boys.</p> <p>Making connections: Does the size of an asteroid affect the size of its impact crater?</p> <p>Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create, the children will apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.</p> |

Please see the learning journey and long-term plan which can be found on the website under 'Teaching and Learning: Our Curriculum'

History and Geography curriculum overview

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| <p>Autumn 1</p> | <p>What is life like in the Alps?</p> <p>The children will discover the climate of mountain ranges and consider why people choose to visit the Alps. They will focus on Innsbruck and identify the human and physical features that attract tourists. They will then apply their learning to investigate tourism in the local area, mapping recreational land use and present their findings.</p> | <p>Autumn 2</p> | <p>Would you like to live in the desert?</p> <p>The children will recap biomes with a focus on hot desert biomes and their various characteristics. They will map the largest global deserts. The Mojave Desert will be used as a case study to support the children in learning about the physical features of a desert. The children will also consider how humans use deserts and the environmental threats that can occur in this landscape.</p> |
| <p>Spring 1</p> | <p>In what ways did the Anglo-Saxons change life in Britain?</p> <p>The children will study the invasion and conquest of Britain by the Anglo-Saxons following the departure of the Romans. They will develop their chronological understanding of British history and analyse the ways that life in Britain was transformed by the Anglo-Saxons. They will acquire historical knowledge whilst developing their understanding of continuity and change. The children will examine the different types of change that occurred over time (linguistic, religious, legal)</p> | <p>Spring 2</p> | <p>Savages, settlers and sagas: Why can't historians agree about the Vikings?</p> <p>The children will study Viking raids along the British coast and the broader struggle between the Vikings and the Anglo-Saxons for control of England. They will develop their chronological understanding of British history and analyse how and why interpretations of the Vikings changed over time. They will acquire historical knowledge whilst developing their understanding of historical interpretations.</p> |
| <p>Summer 1</p> | <p>Where does our energy come from?</p> <p>The children will learn about time zones around the world while exploring natural resources and energy found in the United States and the UK. They will learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They will carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p> | <p>Summer 2</p> | <p>How have children's lives changed since Victorian times?</p> <p>The children will study an aspect of British history to extend their chronological knowledge beyond 1066. They will look at the Victorian period in depth, acquiring historical knowledge whilst developing an understanding of similarity and difference.</p> |

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Art and DT curriculum overview

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| <p>Autumn 1</p> | <p>Mechanical systems: Cams</p> <p>In order to make their moving solar system, the children will learn that mechanical systems have an input, process and an output. They will understand how cams can be used to produce different types of movement and change the direction of movement.</p> | <p>Autumn 2</p> | <p>Drawing: I need space</p> <p>Developing ideas more independently, the children will consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They will combine collage and printmaking to create a piece in their own style.</p> |
| <p>Spring 1</p> | <p>Food technology: Bread making</p> <p>The children will learn how to use utensils and equipment including heat sources to prepare bread. They will learn about seasonality and the source of different food products.</p> | <p>Spring 2</p> | <p>Painting and mixed media: Portraits</p> <p>Investigating self-portraits by a range of artists, the children will investigate self-portraits by a range of artists. They will start by using photographs of themselves for developing their own unique self-portraits in mixed-media.</p> |
| <p>Summer 1</p> | <p>Textiles: Combining different fabric shapes</p> <p>The children will learn that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. They will look at how fabrics can be strengthened, stiffened and reinforced, where appropriate.</p> | <p>Summer 2</p> | <p>Craft and design: Architecture</p> <p>Investigating the built environment through drawing and printmaking, the children will learn about the work of architect Zaha Hadid. They will create their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p> |

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Computing curriculum overview

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| <p>Autumn 1</p> | <p>Computer systems and networks – Systems and searching The children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. The children will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p> | <p>Autumn 2</p> | <p>Programming A – Selection in physical computing In this unit, the children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). They will be introduced to conditions as a means of controlling the flow of actions in a program. They will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if...then...’ structure) and write algorithms and programs that utilise this concept. To conclude the unit, the children will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, they will apply the stages of programming design.</p> |
| <p>Spring 1</p> | <p>Creating media – Video production The children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. They are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, they will have the opportunity to reflect on and assess their progress in creating a video.</p> | <p>Spring 2</p> | <p>Flat-file databases This unit looks at how a flat-file database can be used to organise data in records. The children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p> |
| <p>Summer 1</p> | <p>Introduction to vector graphics In this unit, the children will start to create vector drawings. They will learn how to use different drawing tools to help them create images. They will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. They will also layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> | <p>Summer 2</p> | <p>Programming B – Selection in quizzes The children will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They will learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They will use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, they will evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p> |

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Music curriculum overview

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| Autumn | Composition notation Based on the theme of Ancient Egypt, the children will learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation. | Whole Class Instrumental lesson throughout the year P-bone and Ukulele |
| Spring | Looping and remixing Children will learn about how dance music is created, focusing particularly on the use of loops. | |
| Summer | Blues The children will be introduced to this famous genre of music and its history. They will learn to identify the key features and mood of Blues music and its importance and purpose. They will also get to grips with the 12-br Blues and the Blues scale and combine these to create an improvised piece with a familiar, repetitive backing. | |

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PE curriculum overview

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| <p>Autumn 1</p> | <p>Hockey In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules.</p> <p>Kurling In this unit children build on the skills of Kurling from KS1 and Year 3.</p> | <p>Autumn 2</p> | <p>Netball In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. In netball, they will do this by maintaining possession and moving the ball towards the goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules</p> <p>Dance In this unit children will learn different styles of dance, working individually, as a pair and in small groups. They will think about how to use movement to explore and communicate ideas and their own feelings and thoughts. As they work, they will develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work.</p> |
| <p>Spring 1</p> | <p>Fitness In this unit children will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Children will be given the opportunity to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Swimming / Cricket The children will be taught by swimming instructors. They will focus on swimming fluently and with increased confidence and control. Children will work on improving their swimming strokes, learning personal survival techniques and on how to stay safe around water. Children will have to keep afloat and propel themselves through the water.</p> | <p>Spring 2</p> | <p>Gymnastics In this unit children develop balancing, rolling, jumping and inverted movements. They will explore partner relationships such as canon and synchronisation and matching and mirroring. Children will be given opportunities to receive and provide feedback in order to make improvements on their performance. In gymnastics as a whole, they will develop performance skills considering the quality and control of their actions.</p> <p>Swimming / Cricket In this unit, the children will develop their understanding of the principles of striking and fielding. They will expand on their knowledge of the different roles. They will also have to think about how they use skills, strategies and tactics to outwit their opposition.</p> |
| <p>Summer 1</p> | <p>Athletics In this unit children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>Handball In this unit children will further develop their understanding of the attacking and defending principles of invasion games. They will continue to develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p> | <p>Summer 2</p> | <p>Volleyball In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. They will learn to place an object away from an opponent to make it difficult for them to return. They will be given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Rounders In this unit children will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm or overarm, catching and retrieving a ball. They will expand on their knowledge of how to play different roles of bowler, backstop, fielder and batter and apply tactics in these positions.</p> |

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RE curriculum overview

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| Autumn 1 | Why do people have to stand up for what they believe in? Thinking about religious freedom, the children will use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues | Autumn 2 | Why doesn't Christianity always look the same? Thinking first as geographers and historians, the children will explore the spread of Christian beliefs worldwide through looking at artwork, history, case studies and first-hand accounts |
| Spring 1 | What happens when we die? (Part 1) Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, the children will explore what happens when we die and the importance of funerals | Spring 2 | What happens when we die? (Part 2) Continuing to investigate concepts relating to death, the children will learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1 |
| Summer 1 | Who should get to be in charge? The children will explore how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics | Summer 2 | Why are some places in the world significant to believers? Using maps, pictures and texts, the children will investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture |

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PSHE curriculum overview

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| <p>Autumn 1</p> | <p>Being Me in My World</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions | <p>Autumn 2</p> | <p>Celebrating Difference</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own |
| <p>Spring 1</p> | <p>Dreams and Goals</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa | <p>Spring 2</p> | <p>Healthy Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle |

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| | <ul style="list-style-type: none"> • Know ways that they can support young people in their own culture and abroad <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others | | <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies Be motivated to keep themselves healthy and happy |
| <p>Summer 1</p> | <p>Relationships</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can suggest strategies for building self esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks | <p>Summer 2</p> | <p>Changing Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult |

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