



Year 5: Curriculum Planner – Year Group Overview 2016/2017

Autumn 1							Autumn 2							
1 5/9/2015	2 12/9/2016	3 19/9/2016	4 26/9/2016	5 3/10/2016	6 10/10/2016	7 17/10/2016	8 31/10/2016	9 7/11/2016	10 14/11/2016	11 21/11/2016	12 28/11/2016	13 5/12/2016	14 12/12/2016	
<p style="text-align: center;"><u>Abracadabra</u></p> <p>Science– Properties and Changes of Materials Compare and group together everyday materials based on evidence from comparative and fair tests. Explain that some changes result in the formation of new materials Demonstrate that dissolving, mixing and changes of state are often reversible changes Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Show understanding by giving reasons, based on evidence from comparative and fair tests Music: (following ‘Charanga’ scheme of work) All the learning is focused around one song: ‘Don’t Stop Believin’. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. DT: Bake bread. Analyse and evaluate existing products and how they reacted when mixed. Art: Learn about great artists, architects & designers Henri Matisse (painting with scissors / montage) French: school subjects, numbers to 60, school subjects, English: Power of Reading – Clockwork by Philip Pullman. Poetry – including ‘The Magic Box’ by Kit Wright. RE: Pilgrimages of different religions. WHY DO PEOPLE MAKE PILGRIMAGES? IS LIFE LIKE A JOURNEY? P.E.: swimming – working towards SEAL awards / ball skills – football. Computing: Design and write programs to solve problems(Scratch). Use ICT to explore and develop simple models by changing variables and simple formulae. Using the internet effectively and safely.</p>							<p style="text-align: center;"><u>Come and Join the Celebration.</u></p> <p>Science – continuation of first half of term. PE: Swimming – working towards SEAL awards / creative movement Join dance / gymnastic phrases and motifs to compose longer sequences. DT: <i>Cook dishes for a party. Analyse and evaluate existing products and how they reacted when mixed.</i></p> <p>RE: HOW & WHY DO PEOPLE CELEBRATE RELIGIOUS FESTIVALS? Including Divali and CHRISTMAS (Focus on Epiphany). Art: painting French: telling time to ¼ past and ¼ to, different means of transport Music: Christmas songs ‘The Bells Ring Out.’ English: Historical Narrative – A Christmas Carol by Charles Dickens. Persuasive Texts. Computing: 3D printing (link with Settlebeck) using ‘Sketch Up’ program / Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions - (Use Photo Story). DT: designing buildings and small town to be created with 3D printer. Geography: map reading skills History:</p>							Christmas Craft Week

Spring 1						Spring 2						
1 4/1/2016	2 9/1/2015	3 16/1/2016	4 23/1/2016	5 30/1/2016	6 6/2/2016	7 13/2/2016	8 27/2/2016	9 6/3/2016	10 13/3/2016	11 20/3/2016	12 27/3/2016	13 3/4/2016
<p style="text-align: center;"><u>That’s Life.</u></p> <p>Science– Life and Living Things in the Environment / Animals, including humans Know and describe the changes as humans develop to old age. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. 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. Music: (following ‘Charanga’ scheme of work) Classroom Jazz - All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing. Skills will include: listening appraising, playing instruments, improvising and performing. DT / Art: Learn about artists who work with nature ‘Richard Shilling’, creating own natural sculptures. French: how to ask for drinks and snacks, expressing likes and dislikes about drinks and snacks. English: Classical / Narrative Poems – ‘The Ballad of Charlotte Dymond’ by Charles Causley. RE: Why can holding beliefs be difficult? P.E.: swimming – working towards SEAL awards / Ball games (Tag-Rugby / hockey) Computing: Represent data from analysis in appropriate ways, including the use of graphs. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Geography: map reading skills</p>						<p style="text-align: center;"><u>Walk Like an Egyptian</u></p> <p>Science– Music: (following ‘Charanga’ scheme of work) Benjamin Britten’s Friday Afternoons: A Tragic Story. Other learning within the unit gives the class an opportunity to research Benjamin Britten’s life and to listen to many of his other works. DT: Bake bread. Analyse and evaluate existing products and how they reacted when mixed. Art: Improve mastery of techniques- 3D sculpture. French: How to buy different types of bread and ice-creams. English: Power of Reading – A Boy in the Girls’ Bathroom by Louis Sachar. RE: Easter: Focus on Victory over death. P.E.: swimming – working towards SEAL awards / ball skills – hockey / Gymnastics Computing: Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes Geography: map reading skills History: Ancient Civilizations: Ancient Egyptians. Know the location of Egypt, significant places and individuals, Egyptian mythology, some aspects of daily life and Egyptian legacy e.g. construction, astronomy, medicine, art.</p>						

Summer 1					Summer 2							
1 24/4/2016	2 1/5/2016	3 8/5/2016	4 15/5/2016	5 22/5/2016	7 5/6/2016	8 12/6/2016	9 19/6/2016	10 26/6/2016	11 3/7/2016	12 10/7/2016	13 18/7/2016	
Spaced Out.					World of Cracking Ideas / Location, Location, Location.							Junior music / dance production.
<p>Science– 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.</p> <p>Music: Stop! This is a six-week Unit of Work that builds on previous learning and is focused around one song: Stop! - a rap/song about bullying.</p> <p>Art: printing</p> <p>French: learning names of body parts, describing a monster</p> <p>English: Power of Reading – Krindlekrax by Philip Ridley.</p> <p>RE: How and why do people pray?</p> <p>P.E.: rounders / athletics</p> <p>Computing: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes.</p> <p>Geography: orienteering</p>					<p>Science– 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</p> <p>Music: Junior performance. DT: Know and understand the stages of any design and make process, leading to their own invention. Art: Drawing - Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape French: giving opinions about sports and agreeing or disagreeing with statements. Reading and writing a letter about sport. English: ‘Wolves in the Walls’ by Neil Gaiman (plus one more text yet to be confirmed) RE: Places of Worship. What religions are found in our communities? Include RC, Quaker, Cathedral, mosque, mandir.</p> <p>P.E.: athletics / tennis</p> <p>Computing: programming</p> <p>Geography: 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, rivers), and understand how some of these aspects have changed over time Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Recognise how and why places are similar to and different from other places in the same country and elsewhere in the world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Understand why the place your school is located is like it is and how history has shaped it e.g. industrialisation Learn how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened</p> <p>History: Learn about the impact of some of the most significant changes in transport and / or technology. Investigate and explain how scientific and technological developments affect the physical and living worlds.</p>							