Year 5 – Curriculum Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
Learning challenge Main driver	**Will I ever live on another planet?** Science	**How was Farsley affected by the First World War?** History	**How can we save the Amazon Rainforest?** Geography		**What was the impact of the Roman invasion on Britain?** History	**Why did the Anglo Saxons want to invade Britain?** History
Trip/Visitors	Wonderdome	Sunnybank Mills Visit to a local restaurant	Creatures of the rainforest – artist Tropical World Residential to Herd Farm Leeds Playhouse Gurdwara – Sikhism		Murton Park	Anglo-Saxon visitor
Themed days/weeks:	Equality Week Black history	Anti-Bullying Week	Arts Week National Online Safety Day	Science Week International Women's Day	Heritage Day	Health Week
English Reading	The Iron Man by Ted Hughes	Private Peaceful by Michael Morpurgo	The Explorers by Katherine Rundell		Roman Quest Beowulf Roman myths and legends	
English writing	Setting description Biography of Valentina Treshkova	WW1 Poetry Informal letter Recount of the Christmas Truce	Adventure stories Non-Chronological report Persuasive speech writing News article (online version) Diary		Long form narrative including a diary entry + newspaper	Balanced report – Who had a greater impact on Britain –Romans or Anglo- Saxons?
Maths	Place Value Number: Addition and subtraction Statistics	Statistics Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and division Fractions	Fractions Number: Decimals and Percentages	Number: Decimals Geometry: Property of shapes	Geometry: Position and direction Measurement: Converting units Measurement: Volume

Science	**Earth and Space** How do the Earth and Moon behave? *Solar system.* *Phases of the moon.* *Earth's rotation*	**Forces** How can we affect how things move? *Friction, gravity, air resistance, water resistance*	**Living things and their habitats** How do living things reproduce? *Lifecycles of plants and animals. Germination.* **Animals including humans** ***(Relationships and Sex Education)*** How do humans grow and change? *(Linked to PSHE curriculum)*		**Properties and changes of materials** How do we change materials and will they change back? *Solids, liquids and gases.* *Changing states.* *Solids, liquids and gases.* *Changing states.* *Revision of elements of a healthy lifestyle (nutrition from Year 3).*	
History		**How was Farsley affected by the First World War?** ***NC link:*** *-Post 1066 study in depth.* *-Significant turning point in history.* *-Cause and effect.* *The causes of the First World War.* *The impact on Farsley.* *The role of women.* *The end of the war.*			**What was the impact of the Roman invasion on Britain?** ***NC link:*** *-Roman Empire and impact on Britain.* *-Fall of the Roman Western Empire.* *Archaeology* *The invasion attempts by the Roman Empire: the two unsuccessful ones and the successful one.* *Co-operation Vs resistance.* *Life in Roman Britain.*	**Why did the Anglo Saxons want to invade Britain?** **NC link:** -Britain's settlement by the Anglo Saxons. Archaeology The decline of the Roman Empire. The mass migration of Angles, Saxons and Picts.
Geography		**How was Farsley affected by the First World War?** *(small geography unit)* *UK Locational Knowledge L4 - locate UK cities and counties.*	**How can we save the Amazon Rainforest?** *World Locational Knowledge – locate countries and capital cities in South America.* *Place knowledge* *Human and physical geography – describe and understand key aspects of the Amazon rainforest, the world's seven biomes and economic activity including trade links*		**What was the impact of the Roman invasion on Britain?** *(small geography unit)* *UK Locational Knowledge L4– locate UK cities and counties.* *World locational knowledge*	**Why did the Anglo-Saxons want to invade Britain?** *(small geography unit)* *UK Locational Knowledge*
Computing	**Online Safety** *Digital Literacy* Potential online dangers and safety	**Mars Rover 1** *Digital Literacy and Information Technology* Data transfer and binary code		**Micro:Bit** *Computer Science and Information Technology* The meaning and purpose of programming	**Search Engines** *Digital Literacy* Research skills and finding accurate information	**Big Data 1 (Y6)** *Digital Literacy and Information Technology* Barcodes, QR codes and RFID

PSHE The red flag demarcates lessons which link directly to safeguarding	**Mental Health and Emotional Wellbeing** Dealing with feelings	**Identity, Society and Equality** Stereotypes, discrimination and prejudice	**Keeping Safe and Managing Risk** When things go wrong **Relationship and Sex Education** Growing up and changing	**Drugs, Alcohol and Tobacco Education** Different Influences	**Careers, Financial and Economic Wellbeing** Borrowing/Earning money	**Physical Health and Wellbeing** In the media
Mindmate	Self-Belief	Unhealthy friendships and relationships	Aspirations to manage change positively	Strong emotions & mental health	Stigma	Talking it through – Restorative justice
No Outsiders	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help	To explore friendship	To exchange dialogue and express an opinion
RE	**Why are some places and journey's special?**	**Why are Gurus at the heart of Sikh belief and practice?**		**Should we forgive others?**	**What values are shown in codes for living?**	
PE CJ's 1 lesson per half term	Swimming **AfPE** Gymnastics	Swimming **AfPE** OAA	Swimming **AfPE** Gymnastics	Swimming **Phoenix Dance** Contemporary dance	Swimming **AfPE** Athletics	Swimming **AfPE** Rounders
DT		**Food project** **Project Outcome:** Design, make and evaluate a savoury hot dish. Children use a basic tomato sauce and choose herbs and spices to alter the taste of the dish.		**Mechanical systems** **Project Outcome:** Design, make and evaluate a toy for a toddler that has moving parts. Children to use cams and pulley systems to make parts of the toy move.		**Textiles** **Designer:** Nicholas Kirkwood **Project Outcome:** Design, make and evaluate a pair of indoor shoes that are suitable to wear at school. Children use a number of fabric shapes to construct a 3D product.
Art	**Printing** **Artist:** Benji Torrado Cabrera **Project Outcome:** To create a space inspired print. Children will plan their print using layering of colour.		**Painting** **Artist:** Henri Rousseau **Project Outcome:** To create a detailed painting of an animal from the Amazon. Children will apply paint to create texture.		**Collage/mosaic** **Artist:** Antoni Gaudi and Alan Pergusey **Project Outcome:** To create a mosaic inspired by the work of Gaudi. Children will use small tiles/ pieces of pot to create organic patterns.	

Music	**West African Drumming – rhythm work and composition.** *Play and Perform/ Improvise/ Compose/ Use Voices*		**Keyboard Challenge – learning to read music and play solo pieces on the keyboard.** *Listen/ Appraise/ Play and Perform using instruments/ Notation*		**Garageband/ Chrome Music Lab – further developing music technology skills, composing using chord progressions** **Singing games and Rhymes – part-singing** **Showtime** *Experiment/ Create/ Listen/ Appraise/ Perform/ Use Voices*	
Spanish	Phonetics lessons 1&2 Greetings	Colours and numbers	Vegetables	Presenting myself	Classroom	Family