Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trip/Visitors	Pudsey River Walk St. Aiden's Nature Reserve 6 mile walk	Tropical World Theatre: The Grinch	Royal Armouries: Anglo-Saxons Residential: Herd Farm	Vikings Murton Park	Mayan visitor Wonderdome	Magna Pen-y-Ghent
Focus days/weeks:	Anti-Bullying Week Arts and Culture Week Endangered Animal Day Restaurant evenings		Equalities Week National Online Safety Day International Women's Day World Book Day		Health Week	
Outdoor Learning	Forest schools – Science Forces		Forest schools		Forest schools	
English Reading	The Explorer– Katherine Rundell		Beowulf	How to train your dragon	Cosmic – Frank Cottrell Boyce	
English writing	Diary – being stranded in the Amazon Narrative - building tension linked to the arrival of the Explorer	Persuasive leaflet to save the Orangutans Christmas: The Letter	Setting description – Mead Hall Narrative dialogue – focus on speech	Instructions on how to train a mythical creature The Saga of Biorn	Non-Chronological Report Audio diary	Volcano description How to survive an earthquake Natural disaster poetry
Maths	Place Value Addition and subtraction	Multiplication and Division Fractions	Multiplication and division Fractions	Number: Decimals and Percentages Perimeter and Area Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume
Science	**Forces** How can we affect how things move? *Friction, gravity, air resistance, water resistance* *(Outdoors)*	**Properties and changes of materials** How do we change materials and will they change back? *Solids, liquids and gases. Changing states.*	**Living things and their habitats** How do living things reproduce? *Lifecycles of plants and animals. Germination.* *(Outdoors)*	**Animals including humans** ***(Relationships and Sex Education)*** **How do humans grow and change?** ***(Linked to PSHE curriculum)***	**Earth and Space** How do the Earth and Moon behave? *Solar system.* *Phases of the moon.* *Earth's rotation.*	

History **Geography**	**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*		**Why did the Anglo Saxons want to invade Britain? How did the Vikings change Britain?** ***NC link:*** *-The Viking and Anglo Saxon struggle.* *The invasion of the Vikings – how and why they invaded.* *Life under Danelaw in England.* *Religion.* *The end of the Vikings in England.*		**Mayans** ***NC link:*** *-Non-European society which contrasts with Britain.* *-Cause and consequence.*	**What's the Earth's deadliest hazard?** *World Locational Knowledge– locate countries, major cities and key human and physical features in the world's seven continents.Place knowledge – Japan and Haiti* *Human and physical geography – describe and understand key aspects of volcanoes and earthquakes, and the distribution of natural resources including energy, food, minerals and water.*
Computing	Online Safety	Computing systems and networks - Systems and searching	Programming – Selection in physical computing (micro:bits)	Data and information – Flat-file databases (linked to animals)	Creating media – Introduction to vector graphics (Link to layering in space prints)	
PSHE	**Identity, Community and Belonging** Stereotyping & gender, prejudice & discrimination	**Mental Health and Wellbeing** Emotions in the body, times of change, loss, grief & bereavement	**Relationships and Friendships** Violence in relationships is unacceptable, managing feelings	**Physical Health and Choices** Resisting vaping pressure, misleading adverts, early signs of illness	**Keeping Safe and Managing Risk** Missing from home, resisting peer pressure, passwords & phishing	**Economics, Careers and Transition** Borrowing & debt, enterprise, career decisions
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
Preventative curriculum	PREVENT – Lesson series 5 lessons Pol-Ed Lesson 1 – What is peer pressure? Three houses	Pants/ I saw your willy Screen time assembly	Lucy and the boy (online safety day) Pol-Ed Lesson 2 – What are different types of crime? Railway safety assembly	RSE – 7 Lessons – linked to science Pants are private	Little mouse – Mindmate sessions Pol-Ed Lesson 3 – How can we use our phones sensibly?	Alright Charlie – part 1 Fire safety talk
RE	Why do some people go on pilgrimage?	How do Sikhs symbolise their commitment?	What do Christians believe about the old and new covenants?		What values do people live by?	Should we forgive others?
PE	**Swimming** **PE Pro** Fundamental movement skills	**Swimming** **iMoves** Dance	**Swimming** **iMoves** Gymnastics	**Swimming** **PE Pro** Multi-sports term 1	**Swimming** **PE Pro** Handball	**Swimming** **PE Pro** Athletics

DT **Art**	**Painting** **Artist:** Henri Rousseau **Project Outcome:** To create a detailed painting of an animal from the Amazon. Children will apply paint to create texture.	**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.	**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	**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.	**Printing** **Artist:** Benji Torrado Cabrera **Project Outcome:** To create a space inspired print. Children will plan their print using layering of colour.	**Textiles** **Designer:** Nicholas Kirkwood **Project Outcome:** Design, make and evaluate a pencil case that are suitable to wear at school. Children use a number of fabric shapes to construct a 3D product.
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 Core vocabulary lessons (colours, numbers, days, months, classroom commands, verbs)	My home	Clothes	Do you have a pet?	What is the date?	At the cafe