




Year 5 - Curriculum Overview 2016-17
(Skills and Topic)

	Autumn Term Space - The Final Frontier	Spring Term Rainforests	Summer Term Vicious Vikings
English	Traditional Tales From Other Cultures Journey to Jo-burg Non Fiction: Martin Luther King	Poetry with attitude Classic Literature - The Lion, The Witch And The Wardrobe	Legend: Beowulf Modern Fiction - White Dolphin
Maths	Number, fractions, shape, position and direction, arithmetic, decimals, time, mass	Number, fractions, shape, length, arithmetic, decimals, statistics, area and perimeter	Number, fractions, money, shape, volume and capacity, arithmetic, percentages, statistics, position and direction
History	<ul style="list-style-type: none"> Use evidence to build up a picture of past event - <i>the history of space travel / moon landings</i> 	Looking at the ancient tribes of the rainforest that have existed for many years.	<ul style="list-style-type: none"> <i>Britain's settlement by Anglo-Saxons and Scots</i> <i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Identify connections and contrasts between periods in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events
Science	Earth and Space <ul style="list-style-type: none"> Stars, planets and moons are roughly spherical. In solar systems, planets orbit a star and moons orbit planets. Night and day are due to the rotation of the Earth about its axis. The phases of the Moon are the result of the shadow on the dark side of the Moon being visible in different proportions depending on where the Moon is in its orbit. Forces	Decay and Recycling <ul style="list-style-type: none"> That decay is an essential aspect of nature. That some materials can be recycled instead of thrown away That throwing things away has an environmental impact which can be reduced by waste management Life Cycles <ul style="list-style-type: none"> Living things have a cycle that involves continual replacement of organisms of the same species. 	Mixtures and Reactions <ul style="list-style-type: none"> The properties of materials include their chemical properties - solubility, type of reactions etc. These properties result in some mixtures being easily separated In a chemical reaction new substances are made. Most chemical reactions are not reversible. Human Development <ul style="list-style-type: none"> That human beings have a life cycle like other animals. That there are changes in the


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	<ul style="list-style-type: none"> Gravity pulls objects towards the centre of the Earth Air resistance, water resistance and friction oppose movement Simple machines can reduce the force needed to move things and alter speed and direction 	<ul style="list-style-type: none"> The life cycles of different animals vary, and, for insects and amphibians include metamorphosis. 	<p>human body as it develops from childhood to adolescence, in preparation for adulthood and reproduction.</p>
Art and Design	<ul style="list-style-type: none"> Space drawing - experiment with line, tone and shade Create sketch books to record their observations and use them to review and revisit ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 3 D form Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Experiment with wet media to make different marks , lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Adapt their work according to their views and describe how they might develop it further. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work Painting Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours Printing Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints.
Geography	<p>Earth from space - features you can see</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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- 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Begin to suggest questions for investigating Begin to use primary and 	<ul style="list-style-type: none"> Use digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs,


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	<p>use patterns.</p> <ul style="list-style-type: none"> Select a map for a specific purpose. Begin to use atlases to find out about other features of places. Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts, mountains, 	<p>secondary sources of evidence in their investigations.</p> <ul style="list-style-type: none"> Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts, mountains, Human geography, including: economic activity including trade links 	
Music	<ul style="list-style-type: none"> Recorders - <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i> 	<ul style="list-style-type: none"> Recorders - <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i> 	Beowulf Music Skills Scheme <ul style="list-style-type: none"> Recorders - <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i>
Computing	<p>We are artists- geometry and design on computers</p> <p>We are web developers. Focus on building web pages, e-safety and blogging.</p>	<p>We are game developers Using code and Scratch to build and program our own game</p> <p>We are cryptographers Cracking codes using our Maths brains!</p>	<p>We are bloggers Setting up and maintaining a blog linking to life at Meriden.</p> <p>We are architects Building 3D models virtually. Explore inside the buildings that you create</p>
DT	<p>Bread and biscuits / space food.</p> <ul style="list-style-type: none"> <i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking</i> 	<p>Masks Investigate products/images to collect ideas</p> <ul style="list-style-type: none"> Sketch and model alternative ideas 	<p>Moving Toys - Viking Ships</p> <ul style="list-style-type: none"> <i>Use research and develop design criteria to inform the design of innovative, functional,</i>

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	<p><i>techniques</i></p> <ul style="list-style-type: none"> • <i>Understand seasonality, and know where and how a variety of ingredients are grown,</i> • Prepare food products taking into account properties of ingredients and sensory characteristics • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Decorate appropriately • Work safely and hygienically 	<ul style="list-style-type: none"> • Record ideas using annotated diagrams • Use models, kits and drawings to help formulate design ideas • Use found information to inform decisions <p>TEXTILES</p> <ul style="list-style-type: none"> • Create 3D products using pattern pieces and seam allowance • Decorate textiles appropriately often before joining components • Join fabrics using over sewing, back stitch, blanket stitch • Combine fabrics to create more useful properties <p>SHEET MATERIAL</p> <ul style="list-style-type: none"> • Cut accurately and safely to a marked line • Join and combing materials with temporary, fixed or moving joins • Choose an appropriate sheet material for the purpose <p>CONSTRUCTION</p> <ul style="list-style-type: none"> • Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Join materials using appropriate methods • Cut strip wood, dowel, square section wood accurately. • Build frameworks using a range of materials e.g. wood, card corrugated plastic to • Incorporate motor and a switch into a mode • Use glue gun with close supervision 	<p><i>appealing products that are fit for purpose,</i></p> <ul style="list-style-type: none"> • <i>Generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams,</i> <ul style="list-style-type: none"> • Investigate products/images to collect ideas <p>Sketch and model alternative ideas</p> <ul style="list-style-type: none"> • Record ideas using annotated diagrams • Use models, kits and drawings to help formulate design ideas • Use found information to inform decisions <ul style="list-style-type: none"> • <i>Select from and use a wider range of tools and equipment to perform practical tasks</i> • <i>Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties</i> <p>TEXTILES</p> <ul style="list-style-type: none"> • Create 3D products using pattern pieces and seam allowance • Decorate textiles appropriately often before joining components • Join fabrics using over sewing, back stitch, blanket stitch • Combine fabrics to create more useful properties <p>SHEET MATERIAL</p> <ul style="list-style-type: none"> • Cut accurately and safely to a marked line • Join and combing materials with temporary, fixed or moving joins • Choose an appropriate sheet material for the purpose <p>CONSTRUCTION</p> <ul style="list-style-type: none"> • Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Join materials using appropriate methods • Cut strip wood, dowel, square section wood accurately. • Build frameworks using a range of materials e.g. wood, card corrugated plastic to • Incorporate motor and a switch into a mode • Use glue gun with close supervision <ul style="list-style-type: none"> • <i>Evaluate their ideas and products against their own</i>

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			<p><i>design criteria and consider the views of others to improve their work</i></p> <ul style="list-style-type: none"> • Understand how key events in design and technology have helped shape the world • Use the design criteria to inform their decisions about ways to proceed • Identify what does and does not work in the product. • Make suggestions as how their design could be improved
PSHE	SEAL Guidelines		
PE	Outside agency		
RE	Continue to follow Solihull RE Guidelines		
MFL	School language - Spanish		