



## Curriculum Overview – Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic Question</b>	<b>Can there be any winners in war?</b> Launch: Spy day- code cracking Other WOW activities: trip to porthcurno / Final event: Supporting texts: Letters from a lighthouse		<b>Do all scientists wear white coats?</b> Launch: scientist day Other WOW activities: Camp, Newquay space hub, space dome Final event: Science exhibition Supporting texts: Fortunately the milk		<b>Does water rule the world?</b> Launch: River sampling Other WOW activities: Beach day (Whole school) Final event: Water activity, beach clean exhibition Supporting texts: Kensuke's Kingdom	
<b>Mathematics</b>	Place value addition and subtraction statistics	Multiplication and division Perimeter and area	Multiplication and division Fractions	Fractions Decimals and percentages	Decimals Properties of shape	Position and direction Converting units Volume
<b>English</b>	Fear / suspense: The Blitz – not so brave after all Diary extract: Evacuee's diary	WW2 poetry Newspaper report : Normandy invaded  A Christmas Truce	Instruction : How to prepare for an intergalactic space mission Alien landing – Pie Corbett	Persuasive text: Join the Stellar Dome Community today	Defeating the monster :Beowulf	Non chronological report – Rivers
<b>Science</b>	Properties and changes of materials <b>Focus Scientist- Spencer Siler and Arthur Fry</b>		Forces  <b>Focus Scientist -Galileo</b>	Earth and space	Living things and their habitats	Animals including humans
<b>Geography</b>	<b>Place Knowledge</b> Geographical Skills Locate the world's countries, using maps, environmental regions, key physical and human characteristics,		<b>Locational Knowledge</b> Geographical Skills & Field Work		<b>Human &amp; Physical Geography</b> Geographical Skills & Field Work Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America. Rivers	
<b>History</b>	WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	

	A turning point in British History – WW2					
<b>Computing</b>	Computer science coding	Information technology Green screen / video editing	Digital literacy E safety	Computer science Discovery coding	Computer science Barefoot computing network hunt	Information technology Barefoot computing pizza party
<b>P.E.</b>	OAA Yoga	Swimming Football	Dance Tag rugby	Hockey Gymnastics	Athletics Sportsday practice	Cricket Tennis
<b>P.S.H.E.</b>	Me and my relationships	valuing differences	Keeping myself safe	rights and responsibilities	being my best	growing and changing
<b>R.E.</b>	Why is the Torah so important to Jewish people?	2b.4 INCARNATION: Was Jesus the Messiah? <b>Christmas</b>	2b.1 GOD: What does it mean if God is holy and loving?	What does it mean to be a Muslim in Britain today?	2b.5 GOSPEL: What would Jesus do?	Why do some people believe in God and some not? OR: What matters most to Humanists and Christians?
<b>Art and Design</b>	<p>Lowry experiment with different grades of pencil and other implements• Plan, refine and alter their drawings as necessary• Use the sketchbook to collect and record visual information from different sources• Draw for a sustained period of time at their own level • Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Textiles• Join fabrics in different ways including stitching• Use different grades and uses of threads and needles • Extend work within a specified technique• Experiment using batik safely</p>		<p>Painting • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours• Work on preliminary studies to test media and materials• Create imaginative work from a variety of sources</p> <p>Printing• Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing• Choose the printing method in a task• Build up layers and colours/textures• Organize work in terms of pattern, repetition, symmetry or random printing styles• Choose inks and overlay colours</p> <p>Drawing skills applied through drawing/sketching (visible in sketchbooks –KS2)National artist: Bridget Riley</p>	<p>Alfred Walice – Artist</p> <p>Painting • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours• Work on preliminary studies to test media and materials• Create imaginative work from a variety of sources</p> <p>Printing• Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing• Choose the printing method in a task• Build up layers and colours/textures• Organize work in terms of pattern, repetition, symmetry or random printing styles• Choose inks and overlay colours</p> <p>Drawing skills applied through drawing/sketching (visible in sketchbooks –KS2)National artist: Bridget Riley</p>		
<b>Music</b>	guitars Rock Steady	guitars Rock Steady	Our community solar system	Keeping healthy	Life cycles	At the movies Celebration
<b>DT</b>	textiles / sheet materials		Construction/ Technical knowledge		Construction/ Technical knowledge Food – nutrition / hygiene	