



## Year 5 Yearly Overview

### English

#### Fiction

Modern retelling of myth/dilemma story (boy in girls' bathroom)

Myth - Greek

Story by a significant author – Louis Sachar

Story from another culture

#### Non-fiction

Instructions

Recounts (boy in girls' bathroom and a monster calls)

Persuasive writing

Biography and autobiography – Harry Potter

Non-chronological reports (Greek gods)

Discussion texts

Poems (Dramatic conventions)

### Music

#### Music express – scheme

Unit 1 – performance

Unit 4 - beat

Unit 2 – listening

Unit 5 – composition

Unit 3 – structure

Unit 6 – performance

### RE

#### Follow Gloucestershire agreed syllabus.

Unit- U2.1 What does it mean if Christians believe God is holy and loving? (GOD)

Unit- U2. 8 What does it mean to be a Muslim in Britain today?

Unit- U2.3 Why do Christians believe God is the Messiah?

(INCARNATION)

Unit- U2. 9 Why is the Torah so important to Jewish people?

Unit- U2.4 Christians and how to live: 'What would Jesus do?'

(GOSPEL)

Unit- U2.10 What matters most to Humanists and Christians? (C, M/J NR)

### Design Technology

*(Each year group will cover 3 DT units per year.)*

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, **gears, pulleys, cams**, levers and linkages]
- apply their understanding of computing to program, monitor and control their products.

#### Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- **understand seasonality**, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Geography

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - human geography, including: types of settlement and land use, **economic activity including trade links**, and the distribution of natural resources including energy, food, minerals and water.

#### Geographical skills and fieldwork

- use maps, atlases, globes and 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.

### Computing

*Rising starts units for Year 5 - change order of units where appropriate to fit in with topics.*

Unit 5.1 – We are game developers (Developing an interactive game)

Unit SU – We are presenters (Creating an interactive factsheet)

Unit 5.3 – We are artists (Fusing geometry and art)

Unit 5.4 – We are web developers (Creating a web page)

Unit 5.5 – We are bloggers (Sharing experiences and opinions)

Unit 5.6 – We are architects (Creating a virtual space)

\*SU is a School developed unit to meet the needs of our pupils so that they are digitally literate at a suitable level for future workplace and as active participants in a

## Art and design

### Exploring and developing ideas:

- Imaginatively develop and extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.

### Using the work of artist:

- Learn about artists, designers and architects in history.
- Give details about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

### Evaluating and developing work:

- Analyse and comment on ideas, methods and approaches using my own and others' work, relating these to context.
- Adapt and refine my work to reflect my own view of its purpose and meaning.
- Annotate work in my sketchbook to reflect my ideas and the ideas of others.

### Drawing: **Media – Sketching pencils, Pen and ink, Graphite sticks.** Artist – **Van Gough, Quentin Blake (GB)**

- Use lines to represent movement.
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Draw from imagination and observation

### Painting: **Media – Acrylics and Pen.** Artist – **Hokusai, Edward Burra (GB)**

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

### Collage:

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.

### Sculpture: **Media – Clay and plasticine.** Artist – **William Morris, Barbara Hepworth (GB)**

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

### Print: **Media – Polystyrene tile and paint.**

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

## Science

### To work scientifically (LO in bold must be covered and clearly taught)

- **planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary**
- **taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate**
- **recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs**
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

### Living things and their habitats

- 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.

### Animals, including humans

- describe the changes as humans develop to old age.

### Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### 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.

### 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.

## History Year 5

### Content

#### Skills

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

### Content

NC-Britain's settlement by Anglo-Saxons and Scot

#### Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

NC-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

#### Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

NC-Ancient Greece – a study of Greek life and achievements and their influence on the western world

## PSHCE (PINK Curriculum)

### Health and Wellbeing > Healthy Lifestyles

[Smoking: what is normal?](#) ✖

[Getting fit](#) ✖

[It all adds up!](#) ✖

### Health and Wellbeing > Keeping Safe

['Thinking' about habits](#)

[Jay's dilemma](#)

[Independence and responsibility](#)

[Our emotional needs](#) ✖

[Would you risk it?](#) ✖

[Being assertive](#) ✖

[Drugs: true or false?](#) ✖

[Spot bullying](#)

[Communication](#)

[Decision dilemmas](#)

[Would you...?](#)

### Health and Wellbeing > Growing and Changing

[Different skills](#)

[How are they feeling?](#)

[Growing up and changing bodies](#)

[Star qualities](#)

[Dear Hetty](#)

[Changing bodies and feelings](#)

[Help! I'm a teenager - get me out of here!](#)

### Relationships > Healthy Relationships

[It could happen to anyone](#)

[Taking notice of our feelings](#)

[Collaboration Challenge!](#)

[Give and take](#)

[Relationship cake recipe](#)

[Stop, start, stereotypes](#)

### Relationships > Feelings and Emotions

[How good a friend are you?](#)

[Dear Ash](#)

[Ella's diary dilemma](#)

[Is it true?](#)

### Relationships > Valuing Difference

[Qualities of friendship](#)

[Kind conversations](#)

[Happy being me](#)

### Living in the Wider World > Rules, Rights and Responsibilities

[Local councils](#)

[What's the story?](#)

[Fact or opinion?](#)

[The land of the Red People](#)

### Living in the Wider World > Caring for the Environment

[Rights, responsibilities and duties](#)

[My school community \(2\)](#)

[Mo makes a difference](#)

### Living in the Wider World > Money

[Spending wisely](#)

[Lend us a fiver!](#)

## Physical education

### Lancaster scheme of work. (LSOW)

**NC** - they should enjoy communicating, collaborating and competing with each other.

-they should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

-use running, jumping, throwing and catching in isolation and in combination

-play competitive games, modified where -appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Games:

- Invasion Games (hockey, rugby, football - LSOW)
- Net / wall (Tennis / Badminton– LSOW)
- Striking and Fielding (cricket and rounders - LSOW)
- Athletics (cycle B LSOW)

**NC** - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Gymnastics:

- Progression 1-3
- Progression 4-6
- Progression 7-10

**NC** - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Dance

- Use the objectives and progression of skills in scheme but use your own topic as a stimulus for the dance. (3 units following progressions 1-6 from LSOW for year 5.)

**NC** - take part in outdoor and adventurous activity challenges both individually and within a team.

#### OAA

- Progressions 1-7

**NC** - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

#### Athletics

- Progressions 1-6

## Languages

### Using 'La Jolie Ronde' Scheme of Work

The High Street

Giving/asking for directions

Times of day

Simple future tense

Numbers 0-50

Christmas/Easter

Months

Food + likes/dislikes

Breakfast + voudrir

Following a recipe

Saying the date

Seasons

Giving a weather report

Giving a presentation about yourself and where you live