








Year 5 Curriculum						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>The Anglo-Saxons</u>	<u>The Vikings</u>	<u>Earth and Space!</u>	<u>Inventors!</u>	<u>Australia</u>	<u>World War One</u>
Lead Subject	History	History	Science	DT	Geography	History
Line of Enquiry	What was the role of Anglo-Saxon children?	Were the Vikings really brutal invaders?	Why can't we live on any other planet?	How can movement be created?	How does the Australian eco system differ from the UK?	What affect did the Triple Alliance have on Europe?
Science	<p>Animals including humans</p> <p>Humans grow and change as they develop from birth to old age. A timeline to indicate stages of growth and development of humans. Puberty is the time when a boy or girl's body begins to develop and change. Compare animal gestational periods to humans. Changes as humans age.</p>	<p>Properties, Uses of Materials, and Changing States of Matter</p> <p>Compare and group everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Investigate thermal insulation. (Scientific enquiry). Know that some materials will dissolve in liquid to form a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Reversible and irreversible changes. Explain that some changes result in the formation of new materials not often reversible, including burning and action or the action of acid on bicarbonate of soda.</p>	<p>Earth and Space</p> <p>Explore and name the planets of the Solar System, explore that the sun is a star. Explore and describe the movement of Earth and other planets, relative to the sun. Explore and describe the movement of the moon, relative to the Earth. Explore and describe the Sun, Earth and Moon as approximately spherical bodies. Explore the Earth's rotation to explain day and night, including the movement across the sky.</p>	<p>Forces and Magnets</p> <p>Explore the concept of gravity- objects falling towards Earth. Explore the concept of friction. Explore the concept of air resistance. Explore the concept of water resistance. Explore levers, pulleys and gears that allow a smaller force to have a greater effect.</p>	<p>Living things and their Habitats</p> <p>Explore and describe the differences in the life cycles of a mammal, amphibian, insect and a bird. Describe the life process of reproduction of some animals. Describe the life process of reproduction of plants. Visit EYFS to observe the changes of an animal- ducks.</p>	<p>Scientific Enquiry</p> <p>Mini motorised boats – Forces & Electricity https://www.science-sparks.com/mini-motorised-boat-stem-challenge/</p> <p>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.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Asking questions Asking questions that can be answered using a scientific enquiry. </p> <p>Making predictions Using prior knowledge to suggest what will happen in an enquiry. </p> <p>Setting up tests Deciding on the method and equipment to use to carry out an enquiry. </p> <p>Observing and measuring Using senses and measuring equipment to make observations about the enquiry. </p> <p>Recording data Using tables, drawings and other means to note observations and measurements. </p> <p>Interpreting and communicating results Using information from the data to say what you found out. </p> <p>Evaluating Reflecting on the success of the enquiry approach and identifying further questions for enquiry. </p> </div>
History	<p>British Settlements by Anglo-Saxons & Scots</p> <p>Explore chronology of Anglo-Saxon period. Explore the mix of tribes from Germany, Denmark and Netherlands. Explore life of children- schooling/jobs/clothing.</p>	<p>Invasion- The Vikings</p> <p>Explore chronology of The Vikings. Explore how they travelled to England and how they invaded. Explore the attack in England- Monastery of Lindisfarne. Explore the weapons and armour used by the Vikings. Explore religion within Viking times- comparison between Vikings and Anglo Saxons.</p>				<p>The causes and effect of World War I.</p>

<p>Geography</p>	<p>Name and locate counties in the UK. Study coasts- how did Anglo Saxons use this to invade? Identify human and physical features of Britain.</p>			<p>Location of countries on a map. Name and locate Baghdad on a map. Name and locate the Silk Road on a map.</p>	<p>Ecosystems/ economic activity/ time zones Latitude/ longitude/time zones</p> <p>Recap and explore climate zones. Explore and locate Australia on a world map. Explore the human features of Australia- Sydney Opera House, Q1 Tower and Port Arthur. Explore the physical features of Australia include the Great Barrier Reef, Uluru and Bondi Beach. Explore the Great Barrier Reef as a unique ecosystem. Explore Australia has a variety of climatic zones. Identify economic activity within Australia. Explore lines of latitude and longitude linked to time zones. Explore international times zones.</p>	<p>It became known as The Great War, as it affected people all over the world. It lasted from 1914 until 1918. The Triple Alliance was made up of Germany, Austria-Hungary and Italy The Triple Entente was made up of Britain, France and Russia The war began when Austria-Hungary declared war on Serbia Battles were fought on land, at sea and in the air Many battles were fought using trench warfare, long ditches were dug in the ground and soldiers lived in the trenches and climbed out to attack One of the most famous battles is the Battle of Somme in 1916 and one million soldiers were killed Around 20 million people died during WWI</p>
<p>Art</p>	<p>Skill: Drawing: recap and explore all formal elements of art; create illuminated letters for the element of space.</p> <p>Use Anglo Saxon artefacts to observe formal elements and draw. Explore using a range of pencil grades.</p> <p>Create illuminated letters.</p>		<p>Unit: Marble Painting & Collage: Explore the formal elements of texture and colour.</p> <p>Use different painting techniques to create a 3D model planet; create Space collage artwork.</p> <p>Key Artist focus- Tony Vegas</p>		<p>Unit: Drawing and painting: Media focus- acrylic</p> <p>Explore formal elements through cross hatching (rarrk). Focus on line, tone and value, texture and form.</p> <p>Using Aboriginal artwork and artists as inspiration, create Australian art exploring different effects with paint.</p>	
<p>DT</p>		<p>Textiles: To create a Christmas textile item.</p> <p>Explore existing Christmas textile items. Explore different ways to join fabric together using sewing skills (running, over stitch, backstitch) Explore different ways to decorate fabric using sewing skills (sewing, applique and embroidering shapes) Design a Christmas textile item (Stocking/bag) Apply sewing skills to create a Christmas textile item.</p>		<p>Make Construction: Design a moving toy, including working mechanism (pulleys and gears)</p> <p>Investigate toys with moving mechanisms. To investigate different CAMS mechanisms. Investigate strengthening structures. Design a moving toy with a CAM. Create a moving toy, following a design.</p>		<p>Food and nutrition: Use knowledge of locality and seasonality to design a food product- explore Lamington cake.</p> <p>Investigate lamington cakes. Investigate different toppings. Follow a recipe to make a simple lamington. In groups design a lamington using different ways to flavour sponge/toppings. Make and bake lamington in small groups. Evaluate product</p>

		Evaluate Christmas textile item.		Evaluate finished product.		
Computing (Purple Mash)	Mirco:bit (4 lessons)	Game creating (5 lessons) Summary day- word processing	Databases (4 lessons)			External Devices (6 lessons)
Online Safety (Project Evolve)	<p>Online Safety- Project Evolve Self-Image and identity Online Reputation</p> <p>Explore how to make responsible choices about having an online identity, depending on context. Explore how identity online can be copied, modified or altered. Explore ways that information about anyone online can be used by others to make judgements. Explore how to search for information about an individual online.</p>	<p>Online Safety- Project Evolve Managing Online Information</p> <p>Explore what is meant by a hoax. Explore fake news and how this may affect others' emotions and behaviour. Explore the term stereotype and how these are reinforced online and how they may influence others. Explore commercially sponsored online content. Explore how the internet can draw information about us. Explore concepts linked to the internet- information, reviews, facts, opinions, validity and reliability. Explore differences between adverts and search results being trustworthy. Explore the benefits and limitations of using different types of search technologies.</p>	<p>Online Safety- Project Evolve Online Relationships</p> <p>Explore examples of technology-specific forms of communication. Explain that there are some people you communicate with online who may want to do me of my friend's harm. Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>Online Safety- Project Evolve Online Bullying</p> <p>Recognise that online bullying can be different to bullying in the physical world. Describe how what one person perceives as playful joking and teasing might be experienced as others as bullying. Explain how anyone can get help if they are being bullied online and know when to tell an adult. Explore a range of ways to report concerns and access support both in school and at home.</p>	<p>Online Safety- Project Evolve Health, wellbeing and lifestyle</p> <p>Describe ways technology can affect health and wellbeing, positively and negatively. Describe strategies, tips or advice to promote health and wellbeing. Recognise benefits and risks of accessing information about health and wellbeing online. Explain how and why some apps and games may request or take payment for content.</p>	<p>Online Safety- Project Evolve Privacy and Security</p> <p>Explain what a strong password is and demonstrate how to create one. Explain how free apps or services may read and share private information. Explain what app permissions are and examples.</p> <p>Copyright and ownership</p> <p>Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused.</p>
Music (Charanga)	Charanga: Rock Livin on a prayer		Charanga- Old School Hip Hop Fresh Prince of Bel Air		Charanga- Motown Dancin' in the street	
PSHE (myHappyMind)	myHappyMinds scheme: myHappyMind- Meet your Brain (x5 lessons) +Places (4 lessons)	myHappyMinds scheme: myHappyMind- celebrate (x4 lessons)	myHappyMinds scheme: myHappyMind- Appreciate (x4 lessons) +Healthy Lifestyles (x2 lessons)	myHappyMinds scheme: myHappyMinds- Relate (x4 lessons) +Friendships (x1 lesson) +Families and Close Positive Relationships (x1 lesson)	myHappyMinds scheme: myHappyMind- Engage (x4 lessons)	myHappyMinds scheme: +Economic Wellbeing (x3 lessons) +Ourselves, Growing and changing- Grief (x1 lesson) +Ourselves, Growing and changing – Transition (x1 lesson)
Spanish (Language Angels)		<p>The date -La fecha</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p>	<p>En la cafeteria- At the Café</p> <p>Pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>		<p>¿Qué tiempo hace?- What's the Weather Like?</p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	
PE (PE Passport)	Invasion Games (football) Swimming	Sports Hall Athletics Swimming	Invasion Games-Hockey Gymnastics	Teamwork Dance	Athletics Invasion Games	Striking and Fielding
RE (SACRE)	Hindu Dharma What might Hindus learn from stories about Krishna?	Christianity: God Why is it sometimes difficult to do the right thing?	Christianity: Jesus What do we mean by 'miracle'?	Christianity: Church How do people decide what to believe?	Islam Why is the Quran so important to Muslims?	Judaism Do people need laws to guide them?

