Christ the Sower Ecumenical Primary School
Year 5 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**To entertain** Narrative Extract - Dialogue *Who Let the Gods Out by Maz Evans*	**To inform** Newspaper Article *Windrush Child by Benjamin Zephaniah*	**To entertain** Narrative Extract - Prequel *The Haunting of Aveline Jones by Peter Hickes*	**To persuade** Persuasive Speech *Hidden Figures by Margot Lee Shetterly*	**To inform** Narrative – Prequel *The Janie Drake Equation by Christopher Edge*	**To entertain** Diary *The Janie Drake Equation by Christopher Edge*
Maths	• Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division • Number: Fractions		• Number: Multiplication and Division • Number: Fractions, Decimals and Percentages • Measurement: Perimeter and Area • Statistics		• Geometry: Shape, Position and Direction • Number: Decimals • Number: Negative Numbers • Measurement: Converting Units and Volume	
Science	**Forces** • Understand that force and motion can be transferred through devices such as gears, pulleys, levers and springs • Understand that some mechanisms allow a smaller force to have a greater effect • Explain that unsupported objects fall towards the earth because of gravity • Identify the effects of air resistance, water resistance and friction	**Animals including humans (Lifestyle and our body)** • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions • Describe the changes as humans develop to old age	**Living things and their habitats** • Plants (including lifecycle) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Investigate the way in which water is transported within plants • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • Describe the life process of reproduction in some plants and animals • Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world • Learn about naturalists (e.g. David Attenborough)	**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	**Properties and changes of materials** • Compare and group together everyday materials on the basis of their properties. • Understand that some materials will dissolve in liquid to form a solution • Use knowledge of states of matter to decide how mixtures might be separated, (filtering, sieving and evaporation) • Know that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials	

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Computing	**Online Safety and Digital Citizenship** **Media Balance & Well-Being** **My Media Choices** - What makes a healthy media choice? **News and Media Literacy** **A Creator's Rights and Responsibilities -** What rights and responsibilities do you have as a creator? **Computing Systems and Networks** **Systems and Searching** • Recognising IT systems in the world and how some can enable searching on the internet.	**Online Safety and Digital Citizenship** **Privacy & Security** **Private and Personal Information -** What information about you is OK to share online? **Digital Footprint & Identity** **Our Online Tracks -** How does our online activity affect the digital footprints of ourselves and others? **Creating Media** **Webpage Creation** • Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Online Safety and Digital Citizenship** **Relationships & Communication** **Keeping Games Fun and Friendly -** How can I help myself and others be positive and have fun while playing online games? **Cyberbullying, Digital Drama & Hate Speech** **Be a Super Digital Citizen -** How can we be upstanders when we see cyberbullying? **Programming** **Selection in Physical Computing and Quizzes** • Exploring conditions and selection using a programmable microcontroller and quizzes.
History	**Immigration Windrush** **What is meant by 'Windrush'?** • To be able to locate and identify the Caribbean Islands. ***(Geography Skills)*** • To use historical methods to find out about history of African-Caribbean people in Britain before the 1940's. • To know that Caribbean men and women served in the second World War. • To be able to explain why people chose to travel on the Empire Windrush • To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.	**Kingdom of Benin** **How did the Kingdom of Benin become an Empire?** • To find out where the Kingdom of Benin was and about the time we will be exploring. • To find out about the leaders of the Kingdom of Benin. • To find out about the trade network of the Benin empire. • To find out about the Benin Empires Golden Age. • To understand the decline of the Benin Empire.	**History of the Space Race** **What was the space race and how did it impact space travel today?** • To know the origins of the space race and some of the early achievements • To know about the achievements of Apollo 11 and Neil Armstrong • To find out about how the space race led to developments in space shuttles • To understand the importance of future space exploration • To explore the future of space travel, including space tourism.

Geography	**Oceans** **How can we save our oceans?** • To name the major bodies of water on earth • to understand ocean zones and marine biodiversity • to describe the significance of the Great Barrier Reef • to understand the human impact on coral reefs and oceans • to identify ways that we can help to protect the oceans	**Global Warming** **How can we save our planet?** • To explore the meaning of global warming understand its impact on the world. • To understand how humans affect the environment. • To identify some of the impacts of climate change • To identify ways that humans are being affected by climate change. • To explain some different ways in which people are taking climate action.	**Connecting the world** **How are maps used to help us navigate the world?** • To use atlases and world maps effectively to identify continents, countries and oceans. • To use and recognise a range of map symbols • To use grid references and lines of latitude and longitude on maps • To use the eight points of a compass to compare locations around the UK • To be able to apply my map skills to locate geographical features.
Art	**Typography and Maps** **How can we use drawing and graphics skills to create typography?** **How can we use typography skills to create pictorial maps?** **Key Concepts** • That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.	**Mixed media land and cityscapes** **How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?** **Key Concepts** • That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes. • That artists often work outside (plain air) so that all their senses can be used to inform the work. • That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". • We can share our artistic discoveries with and be inspired by each other. • We can use sketchbooks to focus this exploration, and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.	**Architecture Dream Big or Small?** **How can we use mono type to make a creative response to poetry or prose?** **Key Concepts** • That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. • That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. • That we can combine monotype with other disciplines such as painting and collage. • That we can make art by expressing our own personal response to literature or film.

DT	**Textiles** **Can we make a cushion cover that expresses our character?** • **Design:** designing for a purpose, considering which techniques and materials to use, creating a paper pattern piece for the main body and any additional components. • **Make:** selecting and using appropriate stitch types to join and attach materials depending on their properties. • **Evaluate:** comparing 3d object to 2d design, evaluating existing stuffed toys, identifying poor sewing techniques and where possible rectifying it (EG: pulling it tighter , sew closer stitches etc) • **Technical Knowledge:** Identifying methods of joining fabric effectively, running stich, cross stitch and blanket stitch, knowing how to create a hidden seam and seal stuffing. .	**Mechanical Systems** **Can we create a moon rover that can travel 50cm?** • **Design:** developing designs following a list of design criteria, modelling and testing the launch chassis. • **Make:** selecting the materials and tools to measure, mark, cut and assemble accurately, using nets and tabs to design the rover chassis. • **Evaluate:** testing products in time trials, comparing to others designs, discussing and recording ways to improve the speed of the car, reviewing and learning about aerodynamic shapes in cars. • **Technical Knowledge:** utilising car-part vocabulary EG: Chassis, developing net and template creation and recognising key mechanisms as a spart of key functionality.	**Cooking** **Can we create a dish that has been influenced by immigration?** • **Design:** researching and reading recipe books, speaking to family members and classmates to inspire and develop recipes, selecting ingredients, planning methods and determining equipment needed • **Make:** working hygienically and safely with food. Working to a time scale, using a variety of cooking methods such as steaming, boiling and baking. • **Evaluate:** tasting, scoring, and evaluating each other's 3 course meals. • **Technical Knowledge:** understanding the risks of meat and fish when not cooked or stored properly, understanding the safe storage of meat and fish, designing and balancing a 3 course meal.
Music	**Livin' on a Prayer** This is a six-week unit of work. All the learning in this unit is focused around one song: Livin' On A Prayer.	**Classroom Jazz** This is a six-week Unit of Work that builds on previous learning. Learning is focussed on Three Note Bossa and The Five Note Swing.	**Fresh Prince of Bel-Air** This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Fresh Prince Of Bel Air

PE	**Gymnastics (Flight)** The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence. **Netball** The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence. **Hockey** The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Badminton** The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).	**Dodgeball** The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending. **Football** The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **T1 Rugby** The unit of work will introduce pupils to kicking with accuracy and control. Pupils will make effective decisions about when and where to kick to retain or regain possession. Pupils will also explore lineouts, understanding when, where and why they are used during a game. Pupils will also be introduced to the tackle triangle and how this is used following a touch tackle. **OAA (Challenging Collaboration)** The unit of work will enable pupils to develop and apply effective collaboration skills when working as part of a team. Throughout the unit, pupils will develop an understanding of what makes an effective team and be able to apply this understanding in a range of challenges.	**Dance (The Circus)** The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group. **Tennis** The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game to score points and win the game. **Swimming** Children will take part in 5 swimming lessons across a 2-week period. Children will be working towards the National Curriculum requirements (Swim 25m, Range of strokes, Water Safety) **Athletics** The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. **Rounders** The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.

PSHE	**Being Me In My World** • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating	**Celebrating Difference** • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	**Dreams and Goals** • Future dreams • The importance of money Jobs and careers • Dream job and how to get there • Goals in different cultures Supporting others (charity) • Motivation	**Healthy Me** • Smoking, including vaping • Alcohol and anti-social behaviour • Emergency aid Body image • Relationships with food Healthy choices Motivation and • Behaviour	**Relationships** • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules	**Changing Me** • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

RE	**Beliefs and Questions** **Focus: What do Christians believe about the death of Jesus?** Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it	**Community and Identity** **Focus: How do rites of passage shape the lives of different Christians?** Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox	**Beliefs and Questions** **Focus: Why is it important to Muslims that Muhammad is known as the seal of the prophets?** Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood	**Reality and Truth** **Focus: How do Christians show commitment and why?** What is commitment and how do we show it? How do Christians live and how are they influenced by their faith?	**Community and Identity** **Focus: How does being in a community affect the lives of the Jewish community?** Explore the key features of worship in Judaism and the significance of prayer and ritual.	**Reality and Truth** **Focus: What does it mean to live a good life?** Ensure that nonreligious views are considered here too. Bring in The Phillipa Foot and the Trolly problem. Aristotle and the Golden Mean.

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MFL (2-Year Cycle)	**Year 1**	**Pleased to Meet You** Learn to express their emotions Talk about the future, using two different tenses. Discuss career ambitions	**All About Ourselves** • Develop vocabulary for clothes and the body • Learn to describe their own appearance • Introduction to some key grammatical features of French, such as the position and agreement of adjectives. • Develop their conversational skills, learning to talk about emotions and health.	**That's Tasty** • Learn key vocabulary related to food and drink. • Learn vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like • Learn the opening and closing times of shops and know key phrases connected to food.	**Family and Friends** • Extend their conversation abilities. In topic areas such as animals, homes and family. • Learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. • Find out more about possessive adjectives and explain a family network in detail.	**School Life** • Learn vocabulary related to objects, subjects and prepositional language. • Learn questions and answers which they would use at school. • Learn key phrases connected to school life.	**Time Travelling** • Apply previous skills and knowledge of numbers and dates to talk about key events in French history. • Introduction to one of the common past tenses in the French language • Learn to give dates of birth

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	Year 2	**Let's Visit a French Town** Make simple sentences with habiter (to live) Identify places in a French town or city Recognise ordinal numbers	**Let's Go Shopping** • Learn about shopping experience in France • Use prepositional language • Learn key phrases for asking the questions needed when going shopping • Role play shoppers and shopkeepers	**This is France** • Know how to describe France's neighbours and positions/distances of a variety of cities. • Learn the French names for famous French landmarks • Know how to describe what people do when they visit Paris.	**All in a Day** • Learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. • Learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. • Role pay using an airport arrival and departure boards and a school timetable	**Our Precious Planet** • Learn to identify key environmental challenges in our local area • Use target sentence structure to say what challenges there are • Say what environmental actions they are going to take • Prepare and deliver a short presentation using learned vocabulary	**More to Explore** • Understand the gist of a French story and attempt to work out the meaning of new words • Use a range of strategies to learn new words • Correctly identify different word types • Understand some detail in written and spoken French