



# Christ the Sower Ecumenical Primary School

## Year 5 Curriculum Overview



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b><u>To entertain</u></b>            Narrative Extract - Dialogue  <i>Who Let the Gods Out</i> by Maz Evans</p>	<p><b><u>To inform</u></b>            Comparative Diary Entries  <i>Windrush Child</i> by Benjamin Zephaniah</p>	<p><b><u>To entertain</u></b>            Narrative Extract - Prequel  <i>The Haunting of Aveline</i>  <i>Jones</i> by Peter Hickes</p>	<p><b><u>To persuade</u></b>            Persuasive Speech  <i>Hidden Figures</i> by Margot Lee Shetterly</p>	<p><b><u>To entertain</u></b>            Narrative – Short Story  <i>The Janie Drake Equation</i> by Christopher Edge</p>	<p><b><u>To inform</u></b>            Formal Report  <i>The Janie Drake Equation</i> by Christopher Edge</p>
Maths	<ul style="list-style-type: none"> <li>Number: Place Value</li> <li>Number: Addition and Subtraction</li> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> </ul>		<ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Number: Fractions, Decimals and Percentages</li> <li>Measurement: Perimeter and Area</li> <li>Statistics</li> </ul>		<ul style="list-style-type: none"> <li>Geometry: Shape, Position and Direction</li> <li>Number: Decimals</li> <li>Number: Negative Numbers</li> <li>Measurement: Converting Units and Volume</li> </ul>	

**FRIENDSHIP**   **THANKFULNESS**   **COURAGE**   **FORGIVENESS**   **COMPASSION**   **RESPECT**   **PERSEVERANCE**

**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

**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

		<p>life cycles of plants and animals in their local environment with other plants and animals around the world</p> <ul style="list-style-type: none"> <li>• Learn about naturalists (e.g. David Attenborough)</li> </ul>		
<b>Computing</b>	<p><b>Online Safety and Digital Citizenship</b> <b>Media Balance &amp; Well-Being</b> <b>My Media Choices</b> - What makes a healthy media choice?</p> <p><b>News and Media Literacy</b> <b>A Creator's Rights and Responsibilities</b> - What rights and responsibilities do you have as a creator?</p> <p><b>Computing Systems and Networks</b> <b>Systems and Searching</b></p> <ul style="list-style-type: none"> <li>• Recognising IT systems in the world and how some can enable searching on the internet.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b> <b>Privacy &amp; Security</b> <b>Private and Personal Information</b> - What information about you is OK to share online?</p> <p><b>Digital Footprint &amp; Identity</b> <b>Our Online Tracks</b> - How does our online activity affect the digital footprints of ourselves and others?</p> <p><b>Creating Media</b> <b>Slideshow Presentations</b></p> <ul style="list-style-type: none"> <li>• Using a slideshow to present data/information in an effective and engaging manner.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b> <b>Relationships &amp; Communication</b> <b>Keeping Games Fun and Friendly</b> - How can I help myself and others be positive and have fun while playing online games?</p> <p><b>Cyberbullying, Digital Drama &amp; Hate Speech</b> <b>Be a Super Digital Citizen</b> - How can we be upstanders when we see cyberbullying?</p> <p><b>Programming</b> <b>Selection in Physical Computing and Quizzes</b></p> <ul style="list-style-type: none"> <li>• Exploring conditions and selection using a programmable microcontroller and quizzes.</li> </ul>	
<b>History</b>	<p><b>Immigration Windrush</b> <b>What is meant by 'Windrush'?</b></p> <ul style="list-style-type: none"> <li>• To understand what Windrush was and who was affected</li> <li>• To evaluate and analyses sources of evidence, justifying reasons for validity</li> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul>	<p><b>Kingdom of Benin</b> <b>How did the Kingdom of Benin become an Empire?</b></p> <ul style="list-style-type: none"> <li>• To recognise how the Benin Kingdom began and what it was like 500-1000 years ago</li> <li>• To know how Benin became an Empire</li> <li>• To understand the changes that took place when European settlers started trading.</li> <li>• To understand how Benin contrasted with British society</li> </ul>	<p><b>History of the Space Race</b> <b>The evolution of space travel...</b></p> <ul style="list-style-type: none"> <li>• To use appropriate vocabulary, dates and times when discussing key events in the space Race</li> <li>• Identify the events that happened in the build up to the Space Race causes and results of great events and the impact on people</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing the events and assessing the impact on today's society investigate their own lines of enquiry by posing historically valid questions to answer.</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how the Kingdom of Benin came to an end</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• To have a secure and detailed understanding of the space Race and how it has impacted space travel today</li> <li>- To understand how other countries impacted the space race and equally had a major impact on the world</li> <li>- To compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</li> </ul>
<b>Geography</b>	<p><b>Oceans</b> <b>How can we save our oceans?</b></p> <ul style="list-style-type: none"> <li>• To 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</li> <li>• To know how the oceans and seas were formed</li> <li>• To learn about some of the ways humans explore the deep oceans and how we can protect our oceans</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in ocean around UK. Record the results in a range of ways.</li> <li>• Evaluate quality of the evidence provided by different research.</li> </ul>	<p><b>Global Warming</b> <b>How can we save our planet?</b></p> <ul style="list-style-type: none"> <li>• Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> <li>• To understand how some of these aspects have changed over time and the impacts on today's society</li> <li>• Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Understand why different places employ different strategies for solving similar problems</li> </ul>	<p><b>Connecting the world</b> <b>Explain how the world is connected and facing similar battles</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere.</li> <li>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> <li>• Draw a variety of thematic maps based on their own data.</li> <li>• Begin to draw plans of increasing complexity and sketch maps to show varying locations and showing different climates</li> <li>• Make comparisons between the ways land use differs between different countries studied (relevant countries to year group cohort)</li> <li>-</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<p><b>Typography and Maps</b>  <b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• That when designers work with fonts and layout it is called Typography.</li> <li>• That we can use the way words look to help us communicate ideas and emotions.</li> <li>• That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	<p><b>Mixed media land and cityscapes</b>  <b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or cityscapes.</li> <li>• That artists often work outside (plain air) so that all their senses can be used to inform the work.</li> <li>• 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”.</li> <li>• We can share our artistic discoveries with, and be inspired by each other.</li> <li>• 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.</li> </ul>	<p><b>Architecture Dream Big or Small?</b>  <b>Key Concepts</b></p> <p>That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</p> <ul style="list-style-type: none"> <li>• That we can make creative choices which both serves ourselves as individuals and the communities we belong to.</li> <li>• That we can use form, structure, materials, and scale to design innovative buildings.</li> <li>• That we can build architectural models to test out our ideas and share our vision.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DT</p>	<p><b>Textiles</b>  <b>Can we make a cushion cover that expresses our character?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> designing for a purpose, considering which techniques and materials to use, creating a paper pattern piece for the main body and any additional components.</li> <li>• <b>Make:</b> selecting and using appropriate stitch types to join and attach materials depending on their properties.</li> <li>• <b>Evaluate:</b> 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)</li> <li>• <b>Technical Knowledge:</b> Identifying methods of joining fabric effectively, running stitch, cross stitch and blanket stitch, knowing how to create a hidden seam and seal stuffing. .</li> </ul>	<p><b>Mechanical Systems</b>  <b>Can we create a moon rover that can travel 50cm?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> developing designs following a list of design criteria, modelling and testing the launch chassis.</li> <li>• <b>Make:</b> selecting the materials and tools to measure, mark, cut and assemble accurately, using nets and tabs to design the rover chassis.</li> <li>• <b>Evaluate:</b> 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.</li> <li>• <b>Technical Knowledge:</b> utilising car-part vocabulary EG: Chassis, developing net and template creation and recognising key mechanisms as a spart of key functionality.</li> </ul>	<p><b>Cooking</b>  <b>Can we create a dish that has been influenced by immigration?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> researching and reading recipe books, speaking to family members and classmates to inspire and develop recipes, selecting ingredients, planning methods and determining equipment needed</li> <li>• <b>Make:</b> working hygienically and safely with food. Working to a time scale, using a variety of cooking methods such as steaming, boiling and baking.</li> <li>• <b>Evaluate:</b> tasting, scoring, and evaluating each other’s 3 course meals.</li> <li>• <b>Technical Knowledge:</b> 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.</li> </ul>

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**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

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**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.

**Tag-Rugby**

The unit of work will challenge pupils to apply their prior learning of **passing** and **moving**, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

**OAA**

The unit of work will **consolidate** pupils' ability to **orientate** a map and locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will **consolidate** their ability to **collaborate** with others and work as a team to complete the challenges.

**Cricket**

The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams. (Taught by Bucks Cricket Coaches through their Chance to Shine programme)

**Dance**

The unit of work will challenge pupils to bring different types of street art to life through **movement** and **expression**. Pupils will be able to understand and depict the **emotion** behind certain street art and use different types of **choreographical skills** to tell a story/deliver a message.

**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**).

**Gymnastics**

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.

**Dodgeball**

The unit of work will develop pupils' ability to apply the principles of **attack vs defence** in games. Pupils will apply their **throwing, catching and dodging** skills combining these with their understanding of team work to try and win the game.

**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 challenge pupils to apply **fielding tactics**, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and **tactically select players** to play in positions that utilise their skills.

**Golf**

The unit of work will challenge pupils to consolidate and combine their skills of using Launchers and Rollers, and apply their skills and understanding in competitive situations. Pupils will have to consider 'Hazards' on the course as they plan solutions for avoiding these hazards and complete the holes in as few shots as possible.

**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.

<b>PSHE</b>	<b>Relationships</b>		<b>Living in the wider world</b>		<b>Health and Wellbeing</b>	
	<ul style="list-style-type: none"> <li>Families and Friendships</li> <li>Safe Relationships</li> <li>Respecting ourselves and others</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>		<ul style="list-style-type: none"> <li>Physical health and Mental wellbeing</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul>	
<b>RE</b>	<b>Beliefs and Questions</b> <b>Focus: What do Christians believe about the death of Jesus?</b>	<b>Community and Identity</b> <b>Focus: How do rites of passage shape the lives of different Christians?</b>	<b>Beliefs and Questions</b> <b>Focus: Why is it important to Muslims that Muhammad is known as the seal of the prophets?</b> 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	<b>Reality and Truth</b> <b>Focus: How do Christians show commitment and why?</b> What is commitment and how do we show it? How do Christians live and how are they influenced by their faith?	<b>Community and Identity</b> <b>Focus: How does being in a community affect the lives of the Jewish community?</b> Explore the key features of worship in Judaism and the significance of prayer and ritual.	<b>Reality and Truth</b> <b>Focus: What does it mean to live a good life?</b> Ensure that nonreligious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean.
	Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it	Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox				

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**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 play 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