

YEAR 5 CURRICULUM OVERVIEW

ANCIENT GREECE, ANGLO-SAXONS AND SCOTS, WATER, THE VILE VICTORIANS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH <i>see detailed English curriculum plan</i>	KEY TEXT: The Adventures of Odysseus	KEY TEXT: Stormbreaker	KEY TEXT: Journey	KEY TEXT: Beowulf	KEY TEXT: The Highwayman	KEY FOCUS: Wick Court Farm
HISTORY	Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i>		Anglo-Saxons and Scots <i>Britain's settlement by Anglo-Saxons and Scots</i>	Anglo-Saxons and Scots <i>Britain's settlement by Anglo-Saxons and Scots</i>		The Victorians – Schools for all <i>A study of an aspect or theme in Britain's history that extends pupils' chronological knowledge beyond 1066</i>
GEOGRAPHY		Comparison of a region in European country and of the UK e.g. Greece <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European Country</i> Countries and cities			Study a region of the UK e.g. Wick Court Farm <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</i> <i>Use four and six figure grid references, symbols and key (including the use of Ordnance</i>	

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		<p>of UK <i>Locate the countries of Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>			<i>Survey maps)</i>	
RE	Rules and regulations	Christmas: Wise Men	Creation stories	Easter art	Prayer	Religion in art
ART	<p>Greek Pottery (History link) e.g. Clay work – pots/containers (see QCA ‘Containers’)</p> <p><i>Use sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>Improve their mastery of art and design techniques with a range of materials e.g. clay</i></p>		<p>Talking Textiles (History/Literacy link) e.g. Bayeux Tapestry and stories told through textiles</p> <p><i>Use sketch books to record their observations</i></p> <p><i>Improve their mastery of art and design techniques with a range of materials e.g. textiles</i></p>	<p>Where... in watercolours (Literacy/Geography link)</p> <p>e.g. Looking at rural and urban landscapes using photography and watercolours – based on QCA ‘A sense of place’</p> <p><i>Learn about great artists in history</i></p> <p><i>Improve their mastery of art and</i></p>		

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				<p><i>design techniques with a range of materials e.g. paint</i></p> <p><i>Use sketch books to record their observations</i></p>		
COMPUTING	<p>Programming Starting with Scratch</p> <p>Website evaluation Stop Check</p>	<p>Spreadsheets Simply Delicious</p> <p>Strategy simulation Building a sustainable house</p>	<p>Blogging and creating text Can you finish my story?</p> <p>Emailing with contacts Tell me a joke</p>	<p>Coding Logo/algorithms</p>	<p>Design an e-safety poster and digital presentation</p>	<p>Computer terminology Stop frame animation</p>
DT		<p>Greek Architecture (History link) e.g. Models of Temples/ theatres</p> <p>Or</p> <p>Bridge Building (Geography link)</p> <p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Evaluate their ideas and products against</i></p>			<p>Water wheels (History/Geography/Science-Forces link)</p> <p>e.g. Make water wheels http://howto.wired.com/wiki/Build a Plastic Cup Waterwheel</p> <p>http://www.solarschools.net/resources/pdf/Make%20Your%20Own%20Water%20Wheel.pdf</p> <p><i>Understand and use mechanical systems in their products [e.g. pulleys, cams, levers and linkages]</i></p> <p><i>Understand how key events and individuals in design technology have helped shape the world</i></p>	

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		<i>their own design criteria and consider the views of others to improve their work</i>				
PE	Invasion games	Gymnastics	Dance	Net and wall games	Striking and fielding	Athletics
SCIENCE See Science Programmes of Study for objectives and non-statutory guidance	Properties and changes of materials		Earth and space	Animals including humans	Living things and their habitats	Forces (DT link) <i>Design and make products that use levers, pulleys, gears and/or springs and explore effect (non-statutory LO)</i>
SCIENCE Related methods, processes and skills (Statutory)	<p>These skills are incorporated across the units and year</p> <ul style="list-style-type: none"> ▪ 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, classifications 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 					