



Curriculum overview Year 5

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Topic Question	Why are Rainforests important?	Where does all the water go?	What was special about the 1960's?	Maya: Bloodthirsty rulers or chocoholic geniuses?	Anglo Saxons and Vikings: were they really vicious?	Can you persuade me?
Visits	Botanic Gardens Science Focus – plant reproduction	Local walk: Cherry Hinton Hall Park		Local walk: Cherry Hinton Hall park	West Stowe Anglo-saxon Village History focus	Local walk: Cherry Hinton Hall park
Key texts	Journey to the river sea Eva Ibbotson	Floodland Marcus Sedgewick	Cosmic Frank Cottrell Boyce	The Viewer Gary Crew	Beowulf – Michael Morpurgo The Highwayman – Alfred Noyes	Clockwork – Philip Pullman Rise Up – Amanda Li
ENGLISH	Narrative – story from another perspective Diary/letter writing Persuasive language:	Story opening – building tension Diary/letter writing Explanation text - The water cycle- facts/statements Free verse poems about water	Cosmic writing: characterisation Diary/letter writing News reports: The Moon landings Space poems	Narrative – horror/dystopian Information text – The Maya	Legend based on Beowulf Narrative poetry – the Highwayman Diary/letter writing	Biography writing Writing an ending of a ghost/mystery story – including with author commentary.
Grammar	Word Classes: Nouns Verbs Adverbs Adjectives Fronted Adverbials Relative clauses Conjunctions Paragraphing Modal verbs	Word Classes: Nouns Verbs Adverbs Adjectives Prepositions Pronouns Expanded noun phrases Direct speech Fronted adverbials	Word Classes: Nouns Verbs Adverbs Adjectives Prepositions Pronouns Relative Pronouns Brackets and commas for parenthesis Perfect tenses	Word Classes: Nouns Verbs Adverbs Adjectives Prepositions Pronouns Relative Pronouns Determiners Dashes for parenthesis	Consolidation of previous Hyphenation	Consolidation of previous Commas to clarify meaning



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		Paragraphing	Direct and reported speech Relative clauses	Passive voice Cohesion in paragraphs		
MATHS	White rose Maths Number Place Value Addition and subtraction	White Rose Maths Multiplication and division Fractions.	White Rose Maths Multiplication and division Fractions	White Rose Maths Decimals and percentages Perimeter and Area Statistics	White Rose Maths Shape Position and Direction Decimals	White Rose Maths Negative Numbers Converting Units Measurement
SCIENCE	Living things and their habitats Reproduction of plants, Lifecycles of amphibians, insects, birds, mammals in the rainforest. Research work of naturalists: Jane Goodall/David Attenborough	Properties and changes of materials Compare and group together everyday materials based on 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,	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.	Science week: 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.	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.	Animals including humans Describe the changes of humans as they develop to old age. Describe changes in Puberty. Gestation periods of different animals comparing with humans.



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		<p>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.</p> <p>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.</p>				
<p>GEOGRAPHY</p>	<p>Locating equator, tropics Locate countries, continents, oceans on a world map Rainforest human geography Layers of the rainforest</p> <p>Factfile location case study, identifying</p>	<p>The water cycle Features of a river</p> <p>Using an atlas, find the location of famous rivers and mountainous regions. Children given a world map with rivers and mountains for them to name. They can also plot additional rivers</p>				<p>Fieldwork at Cherry Hinton hall park</p>



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	<p>human and economic features</p> <p>Persuasive writing (for and against) deforestation</p> <p>Work out accurate itinerary detailing a journey to another part of the world</p>	<p>and mountains they have researched.</p> <p>Create a model/draw a diagram of the course of a river, with key features identified and explained.</p> <p>New town planning – explaining why the environment (river) would be suitable for future development.</p>				
HISTORY			<p>The History of the 1960's moon landings Create 1960's timeline 1960s-present day development of space technology timeline.</p> <p>Compare 1960s to now. Similarities/differences Eg: cars, fashion, music, art</p> <p>Create a catalogue of how the swinging sixties have shaped life today.</p> <p>1960s healthcare: Rubella vaccines</p>	<p>The Mayans: Put forward arguments for and against: Mayans were bloodthirsty rulers or chocoholic geniuses?</p> <p>Plot our three historical periods on a school wide timeline. Use maths calculations to work out timescale differences from our 3 historic periods.</p> <p>Timeline of ancient Mayan civilization.</p>	<p>Anglo-saxons and Vikings Plot our three historical periods on a school wide timeline. Use maths calculations to work out timescale differences from our 3 historic periods.</p> <p>Timeline of when Britain has been invaded.</p> <p>Impact of invasion by Hengist and Horsa.</p> <p>Diary entry from the perspective of an invader.</p>	<p>How decisions have been made through Parliament -The abolition of the death penalty in 1965; abolition of the slave trade.</p> <p>Set up a mock Parliament for a debate.</p>



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			Heart surgery		<p>Explain what Artefacts from Anglo Saxon times were used for. (Sutton Hoo)</p> <p>Arrival of Christianity in Britain</p> <p>Research:Anglo-Saxon missionaries St Egberht of Ripon (organised monks to share the Christian faith in the Netherlands and Northern Germany). Ecgbert Archbishop of York (sent Willibrord to the low countries Belgium and Netherlands/parts of France and Germany) St Boniface Christmas trees fame in Germany</p> <p>Learn about Anglo-Saxon crime and punishment and compare it to today.</p>	
RE	<p>What does it mean if God is holy and loving?</p> <p>Understanding Christianity unit.</p>	<p>Was Jesus the Messiah?</p> <p>Understanding Christianity unit</p>	<p>How did Buddha teach his followers to find Enlightenment?</p> <p>Emmanuel Project unit.</p>	<p>What did Jesus do to save human beings?</p> <p>Understanding Christianity unit</p>	<p>How can following God bring freedom and justice?</p> <p>Understanding Christianity unit</p>	<p>What does the Qu'ran reveal to Muslims about Allah and his guidance?</p>

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	<p>Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.</p>		<p>Buddha means 'one who is fully awake to the truth' or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance.</p> <p>Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings</p> <p>Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened.</p> <p>Symbols – lotus flower, prayer wheel</p> <p>Key festivals: • Wesak - Buddha's birthday •Dharma day Sacred place of pilgrimage Bodhi tree at Bodh Gaya where</p>	<p>Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians. Explore the origin and meaning of the Lord's Prayer and how it is used in worship today. Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc. Discover</p>	<p>Explore Christian life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice.</p>	<p>Emmanuel Project unit.</p> <p>Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning. Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p>
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			the Buddha became enlightened .			
DT				Maya animal masks - focus on eyes, mouths, noses and hair, positioning of features, abstract portraits.	Anglo-Saxon pots Clay models, clay tiles showing textures.	Digital art Advertising: Product design: Making Muffins and selling an idea.
ART	Rousseau Drawing skills Still life/pattern plants and animals – mark making, different line, different objects to draw with	Monet Painting with watercolours Landscape – colour mixing water tones textures into paintings	Pop Art Researching pop art, experimenting with techniques and creating own pieces.		Anglo-Saxon pots Clay models, clay tiles showing textures.	Creative arts week
MUSIC	The Swinging Sixties - This term in music we will be singing, playing and developing our musical literacy as well as ensemble skills in the performance of six Britpop classics.	From The Renaissance to The Twentieth Century- This term in music we will be developing an understanding of the history of Western Classical Music from the Renaissance to the Modern. We will be singing 2-part arrangements of famous works by composers from each historical period.	The History of Jazz - This term in music we will be developing an understanding of the origins and various forms of Jazz music from 1900 to 1960.	Musicianship C: Melodies & Harmonies - This term in music we will be developing the ability to listen and transcribe simple melodic phrases. We will be developing our understanding of musical harmony and our improvisational skills by composing single line melodies and accompanying chord sequences.	From The Country To The City To The Sea - This term in music we will be composing a piece of music in three sections: Country, City & Sea. We will be looking at works by famous composers that suggest these contexts then exploring textures, improvising patterns, and working together	



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					to create an ambitious original work.	
PSHE	Beginning and Belonging	Friends and family	Healthy Lifestyles. Diversity and Communities	My Emotions	Personal Safety Managing risk	SRE
MODERN FOREIGN LANGUAGES KS2	Buildings on the High Street il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerie Asking for and giving directions: à gauche, à droite, au centre, au coin il y a...? Il y a, ici, c'est	Times of Day Christmas – French traditions la forêt, il neige, un sapin, je brille, une bougie Pere Noel La galette: Ephiphany	Keeping fit (including revision of hobbies, likes and dislikes) Keeping healthy (including revision of sport and hobbies) j'aime... je deteste... Faire du jogging est plus énergique que regarder la télé - Qu'est ce que tu vas faire?	Comparisons Foods – likes and dislikes le pain, une baguette, le riz, les pâtes, les pommes de terre, la jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, les carottes, les petits-pois, la salade un croissant, un pain au chocolat, un pain au raisin, une tartine, un chocolat chaud, un jus d'orange, le beurre, le sucre, des oeufs, le sel	Life in France Similarities and differences between UK and France Geography – saying where you live Ou habite tu? J'habite à + town dans le nord, dans le sud, dans l'ouest, dans l'est, d'Angleterre	Weather and seasons Date: day/month/year Times of the day Matin, après-midi, soir à 10 heures, à 4 heures et demie Geography – saying where you live: Date Aujourd'hui c'est lundi 10 octobre Weather and seasons Quel temps fait – il? Il fait chaud, Il fait froid, très, un peu



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<p>PE</p>	<p>Tennis – To use fundamental skills such as balancing and bouncing. To accurately use a forehand to strike the ball. To be able to strike the ball and aim to a partner. To be able to use a backhand accurately.</p> <p>Hockey – to be able to understand the rules of hockey. To know to not use the back of the stick or let the ball hit your foot. To be able to identify and use attacking and defending skills. To be able to play safely in a game situation.</p>	<p>Football - Perform dribbling skills with accuracy, confidence and control Perform passing skills with accuracy, confidence and control Develop a range of techniques for attacking and defending. Apply skills learnt (dribbling, passing, attacking and defending) to game situations.</p> <p>Gymnastics - Learning how to use movements in different ways and to link them to make actions and sequences of movement. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dance – Dancing through the eras with particular focus on 1960s.</p> <p>Netball - Identify and complete the different passes used in netball. Understand the rule of footwork. Understand the rule of contact. Understand that marking helps to intercept the ball and dodging enables a player to get away from a marker. Complete the different types of dodges. State the difference between attacking skills and defending skills.</p>	<p>Dance - Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Tag rugby – understand the passing techniques of rugby. Complete different types of dodges. Understand rules of rugby and how to score. Be able to identify and use attacking and defending skills.</p>	<p>Gymnastics - Learning how to use movements in different ways and to link them to make actions and sequences of movement. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Rounders - To throw and catch a ball accurately. To develop batting skills in rounders. To develop range of fielding techniques. To develop the understanding of the rules of rounders.</p>	<p>Cricket – Understand rules of cricket. To be able to accurately throw and catch the ball. To be able to strike the ball. To understand how to score runs in cricket and how to get somebody out. To be able to play in a whole game setting.</p> <p>Athletics Use appropriate techniques to overcome obstacles safely while maintaining speed. Jumping for Height; jumping for distance Develop a variety of techniques to throw for distance.</p>
<p>COMPUTING</p>	<p>Computing systems and networks – systems and searching.</p>	<p>Programming – Selection in physical computing.</p>	<p>Data and information – flat file databases.</p>	<p>Vector drawing.</p>	<p>Programming – Selection in quizzes.</p>	<p>Creating media – video production.</p>



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	Discussion on computer and internet safety.					
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