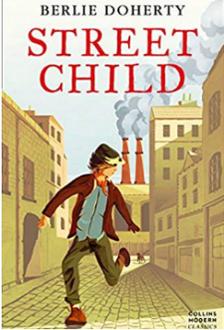
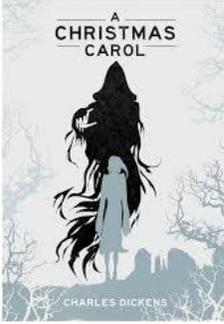
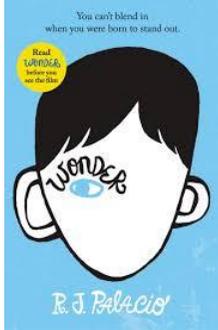
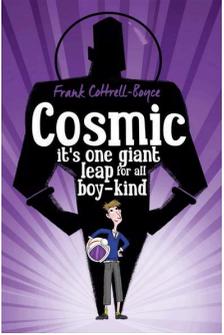


Year 5 Curriculum Overview

| Autumn Term Global theme: Social Justice and Equity Focus: Social responsibility | | Spring Term Global theme: Identity and Diversity Focus: Respecting and accepting differences | | Summer Term Global theme: Globalisation Focus: The Space Race | |
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| Autumn 1 Victorian Poverty | Autumn 2 The impact of your actions on others | Spring 1 Prejudice and discrimination | Spring 2 Celebrating diversity | Summer 1 The Moon Landings | Summer 2 Developments in space travel |
| <p style="text-align: center;">Core texts</p>  | <p style="text-align: center;">Core text</p>  | <p style="text-align: center;">Core text</p>  | | <p style="text-align: center;">Core text</p>  | |
| <p style="text-align: center;">Curriculum overview</p> <p>Children will use extracts from 'Street Child' to recognise how poverty/homelessness has changed over time and how society has tackled it. Concentrate on the establishment of Victorian workhouses.</p> <p>Children will consider the reasons modern families might experience financial hardship and the difficulty they might have budgeting on a low income.</p> | <p style="text-align: center;">Curriculum overview</p> <p>Children will compare experiences with homelessness in the modern era and consider how social injustices are managed by the government. There will be additional comparisons with rich and poor through the study of A Christmas Carol.</p> <p>Children will look to become agents of change by promoting the support of local charities supporting the homeless including The People's Kitchen in the run up to the Harvest period.</p> | <p style="text-align: center;">Curriculum overview</p> <p>Children will consider how appearance can form judgements of a person and consider if this is fair. Our key text 'Wonder' will help children to examine the themes of discrimination, stereotyping and the importance of not judging somebody by their appearance. The children will be supported to consider the different perspectives of the characters in the text and why they might have formed their views.</p> | <p style="text-align: center;">Curriculum overview</p> <p>Our learning will be supported during PSHE sessions when we will research the culture and traditions of people in other countries. We will discuss the value of celebrating our differences and the need for equality, regardless of gender, physical disability or ethnicity.</p> <p>Children will also consider stereotypes of older people in coverage of Animals including Humans in Science.</p> | <p style="text-align: center;">Curriculum overview</p> <p>Children consider how the space race between Russia/America led to competition in technological advancement. Through the novel 'Cosmic', children explore the sci-fi genre and features of this writing. They use this focus to consider evidence of the moon landing and create an expedition report from a fictional planet. This knowledge is supported by the content taught in the Science 'Earth and Space' topic.</p> | |

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| Diversity, Community & Global Project Outcome Explore local charities and find out about Barnados | Diversity, Community & Global Project Outcome Supporting the People's Kitchen | Diversity, Community & Global Project Outcome Celebrating our differences and precepts to live by | Diversity, Community & Global Project Outcome Assembly on celebrating diversity | Diversity, Community & Global Project Outcome | Diversity, Community & Global Project Outcome |
| English | | | | | |
| Writing outcomes Character profiles. Describing a setting. Non chronological report about Victorian Workhouses. Persuasive writing with a link to Barnardos. | Writing outcomes Script writing based on 'A Christmas Carol' and redemption. Balanced argument about whether Christmas is just about receiving gifts. Persuasive letter about the importance of donating to food banks. | Writing outcomes Series of letters using both formal and informal tone. Diary entries from the perspective of different characters. | Writing outcomes Playscript in preparation for a drama performance. Non-chronological report on Treacher Collins Syndrome. | Writing outcomes Create own narrative using sci-fi genre-specific themes.. Balanced argument about the moon landing (real or fake?). | Writing outcomes Write a setting description for a fictional planet. Narrative stories set in a fantasy world |
| Grammar, punctuation and spelling <ul style="list-style-type: none"> • Proper Nouns • Direct & Indirect (Reported) • Modal verbs • Adverbs of Possibility • Plural Apostrophes • Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases) • Relative Clauses | | Grammar, punctuation and spelling <ul style="list-style-type: none"> • Prepositions • Coordinating Conjunctions/Subordinating Conjunctions • Parenthesis - brackets, commas , dashes • Determiners • Adverbials/Fronted Adverbials | | Grammar, punctuation and spelling <ul style="list-style-type: none"> • Pronouns & Possessive Pronouns • Word Families • Subordinate Clauses • Writing Cohesive Paragraphs • Homophones • Linking Paragraphs with Adverbials • Tenses: Past & Present Progressive and Present Perfect Possessive | |
| Maths | | | | | |
| Maths curriculum <ul style="list-style-type: none"> • Number: Place value • Addition and subtraction • Multiplication and Division A | Maths curriculum <ul style="list-style-type: none"> • Number: Multiplication and Division A • Fractions A | Maths curriculum <ul style="list-style-type: none"> • Number: Multiplication and Division B • Fractions B • Decimals and Percentages | Maths curriculum <ul style="list-style-type: none"> • Number: Decimals and Percentages • Measurement: Perimeter and Area | Maths curriculum <ul style="list-style-type: none"> • Geometry: Properties of Shape • Position and Direction • Number: Negative numbers | Maths curriculum <ul style="list-style-type: none"> • Number: Decimals • Measurement: Converting units • Volume |

| Science | | | | |
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| <p>Science</p> <p><u>Materials</u> Why is it important to investigate properties of materials?</p> <ul style="list-style-type: none"> • Why are materials chosen for different jobs? • What is the difference between a conductor and an insulator? • Are these solids dissolving or disappearing? • How can these mixtures be separated? • Are these changes reversible? | <p>Science <u>Animals including humans.</u></p> <p>How do humans develop from birth to old age?</p> <ul style="list-style-type: none"> • What is the life cycle of a human? • How do babies grow and develop? • What happens to our mind and body when we get older? • What questions can we ask a health expert? • What is personal hygiene and why is it important? • Puberty. | <p>Science</p> <p><u>Forces.</u> What are the effects of different forces on different objects?</p> <ul style="list-style-type: none"> • What is a force? • What force is needed to move an object across different surfaces? (Maths link using Newton metre) • When can friction be useful? • What is air resistance? • Do heavier items have more water resistance? | <p>Science</p> <p><u>Living things and their habitats.</u></p> <p>Why do living things live in different habitats?</p> <ul style="list-style-type: none"> • How do plants reproduce? • What is asexual reproduction? • Do larger mammals have longer gestation periods? • How do the life cycles of different species compare? | <p>Science</p> <p><u>Earth and Space.</u> How does Earth's movement in space impact our days and nights?</p> <ul style="list-style-type: none"> • Is the Earth spherical? • Are the planets in our solar system similar? • How do the planets in our solar system move? • Why do we have night and day? • Why are there different time zones around the world? • How many phases are there in the cycle of the moon? |
| Wider national curriculum | | | | |
| <p>History</p> <p>What was life like in Victorian Britain?</p> <ul style="list-style-type: none"> • What major changes took place in Victorian Britain? • Why did people leave the countryside? • What was life like in the city • What was school life like in Victorian Britain • Rich vs Poor | <p>History</p> <p>Why did Britain once rule the largest empire the world has ever seen?</p> <ul style="list-style-type: none"> • What does it mean to be a Historian? • Why did the sun never set on the British Empire? • Why did Britain build an empire? • Why was slavery abolished? • What happened to the British Empire? • Who was influential in the abolition of slavery? | <p>History</p> <p>Why did the Maya change the way they lived?</p> <ul style="list-style-type: none"> • Who are the Maya and where do they live? • What are the main occupations of Maya people today? • What did John and Frederick rediscover in 1839? • What do the ruins of Chichen Itza tell us about the lives of ancient Maya? • Why do historians know so much about ancient Maya society? • Why was pok-a-tok more than just a ball game? • Why did the ancient Maya leave their jungle cities? • What did the ancient Maya eat? | | |

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| <p>Geography - Natural Resources</p> <ul style="list-style-type: none"> • What are natural resources and how can they be used? • What are renewable and non-renewable energy resources and how are they different? • What are the different sources of food and how does this impact the planet? (sources - plants and animals that rely on energy, water and soil) • What are economic minerals, where can they be found and how are they used? • What is wood used for and where does it grow? (link Amazon Rainforest/ could have a visit from NCC land management on how chainsaws/ wood cutting methods work) • Why is water a precious resource? • What are some of the threats to water availability and distribution? | <p>Geography - Biomes</p> <ul style="list-style-type: none"> • What are biomes? • What are the sub-categories? • Where are the Earth's biomes? • What affects an ecosystem? • What is a rainforest? • What is a tundra/taiga? • What is a grassland/ savannah/ desert? • What is a temperate biome? • How are biomes being damaged? • How are biomes being protected and preserved? • Are biomes all equally fragile? | <p>Geography - The North-East</p> <ul style="list-style-type: none"> • Which counties are in the North East? (ks1 recap) • What are the physical features of the North East? • What are the human features of the North East? • What kind of energy does Blyth generate? • What kind of energy does the Tyne generate? • Why is Blyth a popular location? (fieldwork - trade, settlement, land use) |
| <p>Computing - Creating media</p> <p><u>Vector drawing</u> Creating images in a drawing program by using layers and groups of objects.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> - to identify that drawing tools can be used to produce different outcomes - to create a vector drawing by combining shapes - to use tools to achieve a desired effect - to recognise that vector drawings consist of layers - to group objects to make them easier to work with - to evaluate my vector drawing | <p>Computing - Programming</p> <p><u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> - to control a simple circuit connected to a computer - to write a program that includes count-controlled loops - to explain that a loop can stop when a condition is met - to explain that a loop can be used to repeatedly check whether a condition has been met - to design a physical project that includes selection - to create a program that controls a physical computing project | <p>Computing - Systems and networks</p> <p><u>Sharing information</u> Identifying and exploring how information is shared between digital systems.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> - to explain that computers can be connected together to form systems - to recognise the role of computer systems in our lives - to recognise how information is transferred over the internet - to explain how sharing information online lets people in different places work together - to contribute to a shared project online - to evaluate different ways of working together online |
| <p>Internet safety: Copyright and Ownership; Health, Wellbeing and Lifestyle</p> | <p>Internet safety: Safer Internet Day; Managing Online Information</p> | <p>Internet safety: Online Bullying</p> |

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| <p>Music</p> <p>Exploring melody composition techniques Create a ternary form melody, using C-G with a rhythmic or melodic ostinato accompaniment. Draft ideas on a planning sheet and to write out using staff notation</p> | <p>Music</p> <p>Introduction to Keyboards Play a simple melody on keyboards, following staff notation written on one stave and using notes within the Middle C-C/do-do range. Add an ostinato accompaniment to a melody line.</p> | <p>Music</p> <p>Theme and Variation Change the character of a musical phrase by experimenting with different rhythm patterns, chromatic notes, tempo changes, etc. Know the symbols and names for semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> | <p>Music</p> <p>Reggae Project Understand the difference in sound/intervals between major and minor chords. Play the chords of D min and C major to create a piece inspired by Reggae style music.</p> | <p>Music</p> <p>Song Composition Project Use chords to compose music to evoke a specific atmosphere, mood or environment. (block chords/broken chords/minor/major).</p> | <p>Music</p> <p>Danse Macabre Tone Poem Composition Project Understand the differences between 2/4, 3/4 and 4/4 time signatures and be able to 'beat time'. Record creative ideas using graphic symbols, rhythm notation and staff notation or technology, to create a group soundscape composition</p> |
| Art | | | | | |
| <p>How does Mackintosh use the flower motif?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To begin to deconstruct artwork into it's component parts (theme, subject, technique) To continue to use written form to explore what the artist is trying to communicate and critique their effectiveness. To begin to research artists independently to aid development of own ideas <p>Evaluation</p> <ul style="list-style-type: none"> To successfully curate own work to meet design brief | <p>How did William Morris revolutionise the industrial age?</p> <p>Printing</p> <ul style="list-style-type: none"> To determine most appropriate shapes and textures to use as printing stamps To use a wide range of techniques and medium to print with greater degree of skill and accuracy <p>Sculpture</p> <ul style="list-style-type: none"> To use clay to produce moulds To use a range of tools to manipulate materials, showing pattern and texture To make choices about the most successful finish to meet design brief <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To begin to deconstruct artwork into it's component parts (theme, subject, technique) To continue to use written form to explore what the artist is trying to communicate and critique their effectiveness. To begin to research artists independently to aid development of own ideas | <p>How can we represent our identity through iconography and pattern?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Painting</p> <ul style="list-style-type: none"> To paint using a range of tools with growing control and accuracy To replicate the style of artists, using paint to build tone To use paint to combine visual and tactile qualities <p>Evaluation</p> <ul style="list-style-type: none"> To recognise constraints of particular mediums and adjust own work, making choices based on this developing knowledge To display a growing knowledge of visual language in written work | <p>How can we represent movement of water through textiles?</p> <p>Textiles</p> <ul style="list-style-type: none"> To make deliberate material choices to reflect the theme To join materials using most appropriate method to achieve aesthetic <p>Artists' work</p> <ul style="list-style-type: none"> To begin to deconstruct artwork into it's component parts (theme, subject, technique) <p>Evaluation</p> <ul style="list-style-type: none"> To choose most appropriate medium to suit the style of the work To successfully curate own work to meet design brief To recognise constraints of particular mediums and adjust own work, making choices based on this developing knowledge | <p>How can we represent space through mixed media?</p> <p>Drawing</p> <ul style="list-style-type: none"> To build on sketching techniques, altering the 'weight' of the line to enhance work To shade and blend with greater control and finesse To identify and reproduce the most significant lines when observational drawing To independently determine the most successful placement of colour <p>Collage</p> <ul style="list-style-type: none"> To deepen understanding of composition, determining most successful composition for maximum impact To make successful colour choices with reference to colour wheel | <p>How can we represent power and governance through textiles?</p> <p>Painting</p> <ul style="list-style-type: none"> To paint using a range of tools with growing control and accuracy To replicate the style of artists, using paint to build tone To use paint to combine visual and tactile qualities <p>Artists' work</p> <ul style="list-style-type: none"> To begin to identify Movements in Art and develop an understanding of the features of that Movement. To continue to use written form to explore what the artist is trying to communicate and critique their effectiveness. To begin to research artists independently to aid development of own ideas |

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| DT Mechanical Systems: Slingshot Car KAPOW, yr 4) | | DT (MITNE) Cooking and Nutrition: Using a base meal in different ways Mining diets and traditions - Pasties (sweet and savoury half and half) Criteria: healthy, varied, reflects grown reared caught processed, seasonality | | DT CAD: Monitoring devices (KAPOW) | |
| PE Invasion Games | PE Swimming OAA - Orienteering | PE Gymnastics Swimming | PE Basketball | PE Rounders Cricket | PE Athletics Tennis |
| RE Islam: What does it mean to be a Muslim in Britain today? Who are the Muslims in your region? What helps Muslims through the journey of life? Why is Zakah/charity important to Muslims? Why do Muslims want to go on pilgrimage? Where do Muslims get guidance for living? What does it mean to be a Muslim in Britain today? Judaism: Why is the Torah so important to Jewish people? What can we find out about Jewish communities in the Midlands and further afield? What do Jews believe about God? How do Jews remember their beliefs about God? What is a Sefer Torah? How is it used? Are there particular laws that Jewish people need to follow? What happens during worship in a synagogue? | | RE Christianity: Why do Christians believe Jesus was the Messiah? Key Questions: Where do Incarnation and Messiah fit into the Big Story? According to the Old Testament, what was expected of a Messiah? What evidence led Christians to believe that Jesus was the Messiah? How do Christians put their beliefs about the Incarnation into practice? What impact do Christian beliefs about Jesus have on people's lives today? | | RE Christianity: What does it mean if Christians believe God is holy and loving? Key Questions: What do different biblical texts say about God? What does it mean if God is holy and loving? How do Biblical teachings about God as holy and loving make a difference in the world today? Christianity: How can following God bring freedom and Justice? Key Questions: What are the connections between the story of Moses and the concepts of freedom and salvation? How do Christian beliefs about being the People of God relate to Biblical texts? | |

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| <p>PSHE</p> <p><u>Economic well-being: Aspirations, career and work.</u></p> <p>What are my goals and how can I achieve them? What types of jobs are available and what factors influence a person's career choice? What are the risks involved in gambling? How can we challenge stereotypes in the workplace? What skills will help me in my possible future career?</p> <p><u>Poverty (from Victorian to Modern Day Britain)</u></p> <p><u>Relationships (Operation Encompass)</u></p> <p>What are the risks involved in communicating with someone online? What are the features of a healthy friendship? How do we recognise negative peer influence? What support is available if I feel lonely? What is discrimination and how can we challenge it? What are the consequences of bullying both offline and online? How can we cope with and report concerns of hurtful behaviour? <u>Anti-Bullying</u></p> | <p>PSHE</p> <p><u>Challenging stereotypes- Cultural, Religion, Ethnicity</u> Protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity Pupils will learn - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) -. that for some people gender identity does not correspond with their biological sex</p> <p><u>Personal Health and Well-being -Puberty and Changes</u> Pupils will learn -about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, and wet dreams)- Science -about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene - about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><u>Feelings **taught through MELVA's Quest for Barnabus Boggle**</u> Pupils will learn -. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools - how to ask for consent</p> | <p>PSHE</p> <p><u>Media and the impact on society.</u></p> <p>How might our personal behaviour affect others around us? How do we know what content is appropriate or inappropriate to share online? What is the difference between a reliable and a false online source and how can we recognise these? What impact does the media have on society?</p> <p><u>Rules and laws differ in different parts of the world.</u></p> <p>What are the consequences of not adhering to rules and laws? What is the relationship between rights and responsibilities? Why is it important to have compassion towards each other?</p> |
| <p>French</p> <p><u>Je suis un superhéro de classe</u> Revisit: basic greetings months numbers 1-20, 20-31</p> | <p>French</p> <p>Parts of the body Song: Jean Petit Story: Le loup qui a faim</p> <p>Emphasise m/f/pl of nouns and corresponding possessive pronoun mon/ma/mes</p> | <p>French</p> <p>Sciences and Exploring</p> <p>Biography</p> <p>PHONICS FOCUS Oi, qu, en/an/ant, ez/et/er/é</p> <p>Story: homme de couleur; peu import la couleur</p> |

| | | Visit Robinwood | Visit Woodhorn | | |
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| Global curriculum | | | | | |
| Values Respect Empathy Curiosity | Values Respect Empathy Effort | Values Kindness Integrity Empathy | Values Kindness Integrity Empathy | Values Collaboration Resilience | Values Curiosity Creativity |
| Global curriculum skills <u>Empathy</u> -adapt behaviour to take into account the feelings of others -empathise with people in local and more distant contexts -understand the impacts of prejudice and discrimination <u>Ability to manage complexity and uncertainty</u> -describe feelings about changes and events in own setting and the wider world -use strategies to cope with challenging times -recognise when there may be no single right or wrong answer | Global curriculum skills <u>Empathy</u> -adapt behaviour to take into account the feelings of others -empathise with people in local and more distant contexts -understand the impacts of prejudice and discrimination <u>Ability to manage complexity and uncertainty</u> -describe feelings about changes and events in own setting and the wider world -use strategies to cope with challenging times -recognise when there may be no single right or wrong answer | Global curriculum skills <u>Empathy</u> -adapt behaviour to take into account the feelings of others -empathise with people in local and more distant contexts -understand the impacts of prejudice and discrimination <u>Self-awareness and reflection</u> -identify connections between personal decisions and issues affecting people locally and globally -explore reasons for negative feelings towards others and in new or difficult situations | Global curriculum skills <u>Empathy</u> -adapt behaviour to take into account the feelings of others -empathise with people in local and more distant contexts -understand the impacts of prejudice and discrimination <u>Self-awareness and reflection</u> -identify connections between personal decisions and issues affecting people locally and globally -explore reasons for negative feelings towards others and in new or difficult situations | Global curriculum skills <u>Communication</u> -listen attentively, question and respond to others -express own views and ideas on issues clearly, using a range of appropriate methods -give reasons, evidence and examples in support of an opinion <u>Critical and creative thinking</u> -begin to identify bias and opinion -give evidence for an argument, assess different viewpoints and present counter-arguments -imagine alternative possibilities and suggest new ideas to solve problems | Global curriculum skills <u>Informed and Reflective action</u> -participate in decision-making in school -contribute to the well-being of the wider community -Share opinions and evidence on issues with others including decision-makers and elected representatives. <u>Communication</u> -listen attentively, question and respond to others -express own views and ideas on issues clearly, using a range of appropriate methods -give reasons, evidence and examples in support of an opinion |
| Sustainable development goals covered | | | | | |
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