Year 5 Curriculum

2019 – 2020

Year 5 Yearly Skills Overview (taught throughout the year)

	Autumn 1 (1)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
TOPIC	**Ancient Egypt: The Nile**		**Earth and Space**		**Vicious Vikings**	
English	See English objective overviews for year 5					
Maths	See Maths objectives and learning cycle for year 5					
Science	**<u>Working scientifically</u>** WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,	**<u>Living things and their Habitats</u>** LT1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird LT2 describe the life process of reproduction in some plants and animals.	**<u>Animals, including Humans</u>** AIH1 describe the changes as humans develop to old age.	**<u>Properties and changes of materials</u>** PM1 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets PM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**<u>Earth and Space</u>** ES1 describe the movement of the Earth, and other planets, relative to the Sun in the solar system ES2 describe the movement of the Moon relative to the Earth ES3 describe the Sun, Earth and Moon as approximately spherical bodies ES4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**<u>Forces</u>** F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	bar and line graphs WS4 using test results to make predictions to set up further comparative and fair tests WS5 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 WS6 identifying scientific evidence that has been used to support or refute ideas or arguments			PM4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic PM5 demonstrate that dissolving, mixing and changes of state are reversible changes PM6 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.		

Art and Design	**Drawing** - use dry media to make different marks and lines in drawings - use different techniques for different purposes (e.g. hatching, shading) - explore colour mixing and blending	**Colour** - identify and work with primary, secondary, complementary and contrasting colours - mix and match colours to create atmosphere - explore the use of texture in colour using	**Texture** - select and use materials - create imaginative work from a variety of sources (e.g. observational drawing, themes, poetry and music) - create prints with	**Form** - shape, form, model and construct from observation and imagination - show understanding of different methods of construction - create printing blocks by simplifying an initial	**Printing** - use sketchbook to design and combine prints - make connections between environmental, manmade and other artists work - discuss and evaluate	**Pattern** - create own abstract patterns to reflect personal experiences and expression - create pattern for a purpose	**Exploring and developing ideas** - compare ideas, methods and approaches in their own and other's work and say what they feel and think about it - adapt work according to their views and describe how they

	techniques with coloured pencils - apply effect of light on objects from different directions - begin to use simple perspective in work using a single foci point and horizon	different tools - identify how colour is used for various purposes	three overlays and add collage to a background - identify how artists use textiles - produce intricate patterns and textures in malleable materials	sketch book idea - plan a sculpture through drawing and other preparatory work - discuss and evaluate own work and work of other sculptors	own work and that of others - print with three overlays			might develop it further - use a sketchbook to collect and record visual information from different sources with annotations - question and make thoughtful observations about starting points and select ideas to use in their own work - explore the roles and purposes of artists, craftspeople and designers from different times and cultures (ARTIST STUDY)
Computing	**Using technology** To continue to develop typing speed and accuracy to develop competency in typing. To understand the purpose of and use independently a range of different	**Using the Internet and e-safety** To be able to use advanced search tools. To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data. To be discerning	**Communicating and collaborating online** To share and exchange ideas using e-mail and electronic communication. To use online collaboration tools.	**Creating and publishing** To create non-traditional presentations using a range of tools, for a specific purpose To create websites for a specific purpose and improve these sites. To use technology to help them present their work, showing	**Digital media** To use technology to electronically compose music or sounds including creating melodies and save these as audio files. To use technology to capture and edit video, applying a range of different effects and	**Storing, retrieving and using data** To use technology, including spreadsheets to create graphs and present data in different ways. To design and create databases to sort real life data.	**Programming and control** To continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding languages. To use assisted	**Modelling and simulations** To understand that ICT allows for situations to be modelled, or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations. Know that simulations are

	technology. To be able to make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others. To be able to make informed choices about the most appropriate piece of software to use to serve a purpose. To be able to evaluate programs and their ability to perform specific tasks. To be evaluative in their selection of programs to perform specific tasks.	when evaluating digital content. To recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate. To understand the issues of copyright and how they apply to their own work.		an increasing degree of skill and using advanced features of software and tools. To select tools which they can use to help them achieve a specific aim To be able to evaluate and justify choices of software and tools.	incorporating numerous video clips. To use technology to create images including using layers. To understand the difference between a image and a vector drawing. To independently take photographs and record video taking into account the audience and/or purpose for the image/video.		programming software to create programs which interacts with external controllers by creating algorithms and using logic. To be able to design, write and debug programs that accomplish specific goals. To be able to control or simulate physical systems. To be able to solve problems by decomposing them into smaller parts. To be able to use sequence, selection, and repetition in programs incorporating variables and various forms of input and output. To be able to use logical reasoning to explain how some	often guided by hidden rules To use software to model 3D objects.

								simple algorithms work and to detect and correct errors in algorithms and programs.		
Design and Technology	**Design**		**Make**		**Evaluate**		**Technical Knowledge**	**Cooking and Nutrition**		
	Generating, developing, modelling and communicating	**Understanding contexts, users and purpose**	**Practical skills and techniques**	**Planning**	**Existing products**	**Own products and ideas**	**Making products work**	**Food preparation, cooking and nutrition**	**Where food comes from**	
Coverage: Cams and pulleys Textiles Cooking	Share and clarify ideas through discussion. Model ideas using prototypes and pattern pieces. Use computer-aided design. Generate innovative ideas focusing on needs of user. Use exploded diagrams to communicate ideas	Works confidently within a range of contexts such as home, school, culture, leisure, enterprise, industry and the wider environment. Describe the purpose of their product. Indicate the design features of their product that will appeal to the intended user Explain how particular parts of their product will work. Carry out research using surveys and	Follow procedures for safety and hygiene (see risk assess) Use a wider range of materials and components including construction materials and kits, textiles (Y5), food ingredients, mechanical components and electrical components (Y6) Accurately measure, mark out, cut and shape materials and components Accurately assemble, join and	Select tools and equipment suitable to the task and explain their choices in relation to the skills. Select from a range of materials and components and explain their choices in relation to functional properties and aesthetic qualities. Produce lists of tools, equipment and materials needed. Formulate step by step plans as a guide to making	Throughout KS2 pupils should investigate and analyse: How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products work How well products achieve their purpose How well products meet	Identify strengths and areas for development in their ideas and products Consider views of others, including the intended user to improve their work Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria	That mechanical systems have an input, process and output How **cams** create movement How to reinforce and strengthen a 3D framework That a combination of fabric shapes can be used to make a 3D **textile** product	That food and drink contain different substances – nutrients, fibre and water that are needed for health. How to prepare and cook a savoury dish safely and hygienically using a heat source How to use the techniques **mixing, spreading**	That seasons may affect the food available How food is processed into ingredients that can be eaten or used in cooking	

		interviews. Identify the needs and wants and preferences of particular individuals and groups	combine materials and components Accurately use finishing techniques, including those from Art and Design Demonstrate resourcefulness when tackling practical problems		users wants and needs How much products cost to make How innovative products are Know about inventors/designers/chefs who have developed ground breaking products				
Geography	**<u>Location Knowledge</u>** * On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. *Locate and name the main counties and cities in England. *Compare 2 different regions in UK rural/urban. *Linking with History, compare land use maps of UK from past with the present, focusing on land use. *Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	**<u>Place Knowledge</u>** * Compare a region in UK with a region in Africa with significant differences and similarities.	**<u>Human and Physical Geography</u>** * Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. *Human geography including trade between UK and Europe and ROW *Fair/unfair distribution of resources (Fairtrade).	**<u>Geographical Skills and Fieldwork</u>** * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. *Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital				

History	**Chronological understanding** - Uses timelines to place and sequence local, national and international events. - Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. - Identifies changes within and across historical periods.	**Knowledge and Understanding** - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives some causes and consequences of the main events, situations and changes in the periods studied.	**Interpretation** - Looks at different versions of the same event and identifies differences in the accounts. - Gives clear reasons why there may be different accounts of history. - Knows that people (now and in past) can represent events or ideas in ways that persuade others.	**Enquiry** - Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks a range of questions about the past. - Chooses reliable sources of evidence to answer questions - Realises that there is often not a single answer to historical questions.	**Organisation and communication** - Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. - Uses dates and terms accurately. - Chooses most appropriate way to present information to an audience.	
History Coverage	**<u>A local history study linked to the above era</u>** e.g. Coldrum Long Barrow at Trosley **<u>Ancient Egypt</u>** Study the achievements of one of the earliest civilisations: The ancient Egyptians Example key questions: Was Cleopatra a great Egyptian? Why did the Egyptians build pyramids? **<u>Anglo Saxons and Vikings</u>** - Viking raids and invasions - Resistance by Alfred the Great and Athelston, 1st King of England - Further Viking invasions and Danegeld - Anglo Saxon laws and justice - Edward the Confessor and his death in 1066					
Music	**Play and perform in solo and ensemble contexts, using their voices and playing musical instruments**	**Improvise and compose music for a range of purposes using the inter-related dimensions of music.**	**Listen with attention to detail and recall sounds with increasing aural memory.** Notice and explore the relationship between sounds.	**Use and understand staff and other musical notations.** Know and use standard musical notation of	**Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions**	**Develop an understanding of the history of music.** Understand the different cultural meanings and

	with increasing accuracy, fluency, control and expression. I create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g.	Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group.	Notice and explore how music reflects different intentions.	crotchet, minim and semibreve. To indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.	**and from great composers and musicians.** Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.

	glockenspiel, bass drum or cymbal).							
Physical Education	**Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football, Handball, Kwik Cricket, Rounders.** Use a range of sending, receiving and travelling techniques in games with control. Develop techniques and skills, for attacking and defending, and using them consistently, accurately, confidently and with control.	**Tactics: Can be taught within games lessons.** Know and use basic strategic and tactical principles of various games and adapt them to different situations.	**Gymnastics** Perform combinations of gymnastic actions with different levels, speeds and direction. Perform actions, shapes and balances with good body tension and extension. Repeat a longer, more difficult sequence accurately, emphasising extension, body shape and changes in direction, alone, with a partner or a small group. Understand why warming-up and cooling-down is important for our bodies.	**Athletics: Can also be taught during multi-skills lessons** Understand and demonstrate the difference between sprinting and distance running. Show balance and control in take-off activities. Demonstrate a range of throwing actions using modified equipment with some accuracy and control. Organise and manage an event well.	**Dance** Perform movement patterns with different levels, speeds and direction. Repeat longer, more difficult movement patterns accurately, emphasising body shape and changes in direction, alone, with a partner or a small group.	**Feedback: Can be taught within games, athletics, dance and gymnastic lessons.** Watch, evaluate and suggest improvements and strengths in a partner's performance. Understand why exercise is good for your health and fitness and predict how it affects their heart rate, breathing and temperature.	**Outdoor and adventurous activities** Find appropriate solutions to problems and challenges. Develop orienteering and problem-solving skills when working in groups and on their own. Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed. Conserve their efforts and keep their concentration during tasks. Work cooperatively to put strategies into action.	**Swimming** N/A

							Prepare physically for activities and keeping safe.	
Religious Education	Explain connections between questions, beliefs, values and practices in different belief systems; recognise and explain the impact of beliefs and ultimate questions on individuals and communities; explain how and why differences in belief are expressed; recognise and explain diversity within religious expression, using appropriate concepts; explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities; explain how selected features of religious life and practice make a difference to the lives of individuals and communities; explain how some forms of religious expression are used differently by individuals and communities; make informed responses to questions of identity and experience in the light of their learning; make informed responses to people's values and commitments (including religious ones) in the light of their learning; suggest lines of enquiry to address questions raised by the study of religions and beliefs; suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.							
PHSE	See PSHE objective overviews for year 5							
French Coverage	Il y a + places in a town Directions-asking where places are Pause words Times of the day Christmas theme Simple future tense- je vais Comparisons- plus que Food Breakfast- je voudrais Ingredients for a French dessert Seasons Saying where they live Numbers to 50 Recap: connectives, adjectives, days of the week, months of the year, colours, verb-être-je suis/ je ne suis pas, hobbies, numbers, fruit, weather							
French	**Listening and responding**	**Speaking**	**Reading and responding**	**Writing**	**Inter-cultural skills**			
	Can they understand the main points from a short spoken passage made up of familiar language?	**Can they ask and answer simple questions?** **Can they talk about their interests?**	**Can they understand the main point(s) from a short written passage?**	**Can they write a few short sentences with support using expressions which they have already learnt?**	Can they appreciate similarities and differences between French and English high streets and supermarkets? Can they investigate the similarities and differences between French and English eating habits by looking at French school lunch menus?			
	Can they understand negatives? Can they understand simple opinions?	Can they express simple opinions (likes and dislikes)? Can they use negatives?	Can they understand negatives? Can they understand simple opinions? Can they understand more	Can they substitute vocabulary in model sentences? Can they express simple				

	Can they understand more complex phrases and sentences including comparisons?	Can they manipulate language by changing an element in a sentence? Can they extend basic sentences using connectives? Can they use some more complex sentences including comparisons? Can they integrate new language into previously learned language? Can they recite a short text with 2 or 3 sentences with accurate pronunciation? Can they develop accuracy in pronunciation and intonation?	complex phrases and sentences including comparisons? Can they identify the positon of adjectives in a sentence? Can they identify rhyming words? Can they use a bilingual dictionary to find words? Can they scan a more detailed text with unknown language for details?	opinions? Can they use negatives? Can they extend basic sentences using connectives? Can they use some more complex sentences including comparisons?	Can they identify key similarities and differences in daily life in the UK and France? Do they understand that there are stereotypical images associated with countries?