




Year 5 Curriculum Overview 2023-2024

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SUBJECT	Autumn		Spring		Summer	
TOPIC	Victorian Britain		Anglo-Saxons and Vikings		Walking the Nile	
English	<p>Narrative writing with descriptive techniques: Voices in the Park (2 weeks)</p> <p>Biography and Autobiography: Queen Victoria and other notable Victorians (3 weeks)</p> <p>Narrative Poetry: The Highway Man (1.5 weeks)</p> <p>Letters: Recount as characters from Street Child. (1.5 weeks)</p>	<p>Non-Chronological Report: Victorian Life (3 weeks)</p> <p>Narrative: Story with a historical setting – based on Street Child (3 weeks)</p>	<p>Non-Chronological reports: Dragons (2 weeks)</p> <p>Poetry: Viking poetry – Kennings based on Beowulf (2 weeks)</p> <p>Instructions: How to make a Viking shield (2 weeks)</p>	<p>Narrative: Suspense and Mystery Stories – Viking sagas (2 weeks)</p> <p>Newspaper report: Battle of Hastings (2 weeks)</p> <p>Explanations: Science link with phases of the moon and forces (2 weeks)</p>	<p>Poetry – River Verse Poems (2 week)</p> <p>Explanation:</p> <ul style="list-style-type: none"> • Science link: Metamorphosis and life cycles (2 weeks) • Geography link: How a river is formed (1 week) <p>Narrative: Story of a water droplet (1 week)</p>	<p>Narrative: Secrets of a Sun King outcomes including diaries and letters (3 weeks)</p> <p>Newspaper reports: Reporting on the discovery of Tutankhamun’s tomb (2 weeks)</p> <p>Instructions: How to mummify a tomato (1 week)</p>
Science	<p>Properties/changes of materials</p> <p>How can they compare and group together everyday materials on the basis of their properties, including their</p>		<p>Forces</p> <p>How can they explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?</p>		<p>All Living things and their habitats (life cycles)</p> <p>What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</p>	

	<p>hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? They know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Can they use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating? Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic? How can they demonstrate that dissolving, mixing and changes of state are reversible changes? How can they 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>Can they identify the effects of air resistance, water resistance and friction, that act between moving surfaces? They can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p style="text-align: center;">Earth and Space</p> <p>Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system? How can they describe the movement of the Moon relative to the Earth How can they describe the Sun, Earth and Moon as approximately spherical bodies? How can they use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p>	<p>How can they describe the life process of reproduction in some plants and animals? How can they describe the changes as humans develop to old age?</p>
<p>Art and Design</p>	<p>Victorian Artists Can the children finish a drawing? Can they paint an abstract picture? Can they use a sketchbook Can they talk about the artist William Morris? Can they produce work in the style of William Morris? Can they talk about the artist L S Lowry? Can they produce work in the style of L S Lowry?</p>	<p>Dragons and the Sea L1 Can the children sketch in pencil? L1 Can the children show colours in a drawing? L1+ Can they use a sketchbook? L2 Can they name some of Alfred Wallis's artwork? L2 Can they describe facts about Alfred Wallis's life and work? L3 Can they name some of Hokusai's artwork? L3 Can they describe facts about Hokusai's life and work? L4 Can they paint a seascape featuring a Viking longboat? L5 Can they create with clay? L6 Can they paint on clay?</p>	<p>Ancient Egypt Can all the children make an observational drawing in charcoal? Can they use clay tools, roll clay and soften clay and make Egyptian style designs in clay. Can they mix and select colours? Can they paint an Egyptian mask? Can they name some of Leger's artwork and describe facts about Leger's life and work? Can they name some of Hockney's work and recall some facts about Hockney's life and work? Can they name some of Man Ray's work and tell some facts about Man Ray's life and work? Can they Draw details carefully? Can they make a 3D model?</p>
<p>Design and Technology</p>	<p>Textiles – Victorian sampler Can they develop their own design criteria using samplers from the past as a base?</p>	<p>Super Seasonal Cooking Do they know when different fruit and vegetables are in season in the United Kingdom?</p>	<p>Automata Animals Can they use research to develop design criteria?</p>

	<p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.?</p> <p>Can they use a range of stitches to include; running stitch, cross stitch, backstitch, appliqué and/or embroidery?</p> <p>Can they create an accurate template?</p>		<p>Can they explain where and how a variety of ingredients are grown, reared, caught and processed?</p> <p>Can they generate a range of ideas for balanced seasonal recipes?</p> <p>Can they prepare ingredients hygienically and understand how to store and handle meat and fish correctly?</p> <p>Can they use a wide range of preparation and cooking techniques?</p>		<p>Can they use their knowledge of the animal and movement made by the cam in the design of their automaton?</p> <p>Can they measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment?</p> <p>Can they work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device?</p> <p>Can they use peer feedback and design criteria to help guide the evaluation process?</p>	
<p>Computing</p> 	<p>Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code</p> <p>E-Safety Lesson 1</p>	<p>Unit 5.2 Online safety Weeks – 3 Programs – Various</p> <p>E-Safety Lesson 2</p>	<p>Unit 5.3 Spreadsheets Weeks – 6 Programs – 2Calculate</p> <p>Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate</p> <p>E-Safety Lesson 3</p>	<p>Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D</p> <p>Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make</p> <p>E-Safety Lesson 4</p>	<p>Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect</p> <p>E-Safety Lesson 5</p>	<p>Unit 5.8 Word processing (with Microsoft Word or Google Docs) (Optional Unit) Number of Lessons – 8 Main program – MS Word or Google Docs</p> <p>E-Safety Lesson 6</p>
<p>Humanities</p>	<p>History: Victorian Britain</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Can they appreciate that significant events in history has helped shape the country we have today?</p> <p>Can they understand how crime and punishment has changed over the years?</p>		<p>History: Anglo-Saxons and Vikings</p> <p>Can the children develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain?</p> <p>Are they able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings?</p> <p>Are they able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the</p>		<p>History: Ancient Egypt</p> <p>Can they understand what was important to people during ancient Egyptian times?</p> <p>Can they compare the powers of different Egyptian gods?</p> <p>Can they find Egypt on a map?</p> <p>Can they raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording?</p>	

<p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Geography: Marvellous maps Can they use an index to find a place name? Can they find the correct page in an atlas by using the index? Can they explain why maps have symbols on them? Can they recognise some map symbols on an Ordnance Survey map? Can they give co-ordinates by going across first and then up? Can they find a location from four-figure coordinates? Can they find differences between photographs of the same location? Can they find similarities between photographs of the same location? Can they find differences between maps of the same location?</p>	<p>later Viking raids, the actions of King Ethelred II and the introduction of Danegeld? Can they construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life? Are they able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain? Can they develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign?</p> <p>Geography: European Countries Can they describe a continent as a large landmass? Can they explain that continents are groups of countries; identify some countries in Europe? Can they use an atlas to find the names of countries? Are they able to tell you about important physical features of an area of eastern Europe? Can they tell you about the climate of an area of eastern Europe? Can they tell you about the human geography of an area of eastern Europe? Can they identify the countries affected by the Chernobyl nuclear disaster?</p>	<p>Geography: Raging Rivers Can they explain what weathering and erosion mean? Can they describe how erosion changes rocks? Can they name some features of a coastline? Can they name some famous UK coastal features? Can they describe how erosion and deposition change the look of a coastline? Can they name an area of the UK which has been affected by coastal erosion? Can they identify how the UK's borders have changed over time? Can they identify similarities in photographs of a landscape taken at different times? Can they describe some ways that weather can change the landscapes? Can they describe how physical changes have affected Earth since 1800? Can they list some physical changes to the Earth predicted to occur by 2050?</p>
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Music	Living on a Prayer Style: Rock Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance	Classroom Jazz Style: Jazz Topic and cross curricular links: History of music - Jazz in its historical context	Make you feel my love Style: Pop Ballads Topic and cross curricular links: Historical context for ballads.	The Fresh Prince of Bel Air Style: Hip Hop Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Dancing in the Street Style: Motown Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights.	Reflect, Rewind and replay Style: Western Classical Music and your choice from Year 5 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
PE	Outdoor: Tag Rugby Indoor: Personal	Outdoor: Tag Rugby Indoor: Social	Outdoor: Netball Indoor: Cognitive	Outdoor: Hockey Indoor: Creative	Outdoor: Athletics Indoor: Physical	Outdoor: Cricket Indoor: Health and Fitness
RE The Emmanuel Project	<u>Christianity</u> Why is the gospel such good news for Christians?	<u>Islam</u> What does the Qur'an reveal about Allah and his guidance?	<u>Hinduism</u> What spiritual pathways to Moksha are written about in Hindu scriptures?	<u>Judaism</u> What is holiness for Jewish people: a place, a time, an object or something else?	<u>Christianity</u> What is the great significance of the Eucharist for Christians?	<u>Buddhism</u> How did Buddha teach his followers to find enlightenment ?
PSHE	<u>Myself and My Relationships</u> Beginning and Belonging	<u>Myself and My Relationships</u> Anti-bullying Diversities and Communities	<u>Healthy and Safer Lifestyles</u> Managing safety and risk	<u>Myself and My Relationships</u> My Emotions	<u>Healthy and Safer Lifestyles</u> Healthy lifestyles	<u>Healthy and Safer Lifestyles</u> Relationships & Sex Education
French	Getting to know you	All about ourselves	That's tasty	Family and Friends	School Life	Time Travelling