



Yearly Overview

Year 5



Achieve Believe Care

	Groovy Greeks	Let's go on a Journey	Under the Canopy
Geography	<p>How is the UK changing?</p> <ul style="list-style-type: none"> • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the UK <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies 	<p>Can you come on a Great American Road Trip?</p> <ul style="list-style-type: none"> • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass. 	<p>What is life like in the Amazon?</p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
History	<p>What did the Greeks do for us?</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid 	<p>What makes people go on a journey?</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. 	<p>Why should we remember the Maya?</p> <ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time

	questions about similarity and difference.		<ul style="list-style-type: none"> • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance.
Computing	<p>We are adventure gamers</p> <ul style="list-style-type: none"> • how to plan a non-linear presentation • to create text as part of a presentation • to add and edit images in a presentation • to use hyperlinks for navigation between the slides of a presentation • to record and add audio narration to a presentation • to use commenting tools to give feedback on a presentation. <p>We are cryptographers</p> <ul style="list-style-type: none"> • be familiar with semaphore and Morse code • understand the need for private information to be encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the Internet. 	<p>We are architects</p> <ul style="list-style-type: none"> • understand the work of architects, designers and engineers working in 3-D • develop familiarity with a simple CAD tool • develop spatial awareness by exploring and experimenting with a 3-D virtual environment • develop greater aesthetic awareness. <p>We are web developers</p> <ul style="list-style-type: none"> • the name and function of components making up the school's network • how information is passed between the components that make up the Internet • what the source code for a web page looks like and how it can be edited • how a website can be structured • how to add content to a web page. 	<p>We are game developers</p> <ul style="list-style-type: none"> • create original artwork and sound for a game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their games • use iterative development techniques <p>We are VR designers</p> <ul style="list-style-type: none"> • explore real-world and imagined locations in VR • create 360° photosphere images • link physical objects to digital content using QR codes • create their own VR scene • program objects and interactions in VR
Science	<p>Out of this world</p> <ul style="list-style-type: none"> -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 <p>Material world</p> <ul style="list-style-type: none"> -Compare and group together everyday materials on 	<p>Let's get moving</p> <ul style="list-style-type: none"> -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. <p>Amazing changes</p> <ul style="list-style-type: none"> -Demonstrate that dissolving, mixing and changes 	<p>Growing up and growing old</p> <p>Describe the changes as humans develop to old age.</p> <p>Circle of life</p> <ul style="list-style-type: none"> -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals.

	<p>the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>-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.</p>	<p>of state are reversible changes.</p> <p>-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>	
Art	<p>Craft and design: Photo opportunity</p> <p>Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images.</p>	<p>Sculpture and 3D: Interactive installation</p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief.</p>	<p>Drawing: I need space</p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>
Artists Studied	<p>Hannah Hoch</p> <p>Edward Weston</p> <p>Derrick O Boateng</p> <p>Chuck Close</p>		
D.T.	<p>Textiles: Stuffed Toys</p> <p>Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a running stitch.</p>	<p>Mechanical systems: Making a pop-up book</p> <p>Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p>	<p>Food: What could be healthier?</p> <p>Researching and modifying a traditional Bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p>
R.E.	<p>How far would a Sikh go for his/her religion?</p> <p>-compare the different ways Sikhs put their religion into practice.</p> <p>Is the Christmas story true?</p>	<p>Are Sikh stories important today?</p> <p>-understand the relevance of Sikh stories today.</p> <p>Did God intend for Jesus to be crucified and if so did Jesus know this?</p>	<p>What is the best way for a Sikh to commit themselves to God?</p> <p>-understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>

	<p>-evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>-question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>What is the best way for Christians to show commitment to God?</p> <p>-understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
<p>P.S.H.E.</p>	<p>Health and Wellbeing What makes up our identity?</p> <ul style="list-style-type: none"> -how to recognise and respect similarities and differences between people and what they have in common with others -that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) -how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) -about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others -how to challenge stereotypes and assumptions about others <p>Living in the wider world What decisions can people make with money?</p> <ul style="list-style-type: none"> -how people make decisions about spending and saving money and what influences them -how to keep track of money so people know how much they have to spend or save -how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) -how to recognise what makes something 'value for 	<p>Health and Wellbeing How will we grow and change?</p> <ul style="list-style-type: none"> -about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing. -how puberty can affect emotions and feelings -how personal hygiene routines change during puberty -how to ask for advice and support about growing and changing and puberty <p>Relationships How can friends communicate safely?</p> <ul style="list-style-type: none"> -about the different types of relationships people have in their lives -how friends and family communicate together; how the internet and social media can be used positively -how knowing someone online differs from knowing someone face-to-face -how to recognise risk in relation to friendships and keeping safe -about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family -how to respond if a friendship is making them feel worried, unsafe or uncomfortable 	<p>Health and Wellbeing How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> -how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and wellbeing -that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal -how laws surrounding the use of drugs exist to protect them and others -why people choose to use or not use different drugs -how people can prevent or reduce the risks associated with them -that for some people, drug use can become a habit which is difficult to break -how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use -how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>Living in the wider world What jobs would we like?</p>

	<p>money' and what this means to them</p> <ul style="list-style-type: none"> -that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<ul style="list-style-type: none"> -how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> -that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime -that some jobs are paid more than others and some may be voluntary (unpaid) -about the skills, attributes, qualifications and training needed for different jobs -that there are different ways into jobs and careers, including college, apprenticeships and university -how people choose a career/job and what influences their decision, including skills, interests and pay -how to question and challenge stereotypes about the types of jobs people can do -how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
<p>Outdoor P.E.</p>	<p>Invaders <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to demonstrate basic passing and receiving skills using a netball. -to develop an understanding and knowledge of the basic footwork rule of netball. - to use good hand/eye co-ordination to pass and receive a ball successfully. -to develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. -to understand the importance of 'getting free' in order to receive a pass. -to understand how to make space by moving away and coming back and by dodging. 	<p>Mighty Movers</p> <ul style="list-style-type: none"> - to perform a boxercise routine demonstrating good technique. - to understand the principles of dynamic stretching. - to improve fitness by raising the heart rate and strengthening the legs and arms. - to create and apply compositional ideas to the sequence. - to perform actions and moves fluently to music in order to improve personal fitness. - to learn how boxercise moves can be adapted and used in a different format. <p>Supplementary</p> <p><i>Football – Dribbling, Passing, Shooting warm up games with progression in to small sided games</i></p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> - to develop skills in batting and fielding. -to choose fielding techniques. -to run between the wickets. -to run, throw and catch. -to develop a safe and effective overarm throw. - to learn batting control. -to use all the skills learned by playing in a mini tournament. <p>Supplementary</p> <p><i>Rounders – Introduce 7 v 7 matches and learn basic rules of the game and how scoring works. Enter year 5 team alongside year 6 team in school games competition.</i></p> <p>Young Olympians</p>

	<ul style="list-style-type: none"> -to be able to demonstrate a range of defending skills and understand how to mark an opponent. -to understand how to intercept a pass. - to learn how to shoot. - to understand the different positions in a netball team (five-a-side). -to recognise which positions are attacking and which are defending. <p>Supplementary <i>Tag Rugby – Revisit passing techniques and Introduce Tagging, play any direction rugby, (no offside) ball can be passed in any direction and understand how to regain possession (Tagging). Encourage children with ball to be brave and run with the ball until tagged, focus on the rule of tagging (stop, pass, retain tag). Progress higher ability children to small sided games with offside and enter Year 5 team in school games competition alongside year 6 team.</i></p> <p>Boot Camp</p> <ul style="list-style-type: none"> - Understand how to prepare the body for exercise. - Understand what fitness means. - To complete a range of circuit-based activities and understand the reason for doing them. - To understand what happens to the heart rate during exercise. -To complete a circuit that includes activities practised previously with balance and co-ordination. <p>Supplementary <i>Netball – Passing and small sided games 2v2, introduce pivot and introduce high 5 netball positions (GD, C, GA), once competent with those positions introduction of (GK, WD, WA, GS) all games in 7v7 format. Introduce and create understanding of all rules and learn through play. Progress higher ability children to Year 6 school games competition.</i></p>	<p><i>5v5. Children to play games and have understanding of all football rules except offside. Enter year 5 team alongside year 6 team in school games competition.</i></p> <p>Nimble Nets</p> <ul style="list-style-type: none"> - to identify and apply techniques for hitting a tennis ball. - to develop the techniques for ground strokes and volleys. - to develop a backhand technique and use it in a game. -to practise techniques for all strokes. -to use the scoring system and court for singles tennis. - to play a tennis game using an overhead serve and the correct selections of shots. - to understand and use doubles scoring in a tennis game. <p>Supplementary <i>Cricket – Play small sided cricket games, starting with paired cricket before moving on to 4v4 or 5v5 cricket matches with a full understanding of rules.</i></p>	<ul style="list-style-type: none"> - to use correct technique to run at speed. -to develop the ability to run for distance. - to throw with accuracy and power. -to identify and apply techniques of relay running. -to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. -how to use skills to improve the distance of a pull throw. -to demonstrate good techniques in a competitive situation. <p>Supplementary <i>Athletics – – Athletics – Cover all primary athletics program including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Large focus on exchanging relay batons and the best techniques to improve speed and time. Leading to school games competition.</i></p>
<p>Indoor PE</p>	<p>Gym Sequences</p> <ul style="list-style-type: none"> - to identify and practise body shapes and balances. 	<p>Dynamic Dance</p> <ul style="list-style-type: none"> - to identify and practise the patterns and actions of the Bollywood dance style. 	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> - to complete a circuit that includes a range of activities.

	<ul style="list-style-type: none"> - to identify and practise symmetrical and asymmetrical body shapes. - to use and refine the following skills: flexibility, strength, balance, power and mental focus. -to develop skills for movement, including rolling, bridging and dynamic movement. - to perform movements in canon and in unison. Step to the beat <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> - to understand the importance of a warm-up. -to develop co-ordination and balance. - to develop co-ordination, balance and timing. -to improve general fitness levels. - to understand the benefits of improving muscle tone in the abdominals and legs. -to learn new strength-based moves. - to develop understanding of the value of this type of exercise. -to construct own moves from knowledge gained in the previous lessons. -to perform a sequence of steps in time with the music. -to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). 	<ul style="list-style-type: none"> - to demonstrate an awareness of the music’s rhythm and phrasing when improvising. -to create partnered dances that reflect the Bollywood dancing style and apply the key components of dance. - to create group dances that reflect the Bollywood dance style. - to perform a Bollywood dance using a range of movement patterns. -to perform and evaluate own and others’ work. <p>Cool Core (Pilates)</p> <ul style="list-style-type: none"> - to identify techniques to improve balance and core strength. -to improve co-ordination. 	<ul style="list-style-type: none"> -to learn how boxercise moves can be adapted and used in a different format. -to perform a sequence of steps in time with the music. -to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). -to understand why fitness is good for health and wellbeing. -to identify techniques to improve balance and core strength. -to improve co-ordination. -to perform a sequence of moves at each station within a circuit with increased accuracy. <p>Gymfit Circuits</p> <ul style="list-style-type: none"> - to understand why fitness is good for health and wellbeing. - to develop consistency in technique. -to develop personal fitness in an obstacle-style circuit. 		
French	Phonetics 1-3 Seasons Ice-Creams	Presenting Myself My Family		At the Tea Room My Home	
Music	<p>Sing and Play in Different Styles</p> <p>How Does Music Connect Us with Our Past?</p>	<p>Composing and Chords</p> <p>How Does Music Improve Our World?</p>	<p>Enjoying Musical Styles</p> <p>How Does Music Teach Us About Our Community?</p>	<p>Freedom to Improvise</p> <p>How Does Music Shape Our Way Of Life?</p>	<p>Battle of the Bands!</p> <p>How Does Music Connect Us with the Environment?</p>
	<p>The children will take part in Young Voices choir concert.</p>				

Cooking		Fruit muffins	
Trips	History man	Young Voices Concert	Gurdwara
Texts used	'Who Let the Gods Out' by Maz Evans 'Percy Jackson and the Lightning Thief' by Rick Riordan	'The Boy at the Back of the Class' by Onjali Q. Rauf 'The Last Thing' by Shaun Tan	'The Explorer' by Katherine Rundell 'London Eye Mystery' by Siobhan Dowd