

# Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips, visitors and engagement opportunities</b>		Space Centre			Roman Experience Day	
<b>Key Events</b>		Anti-Bullying Day		World Book Day		
<b>Science</b>	<b>Earth and Space</b>		<b>Forces</b>	<b>Properties and changes of materials</b>	<b>All living things and their habitats</b>	<b>Animals including Humans</b>  SRE
<b>History</b>	<b>Black History: Mae Jamison</b>		<b>Ancient Egyptians</b>		<b>Romans in Britain</b>	
<b>Geography</b>	<b>Extreme Earth</b> <b>Human and Physical</b> Volcanoes and earthquakes  <b>Locational knowledge</b> Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zone (including day and night)		<b>Human and Physical</b>  <b>River Nile</b>  Settlement Trade Food		<b>Human and Physical</b>  Rivers and the water cycle (Nile and Trent)	
<b>Art and Design</b>	<b>Painting skills: Self Portrait</b> Mix tints and tones. Paint backgrounds with washes and then add detail. Use colour to create mood.			<b>Drawing skill:</b> Observational drawing Using a view finder to support the composition of observational sketches. Using a variety of pencils and marks to represent form and texture. <b>Artist study: Georgia O'Keefe</b>	<b>Other art / sculpture:</b> Mixed medium skill: Sculpture Applying skills and knowledge to create a piece of sculpture inspired by an artist. Applying my knowledge and understanding of a material's limitations to enable me to manipulate it. Understanding what architecture is.	

# Year 5 Curriculum Overview

					<b>Architect study:</b> Zaha Hadid	
<b>DT</b>		<b>Mechanisms</b> Design a Mars Roma	<b>Food and Nutrition</b> Tasting and cooking with spices (easily adapted curry).			<b>Structures</b> Design, make and evaluate a new bridge for London.
<b>Music</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>
<b>Computing</b>	Designing and Developing Programs <b>iProgram 1</b>	Graphical Drawing  <b>iDraw</b>	Data and Cryptography  <b>iCrypto</b>	Creating Web Content  <b>iWeb</b>	Developing Multi-Level Games <b>iProgram2</b>	3D Graphical Modelling  <b>iModel</b>
<b>P.E.</b>	<b>Swimming</b>	REAL PE <b>Social</b>  <b>Forest-</b> handball	REAL Gym  <b>Forest-</b> Hockey	REAL PE <b>Creative</b>  <b>Forest-</b> Gymnastics	REAL PE <b>Physical</b>  <b>Forest</b> -Tennis	REAL PE <b>Health and Fitness</b> <b>Forest-</b> athletics (sports day practice)
<b>Relationships, Sex relationships and Health relationships</b>	<b>Themes</b> Discrimination and equality, online and personal identity, responsibilities, rights and duties	<b>Themes</b> Peer influence, strategies for peer influence, changing friendships, inclusion, reporting discrimination, bullying	<b>Themes</b> Fact, opinion or bias of online content, supporting mental health, boosting mental health, sleep and technology, allergies and medicines, bacteria and viruses	<b>Themes</b> Scepticism of online content, hoaxes online, sharing of information through app, media and stereotypes, risk taking, dangerous behaviour, responsibility for own behaviours	<b>Themes</b> Benefits and risks of sun exposure, resistance skills, smoking, basic first aid, responding in an emergency,	<b>Themes</b> Unacceptable, acceptable, wanted and unwanted physical touch, feeling uncomfortable, secrets, protecting the environment, gender identity, puberty,
<b>R.E</b>	<b>Hinduism</b>  Hinduism  <i>Golden thread(s):</i> <b>Being Human and God</b>	<b>Inspirational Leaders</b>  Non-religious world views and Hinduism  <i>Golden thread(s):</i> <b>Being Human</b>	<b>Journeys</b>  Hinduism, Islam and Christianity  <i>Golden thread(s):</i> <b>Life Journeys</b>	<b>Eid</b>  Islam  <i>Golden thread(s):</i> <b>God and Community</b>	<b>Five Pillars</b>  Islam  <i>Golden thread(s):</i> <b>Life journey, Community and god</b>	<b>Art</b> Islam, Hinduism and Christianity  <i>Golden thread(s):</i> <b>Being Human</b>
<b>FL (Spanish)</b>	<ul style="list-style-type: none"> <li>Phonics (revision Y3&amp;Y4 + reading short sentences)</li> <li>Classroom objects (10)</li> </ul>	<ul style="list-style-type: none"> <li>SER</li> <li>ESTAR</li> <li>TENER</li> <li>Facial features</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Infinitives</li> <li>Future tense (near future) with VOY A</li> </ul>	<ul style="list-style-type: none"> <li>Foods and drinks (revision Y3&amp;Y4 for fruits and vegetables +</li> </ul>	<ul style="list-style-type: none"> <li>Numbers (revision Y3&amp;Y4 + comparing numbers)</li> </ul>	<ul style="list-style-type: none"> <li>My holiday (places to visit)</li> <li>General recap for the whole year</li> </ul>

## Year 5 Curriculum Overview

	<ul style="list-style-type: none"> <li>• In my pencil case (5)</li> <li>• Presenting myself (revision Y3&amp;Y4 for name, age, domicile, nationality)</li> </ul> <p style="text-align: center;"><i>European Day of Languages</i></p>	<ul style="list-style-type: none"> <li>• <i>The Day of the Dead (Mexic)</i></li> <li><i>Christmas in Mexic (star piñata)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tamborrada (Spain)</i></li> <li><i>San Valentin</i></li> </ul>	<p>drinks and cooked meals)</p> <ul style="list-style-type: none"> <li>• Spanish vs English eating habbits</li> </ul> <ul style="list-style-type: none"> <li>• <i>Fallas de Valencia (Spain)</i></li> <li><i>Easter in Mexico</i></li> </ul>	<ul style="list-style-type: none"> <li>• Weather (revision Y3 + describing weather)</li> <li>• Mi casa (my house)</li> </ul> <p style="text-align: center;"><i>Día de las madres (Colombia)</i></p>	<p><i>San Fermin</i></p>
--	--	---	--	--	---	--------------------------