

Year 5 Curriculum Overview 2018-19

The following curriculum overview may be subject to change. At Monksdown Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	This term we will be reading War Horse by Michael Morpurgo, Street Child by Berlie Doherty plus a selection of short stories. Narratives - we will also be reading, writing and retelling our own rags to riches tales and losing tales. Non-Fiction – We will be studying and writing discussion and persuasion.		This term we will be reading ‘The Midnight Fox’ by Betsy Byars and ‘Wolf Brother’ by Michelle Paver. Narratives - we will also be reading, writing and retelling transformation tales, finding tales. We will be using expressive language to describe settings and characters. Classic Poetry – We will be studying the classic poem The Highwayman by Alfred Noyes.		This term we will be reading, Varjak Paw by SF Said plus a selection of short stories. Narratives - we will also be reading, writing and retelling our meeting tales and consolidating work on all genres taught this year.	
Computing	We are bloggers - Working on our IT skills, children will create a blog which will document their learning about Early Islamic Civilizations. This will also include incidental digital literacy learning (including which information to keep private when posting online).	We are cryptographers - children will be increasing their digital literacy, learning about how to keep themselves safe online, why passwords should be secure and how information on the internet can be encrypted.	We are game developers – As part of our computer science strand, children will be building on their programming skills, inventing a game which will include repetition and use of variables.	We are web developers – We will be developing our understanding of how the internet works (computer science skills); children will design a website based on their Geography topic ‘Extreme Earth.’ This will also include incidental digital literacy learning (including which information to keep private when posting online).	We are architects - the children will learn how to Children will use 3D design software to create their own virtual art gallery. Children will learn the importance of spatial awareness, smart/appropriate design and will also programme a virtual tour of their gallery.	We are artists – children will continue to develop their IT skills, using different software to achieve their objectives. Children will use software to develop geometric art linked to our history topic - Early Islamic Civilizations.
Science	Animals including humans—the similarities and differences between different common animals, what they need to live and grow and their life-cycles.	Earth and Space— the movement of the Earth, and other planets, relative to the Sun in the solar system.	Forces - the force of gravity acting, 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.	All living things - 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.	Properties and changes of materials - 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. 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.	
History	As Historians, the children will investigate the world of the Anglo-Saxons and Vikings focusing on their impact on Britain in the past and present. The children will have the opportunity to experience a day with ‘Vikings’.		Topic linked Historical artefacts and images will be used as a stimulus for Short Burst Writes within English lessons across the term.		As Historians, the children will be studying a contrasting non-European civilisation. They will learn about the Early Islamic Civilisation, comparing this to what was happening in Europe at that time. Children will find out about the remnants of this society which we still enjoy today. The children will learn how a range of sources provides evidence of the past.	
Geography	The UK- As geographers, children will study the UK, including names of counties, cities and towns. They will use maps, atlases and globes to locate them. The children will investigate land use patterns; understand how some of these aspects have changed over time.		Extreme Earth - Children will explore extreme climates as physical geographers They will describe and understand key aspects of the water cycle, volcanoes, earthquakes, climate zones, rivers and mountains. They will use digital mapping to locate physical features on fault lines, along with rivers, lakes and time zones. They will also compare the physical geography and its effect on climate (North America and the UK)		The Middle East - As geographers, children will study the human and physical geography of the Middle East. They will focus on key aspects of human geography, including economic activity, trade links and the distribution of natural resources.	
Languages	The focus of our French lessons will be on practical communication, responding to spoken and written language. The children will be encouraged to speak with increasing confidence and fluency, as well as lengthening the amount of writing produced over the key stage.					
	Write phrases from memory. Broaden vocabulary and develop ability to understand new words. Present ideas and information orally.		Children will engage in conversations; asking and answering questions, expressing opinions and respond to those of others. Read carefully and show understanding of words phrases and simple writing. Understand and recite a poem linked to Easter		We will talk about a past holiday (where, how, who with, weather, food, places) Listen attentively to a spoken language and show understanding.	

PE	Gymnastics – Perform actions in a fluent and consistent performance, Create sequences and adapt, Know and understand the basic principles of warming up and why it is important, Understand why physical activity is good for overall health, Evaluate and improve their own and other work	Dance - Explore, improvise and combine movements, create structure in sections of dance using a range of movement patterns, understand why dance is good for fitness, Comment on their own work and the work of others	Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Use running, jumping and throwing; investigate in small groups different ways of performing these activities, Use a variety of equipment, ways of measuring and timing compared the effectiveness of different styles of runs, jumps and throws.	Swimming Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres, Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges, Perform self-rescue in different water-based situations, Describe and evaluate the quality of swimming and recognise what needs improving Cricket, Football & Tag Rugby Games Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points		
Music	. Living on a Prayer Fluently perform ‘Living on a Prayer’ with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	KS2 Nativity The children will learn to sing and perform a production based on the story of Christmas	. Classroom Jazz 1 Fluently perform with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Make You Feel My Love Fluently perform ‘Make You Feel My Love’ with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Fresh Prince of Bel Air Fluently perform ‘Fresh Prince of Bel Air’ with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Dancing In The Street Fluently perform ‘Dancing in the Street’ with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.
Music Specialist	Further develop strumming technique on ukulele and arpeggio patterns on glockenspiel/keyboard, and transfer this skill to guitar. Learn to play simple Em, G and C on guitar.					
Art	As Artists, the children will study the life and work of the artist L.S.Lowry , using drawing and painting techniques to recreate and reimagine Lowry’s work using his limited palette. Additionally, they will use a variety of techniques and mediums inspired by the Anglo Saxons, designing and creating Anglo-Saxon brooches, selecting a range of materials. Sketch books will be used to record, review and revisit ideas.		As Artists, the children will further develop their observational skills and drawing techniques. They will experiment with a range of different mediums including pencil and charcoal in response to the ‘Extreme Earth’ topic. The children will also refine their knowledge of printing techniques. Sketch books will be used to record, review and revisit ideas.		Children will be studying Early Islamic Art, focusing on pattern and colour. They will design and create tiles and sculptures using a range of techniques and materials including digital art, collage, printing and clay. Sketch books will be used to record, review and revisit ideas.	
DT	Creative Design - Anglo Saxon Jewellery To generate ideas of jewellery through brainstorming and identifying a purpose for their product. To use different tools and equipment safely and accurately. To evaluate it personally and seek evaluation from others.		Structures - Strengthening ‘houses’, (nets of shapes) and bridges. To draw up a specification for their design. To use a wider range of appropriate material, tools and techniques. Evaluate how learning from science and Mathematics can help design and make products that work.		Mechanisms Pop up story book for year 1 Model their ideas using prototype and pattern pieces. To cut and join with accuracy to ensure a good-quality finish to the product. To evaluate a product against the original design specification.	
	Cooking and Nutrition: Using Edible Gardens as a stimulus our children are taught the importance of a healthy and varied diet. They will prepare and cook a variety of dishes using a range of cooking techniques. As chefs the children will be taught where food comes from and will be taught about seasonality. Food Technology is also taught throughout the year linked to other areas of the curriculum e.g. Year 5 pupils make an Anglo Saxon feast, pancakes are made on Shrove Tuesday, Christmas cookery, Chinese New Year etc					
RE	Authority Figures -Explore the lives of Key leaders from different faiths. Understand and describe the challenges of commitment to a community of faith or belief. Relate to own experiences and suggest ways why belonging to a community may be valuable both in the diverse communities and own lives. Sacred Texts, Creeds, Statements of Belief-Discuss and debate why people have beliefs about the divine. Christmas- Traditions. The Gospel Accounts-Compare the Gospel accounts. Explore how they are remembered and celebrated in a range of Christmas festivities.		Places of Worship- Christianity, Islam, Judaism- Consider how the architecture of different places of worship express a community’s way of life, values and beliefs. Signs and Symbols. – Explore and describe a range of beliefs, symbols and actions in order to understand different ways of life and ways of expressing meaning. Easter- Lent Festivals and Celebrations, Special food- Observe and consider different dimensions of religion and show understanding of key events .		Inspirational Figures- Study key inspirational figures and understand the differences they have made to society. Rights and responsibilities- Observe and Understand varied examples of religious and worldwide views. Explain, with reasons their meanings and significance to individuals and communities. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about community, values and respect. Express ideas about right and wrong. Charity and Fair Trade - Apply ow-n ideas about justice and fairness to the work of developing charities. Understand why gifts are given during different festivals and celebrations and their significance. Daily Life- Discuss and present thoughtfully personal views on challenging questions about belonging, meaning, purpose and truth. Apply ideas in different forms including reasoning, music, art and poetry. Discuss and explore how religious stories and teachings can be applied in everyday situations.	
SMSC/PSHE	In SMSC the children will explore ‘changes’. The children will be taught aspects of British Values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance. All aspects of school life aim to deepen and develop understanding of these concepts and compliment PSHE. As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos.					
	Calm School WOW – Walk once a week	Anti-Bullying Week (12th-16th November)	Online safety day (5th February)	NSPCC - Pants	Healthy School Day	Enterprise Day

	What makes a community? +Mutual respect and tolerance *Respectful *Responsible	What does discrimination mean? +Mutual respect +Individual liberty *Respectful *Responsible *Resilient	How can we be safe online using social media? +Rule of Law +Mutual respect +Individual liberty *Responsible *Respectful *Resourceful	How can we manage our money? +Individual liberty *Responsible *Resourceful	What choices help health? *Responsible *Resourceful	What makes us enterprising? +Individual liberty *Responsible *Resourceful
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