

## Year 5 Curriculum Overview 2017-18

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
<b>Text</b>	This term we will be reading Tom's Midnight Garden by Philippa Pearce, Street Child by Berlie Doherty plus a selection of short stories. Narratives - we will also be reading, writing and retelling our own wishing tales warning tales and classic poetry. Non-Fiction – We will be studying and writing biographies and explanations.		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 our own stories from other cultures, tales of quest and tales of fear. We will be using expressive language to describe settings and characters. Non-Fiction – We will be revisiting non-chronological reports during 'Superhero Week'.		This term we will be reading Street Child by Berlie Doherty, Varjak Paw by SF Said plus a selection of short stories. Narratives - we will also be reading, writing and retelling our own 'defeating the monster' tales. We will be revisiting warning tales.	
<b>Computing</b>	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 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 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 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 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.
<b>Science</b>	Children will learn about electricity. As scientists they will construct simple circuits and study the links between magnets and electricity. The children will focus on developing scientific skills, including; defining variables, designing questions, suggesting equipment/methods, planning investigations and predicting outcomes.		The children will learn about geology, mixtures and separation. As scientists they will learn about mixing solids and liquids and how to separate them. They will also study how this relates to soils and rocks in the world around us. The children will focus on developing scientific skills, including; selecting which data to gather, graphing/tabulating data and spotting patterns in data.		The children will learn to analyse and evaluate data related to environment, ecology and evolution. As scientists they will learn about how the environment affects living things, and how living things have adapted to living on earth. The children will focus on developing scientific skills, including; validating data, identifying/explaining anomalies, preventing anomalies and using alternative investigations to justify results.	
<b>History</b>	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 artifacts 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.	
<b>Geography</b>	<b>The UK</b> 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.		<b>Extreme Earth</b> 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)		<b>The Middle East</b> 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.	
<b>Languages</b>	<b>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.</b>					
	We will be continuing to learn the alphabet and numbers (to 100). We will learn how to describe ourselves and others including clothing as well as exploring the pattern and sounds of language through songs and rhymes.		Recognising and naming school subjects, expressing opinions about school subjects, recalling time, understanding and describing details about daily routine.		French: We will be revising and consolidating language learned throughout the year	
<b>PE</b>	<b>Athletics</b> - 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.	<b>Gymnastics</b> – 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	<b>Dance</b> - 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	<b>Swimming</b> 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 <b>Cricket, Football &amp; Tag Rugby Games</b> 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		

<b>Music</b>	<b>Ukulele Phase 1</b> The children will play C, Am and F chords accurately on Ukulele using strumming/plucking techniques to a variety of songs. Recall ukulele anatomy and history.	<b>KS2 Nativity</b> The children will learn to sing and perform a production based on the story of Christmas	<b>Don't Stop Believing</b> Fluently perform 'Don't Stop Believing' 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.	<b>Dancing In The Street</b> 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.	<b>STOP</b> Fluently perform 'STOP' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an understanding of why bullying is bad, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	<b>Reflect, Rewind, Replay</b> Revisiting songs from the year
<b>Art</b>	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 and creating a Viking shield. 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.	
<b>DT</b>	<b>Creative Design</b> Anglo Saxon Jewellery			<b>Structures</b> Strengthening 'houses' (nets of shapes) Bridges	<b>Food Technology</b> This will be linked to our History/Geography topic of the Middle East.	<b>Mechanisms</b> Pop up story book for year 1
<b>Cooking and Nutrition:</b> 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						
<b>RE</b>	<b>Authority Figures</b> -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. <b>Sacred Texts, Creeds, Statements of Belief</b> -Discuss and debate why people have beliefs about the divine. <b>Christmas- Traditions . The Gospel accounts</b> -Compare the Gospel accounts. Explore how they are remembered and celebrated in a range of Christmas festivities.		<b>Places of Worship- Christianity, Islam, Judaism-</b> Consider how the architecture of different places of worship express a communities way of life, values and beliefs. <b>Signs and Symbols.</b> – Explore and describe a range of beliefs, symbols and actions in order to understand different ways of life and ways of expressing meaning. <b>Easter- Lent Festivals and Celebrations, Special food-</b> Observe and consider different dimensions of religion and show understanding of key events .		<b>Inspirational Figures-</b> Study key inspirational figures and understand the differences they have made to society <b>Rights and responsibilities-</b> 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. <b>Charity and Fair Trade</b> - 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.  <b>Daily Life-</b> 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.	
<b>SMSC/PSHE</b>	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. <b>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.</b>					
Resilience & Respect: I will not join in on bullying		Resilience & Respect: The bullied child needs my support		Resilience & Respect: I will not be bullied!		
<b>What makes a community?</b> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	<b>What does discrimination mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	<b>How can we manage our money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	<b>What choices help health?</b> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	<b>How can we be safe online and using social media?</b> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	<b>What makes us enterprising?</b> Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	