

Year 5 Curriculum Overview						
Topic Names	Term 1 8 Weeks	Term 2 7 Weeks	Term 3 6 Weeks	Term 4 6 Weeks	Term 5 5 Weeks	Term 6 7 Weeks
	Awe and Wonder			Awe and Wonder		Awe and Wonder
	Planet Earth – Focus upon Animals	Vikings and Anglo Saxons	Earth and Space	World War II	I am a Scientist!	Healthy Me
WOW Moment/Trips	Noah's Ark Zoo / STEM Day at Wycliffe/ FGR Intergenerational Day	Christmas Panto	We Are The Curious	Gloucestershire Warwickshire Railway WW2 Experience		Sir William Romney's Year 5 Experience Day
Related Texts	Window/ Planet Earth/ Dear Greenpeace  The Explorer!	Beowulf/ Anglo-Saxon Boy/ The Saga of Eric the Viking	Cosmic/ War of the Worlds/ The Jamie Drake Equation	Good Night Mr Tom/ Letters from the Lighthouse/ Carrie's War/ I am David		Wonder/ Pig Heart Boy
Writing Opportunities/Links	Persuasive Letters  Finding Tale	Character Flaw Tale  Biography	Conquering the Monster  Non-Chron Report – Fact Text	Theme poems about WW2  Warning Tale	Recount (Journalistic Style)  Explanation Text	Discussion/Debate
Maths Opportunities/Link	Map Reading	Chronology		Chronology Map Reading – use of compasses		Pulse Rates Recording Data – Statistics Measurement
Science	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>I can describe the life process or reproduction in some plants and animals.</li> </ul>	<b>Forces</b> <p>I can identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p>	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>I can describe the movement of the Earth and other planets, relative to the Sun in the solar system</li> <li>I can describe the movement of the Moon relative to the Earth.</li> <li>I can describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the</li> </ul>	<b>Properties and changes of materials</b> <ul style="list-style-type: none"> <li>I can compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</li> </ul>	<b>Properties and changes of materials</b> <ul style="list-style-type: none"> <li>I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>I know how some materials will</li> </ul>	<b>Animals, Including Humans</b> <ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age.</li> </ul>

			<p>sun across the sky.</p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul>	<p>including metals, wood and plastic.</p>	<p>dissolve in liquid to form a solution and how to recover a substance from a solution.</p> <ul style="list-style-type: none"> <li>I know 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, oxidation and the action of acid on bicarbonate of soda.</li> </ul>	
<b>Geography</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>I know the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>I can describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>Human and Physical Geography</b></p>			<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>I can name and locate some of the countries and cities of the world and their identifying human <del>and</del> physical characteristics, <del>including hills, mountains, rivers, key topographical features and land-use patterns, and</del> understand how <del>some of these aspects have changed over time.</del></li> <li>I can use a range of geographical resources to give detailed descriptions and</li> </ul>		

	<ul style="list-style-type: none"> <li>• I can name and locate some of the countries and cities of the world and their identifying <del>human</del> and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• I can identify and describe how the physical features affect the human activity within a location.</li> <li>• I can describe physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• I can describe geographical diversity across the world.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• I can use the 8 points of a compass: four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate</li> </ul>			<p>opinions of the characteristic features of a location</p> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• I can use the 8 points of a compass: four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world.</li> <li>• I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>		
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	knowledge of the UK and the world.					
<b>History</b>		<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>		<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>		
<b>Art</b>						
<b>D&amp;T</b>		<b>Frame Structures – Children to make Anglo Saxon/Viking Houses</b> <ul style="list-style-type: none"> <li>• Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</li> <li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> </ul>		<b>Monitoring and Control – Children to make a Morse code device that outputs both sound and light</b> <ul style="list-style-type: none"> <li>• Develop a design specification for a functional product that responds automatically to changes in the environment.</li> <li>• Generate, develop and communicate ideas through discussion, annotated</li> </ul>		<b>Food - Celebrating culture and seasonality – Look into food miles, which links into maps from Geography. Can children make a meal with the low food miles?</b> <ul style="list-style-type: none"> <li>• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> </ul>

		<ul style="list-style-type: none"> <li>• Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</li> <li>• Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</li> <li>• Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>• Use finishing and decorative techniques suitable for the product they are designing and making.</li> <li>• Investigate and evaluate a range of existing frame structures.</li> <li>• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Research key events and individuals relevant to frame structures.</li> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> </ul>		<p>sketches and pictorial representations of electrical circuits or circuit diagrams.</p> <ul style="list-style-type: none"> <li>• Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</li> <li>• Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</li> <li>• Create and modify a computer control program to enable their electrical product to respond to changes in the environment.</li> <li>• Continually evaluate and modify the working features of the product to match the initial design specification.</li> <li>• Test the system to demonstrate its effectiveness for the intended user and purpose.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>• Make, decorate and present the food product appropriately for the intended user and purpose.</li> <li>• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>• Evaluate the final product with reference back to the</li> </ul>
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<b>Music</b>	<b>Life Cycles</b>	<b>Our Community</b>	<b>Solar Systems</b>	<b>At the Movies</b>	<b>Celebration</b>	<b>Keeping Healthy</b>
<b>Computing</b>	<b>We are bloggers</b> Sharing experiences and opinions	<b>We are architects</b> Creating a virtual space	<b>We are game developers</b> Developing an interactive game	<b>We are Cryptographers</b> Cracking codes	<b>We are artists</b> Fusing geometry and art	<b>We are web developers</b> Creating a website about cyber safety
<b>French</b>	<b>Lesson 1-3:</b> Lesson 1 – Il, y and a Lesson 2 – Directions Lesson 3 – Asking where places are?	<b>Lesson 4-7:</b> Lesson 4 – Revision of days of the week Lesson 5 – No new vocab Lesson 6 – Christmas theme Lesson 7 – Christmas theme	<b>Lesson 8-11:</b> Lesson 8 – Revision of days of the week Lesson 9 – Months of the year Lesson 10 – Revision of sports/hobbies vocab Lesson 11- Revision of fruit	<b>Lesson 12-14:</b> Lesson 12 – Food items Lesson 13 – No new vocab Lesson 14 – Breakfast	<b>Lesson 15-17:</b> Lesson 15 – Ingredients for a French Dessert Lesson 16 – Revision of days of the week/months Lesson 17 – Revision of weather phrases	<b>Lesson 18-20:</b> Lesson 18 - Saying where you live Lesson 19 – No new vocab Lesson 20 – No new vocab
<b>PSHE/Ethical Issues</b>	<b>Introduce with Rights and Responsibilities, Hopes and Aspirations</b>	<b>Friendship</b>	<b>Pick up with Rights and Responsibilities,</b>	<b>Keeping Myself Safe/Managing Risk</b>	<b>Healthy Me</b> <a href="#">Look at Facts 4 Life resources</a>	<b>Growing Up:</b> <a href="#">Look at Facts 4 Life resources</a> - Link the 'fake' family

	<p>with the idea of recapping later on in the year</p> <p><b>My Place in the World</b> - Charities to look upon? Save the children (link to Unicef and the rights of a child)/WWF/WaterAid</p>	<p>Blob Tree – look into this, which character to the children most relate to?</p>	<p><b>Hopes and Aspirations</b></p>	<p>'Keeping Myself Safe – Gloucestershire Healthy Living and Learning. Ask WD for log in details for PDF. – Lesson by lesson, run through.</p> <p>Link to Goodnight Mr Tom</p>	<p><b>Healthy Mind</b></p>	<p>with puberty! (Babbett Cole Book – Hair in Funny Places and <i>Mummy Laid an Egg</i>/ Where Willy Went – Nicholas Allan/ Lets Talk -Robie. H. Harris/ What's the Big Secret = Laurie Brown/Usborne Books) Development of baby = YouTube (Miracle of Life)</p>
<b>Week of Awe and Wonder</b>						