



Curriculum Overview 20-21

Year Group: Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Fiction: stories – dialogue; diary entry; Myths and legends; film narrative; Stories from other cultures; Playscripts ; Story / Speech; Traditional stories Non-Fiction – recounts; Instructions; letters; newspaper; non- chronological; persuasive letter; information Poetry – poetic style/structure; Choral and performance					
Maths	See White Rose scheme overview: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-5-Lesson-by-Lesson-Overview.pdf					
History	How did Manchester change during Victorian times? Know how and why Manchester changed during Victorian times. Know how Britain (focusing on Manchester) has had a major influence on the world. Identify historically significant people (such as the		Why were the Ancient Greeks significant? Know about Ancient Greek life, Ancient Greek achievements and Ancient Greek influence on the western world. Identify historically significant people (such as Aristotle) and events (such as the Battle of Marathon and the Olympic Games).	<i>(Chance for previous topic to last longer / next topic to start sooner)</i>	Why was World War II a significant event? Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how Britain has had a major influence on the world. Identify historically significant people (such as Churchill and Hitler) and events (such as the Blitz).	

	<p>Gregg family at Quarry Bank Mill) and events (such as the Industrial Revolution and the arrival of the Liverpool-Manchester railway).</p> <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p>		<p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions.</p>		<p>Continue to develop a chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions.</p> <p>Understand that different versions of the past exist, giving reasons for this.</p>	
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	<p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this.</p> <p>Describe social and ethnic diversity in Britain and the wider world.</p>		<p>Understand that different versions of the past exist, giving reasons for this.</p>		<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	
Geography		<p>What's different about living in the northern and southern hemispheres?</p> <p>Be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer</p>				<p>What is a biome and where are they?</p> <p>Know about the physical geography of the following biomes and how they compare: deserts, savannahs, rainforests, tundra, temperate zones or forests.</p> <p>Describe the key geographical elements of a rainforest and how this has changed over time</p>

		<p>and Capricorn, Arctic and Antarctic Circle</p> <p>Be able to identify the Prime/Greenwich Meridian</p> <p>Be able to explain how time zones work and their significance (including day and night).</p> <p>Be able to compare seasons in different hemispheres.</p>				<p>due to deforestation (Brazil as the focus).</p>
Science	<p>Earth and Space</p> <p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p>	<p>Forces and magnets</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance</p>	<p>Properties and changes of material / Scientific investigations</p> <p>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</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>Living things and their habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	<p>Animals including humans</p> <p>describe the changes as humans develop to old age</p>	

	<p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</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>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>			
Computing	<p>See ICT with Mr P overview Covered across the year, across subjects</p>					
Art	<p><u>How did Manchester change during Victorian times?</u></p> <p>Looking at industrial architecture and machinery. Looking at Manchester's industrial heritage.</p>	<p><u>Whats different about living in Northern and Southern hemisheres?</u></p>	<p><u>Why were the ancient Greeks significant?</u></p> <p>Looking at the range of life drawing used to embellish pottery. Create a papier mache plate using tissue paper layers.</p>	<p><u>Why were the ancient Greeks significant?</u></p>	<p><u>Why was WWII significant?</u></p> <p>Look at a range of landscape work from British War Artists. Discuss their importance. Talk about the effect of the war on individual people and create a mixed media landscape In the style</p>	<p><u>What is a biome and where are they?</u></p> <p>Brasil? Look at the art of Romero Britto and how he chooses to represent life in Brasil. Compare to what we know about Pop Art.</p>

	<p>Practise drawing and sketching skills</p> <p>Children to create a multi media piece using elements from industrial machinery</p>		<p>Look at photos of modern athletes and make a life drawing to copy onto the plate.</p> <p>Create a repeating border pattern to embellish the edge.</p>		<p>of Anthony Gross Look at the air raid shelter drawings by Henry Moore. Children to take turns modelling or life drawing air raid shelter scenes in oil pastel (white on black)</p>	<p>Make life drawings of dancers using film of samba dancers to work from. Create mini Britto style pieces to contribute to a collaborative piece.</p>
Design and Technology		<p>Textiles</p> <p>What kind of hat should I make?</p> <p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, and pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional,</p>		<p>Construction</p> <p>Can we make a bug hotel?</p> <p>Be able to select appropriate tools and techniques to cut a range of natural materials with differing qualities</p> <p>To use a range of tools safely and accurately</p> <p>To measure and mark out accurately</p> <p>To employ a range of joining and</p>		<p>Food Technology</p> <p>What kind of flapjack should we have at our picnic?</p> <p>Children should know that food is grown in the UK, Europe and the wider world.</p> <p>Children should begin to understand that seasons may affect the food available.</p> <p>Children should know food is processed into ingredients that can be eaten or used in cooking.</p>

		<p>appealing products that are fit for purpose.</p> <p>With growing confidence, apply a range of finishing techniques.</p> <p>Select from and use a wider range of textiles, according to their functional properties and aesthetic qualities.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use a range of sewing techniques accurately (including cross-stitch for details).</p> <p>With growing confidence, cut and join with accuracy to ensure a good-quality finish to the product.</p>		<p>finishing techniques</p> <p>Be able to employ a range of skills including cutting, drilling, nailing, screwing, gluing, filling, sanding to manipulate a range of materials</p> <p>Be able to design a product for a specific user</p>		<p>Children should know how to prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Children should know how to use a wider range of food preparation techniques (such as chopping, slicing, measuring, mixing, spreading, baking).</p> <p>Children should begin to understand that different food and drink contain different substances (such as fibre) that are needed for health.</p>
Music and Drama	How did Manchester	North and Southern hemisphere	Why were the Ancient Greeks significant?	Delia Derbyshire Dr Who	Why was World War II a significant event?	Biomes Hans Zimmer - Earth

	<p>change during Victorian times? Victorian Composer – Elgar Enigma Variations</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drawn</p>	<p>No place like – Kerry Andrew</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Uses words contributed by children across the UK Performed by voice with or without body percussion, beatboxing, classroom percussion</p> <p>Kerry says: “No Place Like’ is about where we are all from, how we are connected, the homes we live in, and the sounds we find in our hometowns.”</p> <p>Watch the film and discuss Brainstorm</p>	<p>Heroes of troy</p> <p>Explore chromatic. A chromatic scale is a downward or upward stepwise movement, C C# D etc on a keyboard or any chromatic percussion instrument (ie an instrument that has all the notes like the black and white on a piano). Invite the children to play chromatically - start on any note and play the note next to it (up or down) and keep going. The ‘Is it love?’ chromatic part is as shown below.</p> <p>After using the content Practise singing ‘The foolish and the brave’ and encourage memorising of rap.</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>Watch the film Listen to the performance Make a graphic score</p>	<p>Grazyna Bacewicz – female composer who composed in Nazi occupied Warsaw in WW2. Overture – Morse Code themes.</p> <p>Watch the film Listen to the performance Write a story</p> <p>Use Bacewicz’s rhythms to create an introduction Learn about Morse code and use it to transform words into musical motifs Learn about fanfares and structure musical motifs into a piece</p> <p>Make graphic scores</p> <p>Invent a sad melody Structure sections of music into a bigger piece</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>Watch the film</p>
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	<p>from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>Listen and describe music using words and pictures Watch the film and discuss Learn and perform a melody Create an ending to the melody and orchestrate it Create musical motifs and put them together to make a piece Create musical motifs and put them together to make a piece Develop a theme and structure musical motifs around it Structure all ideas into a piece Perform the piece to an audience Use technical</p>	<p>a list of sounds Discuss the findings Learn the difference between loud and soft, high and low pitched Listen, collate and describe real sounds Make a graphic score or diagram of these Walk and collect sounds outside of school Describe / record and begin to notate sounds Devise musical motifs based on previously collected sounds Order these sounds into a structure (free flowing soundscape) Follow/ give musical signals Understand, perform and use pulse create rhythmic ostinatos based on collected sounds layer and structure rhythmic ostinatos over a pulse Structure ideas into a piece with a</p>	<p>Revise the song 'Is it love?' Encourage recorder players or other instrumentalists to learn to play the chorus. Explore sequences by playing notes A A Bb A then G G A G on a piano or keyboard - see the music of that sequence below. Find out how that sequence can continue (F F G F) and so on. Make up other sequences. Try writing on staves. Invite children to practise the instrumental parts opposite and then add them to the song. The top part requires a pitched instrument - such as a glockenspiel - and the other parts can be played on un-pitched</p>	<p>Play the Doctor Who theme on 'found sounds' Record sounds from around the school Manipulate sound files using music editing software</p> <p>Create rhythms and melodies from 'found sounds' using music editing software Use musical terminology appropriate to the task Structure sections of music into a bigger piece</p>		<p>Create artwork inspired by the music</p> <p>Learn to play a shimmer Create vocal melodies</p> <p>Create three-note repeating patterns and play with different durations Use musical terminology and notation</p> <p>Create musical motifs inspired by 'Earth' Structure these into a piece</p> <p>Structure sections into a bigger shape Learn about dynamics</p> <p>Use chords – triads.</p>
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	terminology where appropriate	definite structure or shape Create and follow a diagrammatic presentation of the music Use technical terminology where appropriate	percussion - eg tambour, claves or woodblock. The scales used in music have their origins in the Greek modes. To hear what modes sound using a xylophone find and play the note then play the next note, D and so on until you reach the next C. That mode is now our major scale. Start on any other note and do the same. The lament in Heroes of Troy is based on the mode from A to A - the 'Aeolian mode' - which led to what we call the 'minor' scale today. It is especially used when writing a sad piece of music. Listen to other examples of folk music, especially laments or ballads.			
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RE	Why do some people think God exists?	God is everywhere, why go to a place of worship?	What would Jesus do? Can we live by the values of Jesus in the 21 st century?	What does it mean to be a Muslim in Britain today?
	See progression document for further detail			

PE

Gymnastics – Matching, mirroring and contrast

- Match a partner's moves. Perform matching moves within a sequence. Start a sequence with clearly defined start and finish positions.
- Contrast your partner's moves so that you work at different levels and in different pathways.
- Work in time with your partner.
- Mirror a partner's symmetrical and asymmetrical shapes. Perform a sequence involving travelling whilst mirroring.
- Work in pairs to create a routine of moves involving some matching, mirroring and contrasts.
- Work as a group to demonstrate fluent routines involving mirroring and contrast.
- Perform elements of unison and canon in your group routine
- Demonstrate different dynamics within your performance on both floor and apparatus.

Gymnastics – Partner work: Under and over

- Make a sequence with your partner where you both at some point roll over the other
- Support your own body weight in front and back supports. Use different ways of travelling along the floor. Travel under a partner and support your body weight whilst a partner passes under your support.
- Work cooperatively with others in your group to create opportunities for others to travel over and under you.
- Travel in lots of interesting ways over benches creating fluent controlled sequences.
- Refine sequences and all real quality to the movements ensuring that you have clear start and finish position.
- Perform seamless transitions.

Gymnastics – Synchronisation and Canon

	<ul style="list-style-type: none"> • Cooperate with a partner and negotiate a routine of 4 moves in various points and patches • Perform a consistent count so that sequence flows. • Intersperse moves in canon and unison. • Perform symmetrical and asymmetrical balances at low and high levels. • Demonstrate different dynamics – change of level, speed and direction. • Perform a high quality sequence of moves displaying canon and unison.
<p>PE</p>	<p>Dance: The Victorians</p> <ul style="list-style-type: none"> • To create imaginative actions based on a theme • To focus on good timing and performing motif in unison • To show good timing • To include use of level changes, pathway and different actions • To show good teamwork and communication • To include use of mirror image and changes in level and direction in choreography • To work well in groups showing good cooperation skills • To use choreography creatively • To show use of canon, unison and mirror image and changes in formation level and direction • To work well in groups, providing useful peer feedback • To use choreography effectively • To show use of canon and changes in formation when creating and performing in groups • To understand what makes a good performance • To give useful feedback • To improve our own performance based on feedback <p>Dance: World War II</p> <ul style="list-style-type: none"> • To create imaginative actions based on a theme • To focus on good timing and performing motif in unison • To turn 3 -4 actions into a travelling section

	<ul style="list-style-type: none"> • To include use of level changes, pathway and different actions • To show good teamwork and communication • To include use of mirror image and changes in level and direction in choreography • To work well in groups showing good cooperation skills • To use choreography creatively • To show use of canon, unison and mirror image and changes in formation level and direction • To work well in groups, providing useful peer feedback • To use choreography effectively • To show use of canon and changes in formation when creating and performing in groups • To understand what makes a good performance • To give useful feedback • To improve our own performance based on feedback 					
PE	Outdoor games: Tag Rugby	Outdoor games: Football	Outdoor games: Basket Ball	Outdoor games: Hockey	Outdoor games: Athletics	Outdoor games: Cricket
	See progression document for further detail on outdoor games					
PSHE	<p>Being me in my world</p> <p>I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal</p> <p>I understand my rights and responsibilities as a British citizen</p> <p>I understand my rights and responsibilities as a British citizen and a member of my school</p>	<p>Celebrating difference</p> <p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p>	<p>Dreams and goals</p> <p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me</p>	<p>Healthy me</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures</p>	<p>Relationships</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand how it feels to be attracted to someone and what</p>	<p>Changing me</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p>

	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can compare my life with people in the developing world</p> <p>I can enjoy the experience of a culture other than my own</p>	<p>and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>(including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>having a boyfriend/girlfriend might mean</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Year 6</p>
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