

YEARLY OVERVIEW

YEAR 5

	TOPIC	VISIT	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	COMPUTING	RSE
Autumn 1	Mighty Mountains	Lakes District/ Forests	<p>ANIMALS Describe the changes as humans develop to old age. describe the life process of reproduction in some plants and animals. Gestation, foetal development, growth and change -baby and child, growth and change, adolescence and puberty, growth and change adults to old age. -With prompting, plan different types of scientific enquiries to answer questions. -Take precise measurements using standard units. -Report and present findings from enquiries</p>	<p>GEOG: MIGHTY MOUNTAINS Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn - Describe and understand key aspects of climate zones, biomes and vegetation belts, types of settlement and land use -Use graphs to display data collected -Compare maps with aerial photographs -Select a map for a specific purpose -Begin to use atlases to find out other information (e.g. temperature) -Locate the world's countries, focus on North & South America -Find and recognise places on maps of different scales -Use 8 figure compasses, begin to use 6 figure grid references. -Make a judgement about the best angle or viewpoint when taking an image or completing a sketch -Evaluate their sketch against set criteria and improve it -Use a database to interrogate/amend information collected, -Use graphs to display data collected</p>		<p>MUSIC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music. -Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with 2 different parts. -Create different vocal effects when singing and rapping. -Whilst listening, pick out and perform syncopated and off-beat rhythms -Be able to explain why the music uses those types of rhythms</p>			<p>ON OUR WAY TO SCHOOL -Prepare and practise a simple conversation, re-using familiar vocab in new contexts -Understand and express simple opinions -Listen attentively and understand more complex phrases and sentences -Re-read a variety of short texts -Make simple sentences and short texts -Write words, phrases and short sentences, using a reference -Recognise conventions of word order and use this to build short sentences -Develop accuracy in pronunciation and intonation -Use dictionaries</p>	<p>GAMES (TAG RUGBY) Send and receive a ball with hands, feet with accuracy to a target, space or teammate Pass, control with accuracy and fluency while on the move Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team Make decisions quickly in a game</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content Understand computer networks including the internet; how they can provide multiple services, such as communication and collaboration</p>	
Autumn 2	WW1		<p>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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -With prompting, plan different types of scientific enquiries to answer questions. -With prompting, recognise and control variables where necessary. -Record data and results. -With support, present findings from enquiries orally and in writing -Suggest how evidence can support conclusions. -Suggest further comparative or fair tests.</p>	<p>History WW1 A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts -Devise, ask and answer more complex questions about the past, considering key concepts in history -Analyse a range of source material to promote evidence about the past -Understand that the past is represented and interpreted in different ways and give reasons for this - Begin to use a greater depth of historical knowledge to make links between main events, situations and changes within and across different periods and societies -Begin to offer explanations about why people in the past acted as they did -Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>		<p>ART: DRAWING AND PAINTING PAUL NASH (WW1 ARTIST) To create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing and painting with a range of materials (for example, pencil, charcoal, paint) -Introduce perspective and proportion, fore/back and middle ground. -Using images from war, design an illustrative image based on research. -Build on previous work with colour by exploring intensity. -Work in paint including ready mix and acrylics. -Study Paul Nash –WW1 artist. -Learn about great artists, architects and designers in history</p>			<p>GYMNASTICS Create a sequence up to 8 elements Perform balances, mirror match Travel in a variety of ways in time with a partner Explore starting and finishing positions Swimming</p>	<p>Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p>	CALMING THE STORM IS GOD CALLING YOU?	
Spring 1	Space	Space camp	<p>EARTH AND SPACE - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - With prompting, recognise and control variables where necessary. -Suggest how evidence can support conclusions. -Use line graphs to record data. - Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.</p>	<p>History THE CHANGING POWER OF MONARCHS A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Begin to show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual -Devise, ask and answer more complex questions about the past, considering key concepts in history -Analyse a range of source material to promote evidence about the past -Understand that the past is represented and interpreted in different ways and give reasons for this -Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts -Begin to offer explanations about why people in the past acted as they did</p>		<p>D.T: TEXTILES UGLY MONSTER DOLLS Use research and develop design criteria to inform the design of innovative, appealing products, model and communicate their ideas through discussion, annotated sketches and pattern pieces. Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities -Generate innovative ideas, drawing on research. -Develop designs through discussion, annotated sketches and diagrams. -Follow procedures for safety. -Accurately assemble, join and combine materials by selecting appropriate equipment. -Know that a 3D textiles product can be made from a combination of fabric shapes. -Evaluate product.</p>		<p>THE PLANETS -Prepare and practise a simple conversation, re-using familiar vocab in new contexts -Understand and express simple opinions -Listen attentively and understand more complex phrases and sentences -Re-read a variety of short texts -Make simple sentences and short texts -Write words, phrases and short sentences, using a reference</p>	<p>GAMES (BASKETBALL) Make decisions quickly in a game Pass, control and shoot with accuracy and fluency while on the move Send and receive a ball with hands Challenge and encourage each other to perform to the best of their ability</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content</p>	UNDER PRESSURE DO YOU WANT A PIECE OF CAKE? SELF TALK	

Spring 2	Explorers		<p>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.</p> <ul style="list-style-type: none"> - With prompting, plan different types of scientific enquiries to answer questions. - Record data and results. - Record data using labelled diagrams, keys, tables and charts. - Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships. 	<p>GEOG: WHAT SHAPES MY WORLD? Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> -Compare maps with aerial photographs -Begin to use atlases to find out other information (e.g. temperature) - Describe and understand key aspects of climate zones, biomes and vegetation belts, types of settlement and land use -Find and recognise places on maps of different scales -Use 8 figure compasses, begin to use 6 figure grid references. 	<p>ART: TEXTILES TIE DYE To create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing and painting with a range of materials (for example, pencil, charcoal, paint)</p> <ul style="list-style-type: none"> -Use the work of artists to replicate ideas and inspire own work. -Learn about great artists, architects and designers in history -Artist focus, photographer, David Doubilet and Yellena James This will inspire the development of tie dying techniques. (This is a progression from Y2 batik) -Create tie dye pieces combining two colours 	<ul style="list-style-type: none"> -Recognise conventions of word order and use this to build short sentences -Develop accuracy in pronunciation and intonation -Use dictionaries -Plan and prepare language learning activities, analysing what they need in order to carry out a task 	<p>DANCE</p> <p>Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities</p> <p>Show an awareness of different dance styles</p> <p>Create longer and challenging dance phrases and dances</p> <p>Select appropriate movement material</p> <p>Develop movement using; Actions, Space, Relationships, Dynamics, Choreographic devices</p>	<p>Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</p>	<p>SHARING ONLINE CHATting ONLINE PHYSICAL CONTACT SHARING ISN'T ALWAYS CARING CYBERBULLYING TYPES OF ABUSE IMPACTED LIFESTYLES MAKING GOOD CHOICES GIVING ASSISTANCE</p>
Summer 1	Ancient Greece	Greek Day (University workshop)	<p>FORCES - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify 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.</p> <ul style="list-style-type: none"> -With prompting, plan different types of scientific enquiries to answer questions. - Take and process repeat readings. - Record data using labelled diagrams, keys, tables and charts. - Select, with prompting, and use appropriate equipment to take readings. - Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships. 	<p>History ANCIENT GREECE-- a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> -Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts -Devise, ask and answer more complex questions about the past, considering key concepts in history -Analyse a range of source material to promote evidence about the past -Understand that the past is represented and interpreted in different ways and give reasons for this - Begin to show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual -Record knowledge and understanding in a variety of ways, using dates and key terms appropriately 	<p>MUSIC RECORDER Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> -On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures -Perform pieces which use off-beat and dotted rhythms and single quaver rests. -Perform and compose, using 5-8 pitched notes. -Capture the work in different formats so it can be recreated -Create 4 bar melodies (in different tempos and rime signatures) that can be performed 	<p>BEACH SCENE</p> <ul style="list-style-type: none"> -Listen attentively and understand more complex phrases and sentences -Prepare a short presentation on a familiar topic -Re-read a variety of short texts -Make simple sentences and short texts -Write words, phrases and short sentences, using a reference -Understand and use negative statements -Recognise conventions of word order and use this to build short sentences -Develop accuracy in pronunciation and intonation -Use dictionaries -Plan and prepare language learning activities, analysing what they need in order to carry out a task 	<p>TENNIS / ATHLETICS</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Set realistic targets for self, of times</p> <p>Throw with greater accuracy, control and efficiency of movement</p> <p>Sustain pace over longer distance – 2 minutes Relay change-overs</p> <p>Set realistic targets for self, when throwing over an increasing distance</p>	<p>Use logical reasoning to explain how some simple algorithms work</p>	<p>THE TRINITY CATHOLIC SOCIAL TEACHING</p>
Summer 2	Marvellous Maps		<p>MATERIALS - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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> <ul style="list-style-type: none"> - With prompting, plan different types of scientific enquiries to answer questions. - With prompting, identify that not all results may be trustworthy. - Select, with prompting, and use appropriate equipment to take readings. -Suggest further comparative or fair tests. 	<p>GEOG: WHAT DO PLACES HAVE IN COMMON? Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> -Compare maps with aerial photographs -Select a map for a specific purpose -Begin to use atlases to find out other information (e.g. temperature) -Find and recognise places on maps of different scales -Use 8 figure compasses, begin to use 6 figure grid references. -Locate the world's countries, focus on North & South America - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America - Describe and understand key aspects of climate zones, biomes and vegetation belts, types of settlement and land use 	<p>D.T: MECHANISMS ARCHEMEDES LEVERS Understand and use mechanical systems in their products for example, gears, pulleys, cams and levers Understand how key events and individuals in design and technology have helped shape the world Investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> -Greek metal gearing mechanisms. -Understand how these mechanisms work -Understand how science and maths can help design these products -Looking at products with these mechanisms 	<ul style="list-style-type: none"> -Plan and prepare language learning activities, analysing what they need in order to carry out a task 	<p>GAMES (NETBALL) / OAA</p> <p>Pass, control, dribble and shoot with accuracy and fluency while on the move</p> <p>Send and receive a ball with hands</p> <p>Understand own and others' strengths and weaknesses and accommodate this</p> <p>Make decisions quickly in a game</p> <p>Challenge and encourage each other</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	<p>REACHING OUT</p>