

YEARLY OVERVIEW YEAR 5

Quality/Characteristic	Colour
Respect	Red
Ambition	Orange
Inquisitiveness	Yellow
God's love	Green
Resilience	Blue
Independence	Pink
Service	Purple

	TOPIC	VISIT	Careers link	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	COMPUTING	RSE
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Autumn 1	Mighty Mountains	Forestry Commission	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	GEOG: WHAT SHAPES MY WORLD? 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	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	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	Fundamental Movement <i>Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team</i> <i>Make decisions quickly in a game</i> <i>Challenge and encourage each other to perform to the best of their ability</i> <i>Pass, control and dribble with accuracy and fluency while on the move</i> <i>Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or teammate</i> <i>Choose a shooting technique to use to be successful</i> <i>Land on different feet and pivot to pass a ball</i>	Online safety and Digital Literacy <i>Know the risks posed to them by using social media, including understanding that people may not be who they say they are.</i> <i>Know that it is irresponsible to share images of friends on-line without permission</i> <i>Know how to report concerns online</i> (Purple Mash Unit 5.2 - Online Safety)	Calming the Storm Is God calling you? <i>Children can explain that:</i> <i>We were created individually by God who cares for us and wants us to put our faith in Him</i> <i>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</i> <i>That God calls us to love others</i> <i>Ways in which we can participate in God's call to us</i>
		National Park Ranger					Lakes District/ Forests	Mountain Rescue	

Autumn 2	WW1	Armed Forces	<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 <i>-With prompting, plan different types of scientific enquiries to answer questions.</i> <i>-With prompting, recognise and control variables where necessary.</i> <i>-Record data and results.</i> <i>-With support, present findings from enquiries orally and in writing</i> <i>-Suggest how evidence can support conclusions.</i> <i>-Suggest further comparative or fair tests.</i></p>	<p>History WWI 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 <i>-Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts</i> <i>-Devise, ask and answer more complex questions about the past, considering key concepts in history</i> <i>-Analyse a range of source material to promote evidence about the past</i> <i>-Understand that the past is represented and interpreted in different ways and give reasons for this</i> <i>- 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</i> <i>-Begin to offer explanations about why people in the past acted as they did</i> <i>-Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></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) <i>-Introduce perspective and proportion, fore/back and middle ground.</i> <i>-Using images from war, design an illustrative image based on research.</i> <i>-Build on previous work with colour by exploring intensity.</i> <i>-Work in paint including ready mix and acrylics.</i> <i>-Study Paul Nash –WW1 artist.</i> <i>-Learn about great artists, architects and designers in history</i></p>		<p>Games – Attack and Defence</p> <p><i>Understand own and others’ strengths and weaknesses and how to choose the most competent person for a specific role within the team</i></p> <p><i>Make decisions quickly in a game</i></p> <p><i>Challenge and encourage each other to perform to the best of their ability</i></p> <p><i>Pass, control and dribble with accuracy and fluency while on the move</i></p> <p><i>Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or teammate</i></p> <p><i>Choose a shooting technique to use to be successful</i></p> <p><i>Land on different feet and pivot to pass a ball</i></p>	<p>Information Technology</p> <p><i>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 that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Be able to share work from their personal folder to work collaboratively with others.</i></p> <p><i>Be able to select the best program for the task.</i></p> <p><i>Know how to use software to create an effective poster or leaflet</i></p> <p><i>Effectively use a search engine to find multiple criteria using AND/OR to refine searches</i></p> <p><i>Know how to compare information from different websites and know that some sites may show bias.</i></p> <p><i>(NCEE Y7 5 Unit – Computing Systems and networks – Sharing Information)</i></p>
		Engineer					Fund raiser	

Spring 1	Space	Space camp	Astronomy Engineering	<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.</p> <p>- 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</p> <p>- 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</p> <p>- 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 - 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>	<p>OAA</p> <p>Demonstrate leadership skills Organise teams effectively Communicates with teammates effectively</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Computer Science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use customisation to change a working program to change its effect Use loops to achieve goals Use variables, conditional sentences, external triggers and loops to achieve set goals. (Purple Mash Unit 5.1- Coding)</p>	<p>UNDER PRESSURE DO YOU WANT A PIECE OF CAKE? SELF TALK That pressure comes in different forms, and what those different forms are That there are strategies that they can adopt to resist pressure What consent and bodily autonomy means Different scenarios in which it is right to say 'no' How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>
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Spring 2	Explorers	Residential	<p>Geologist</p> <p>Scientist</p> <p>Photographer</p>	<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. - 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>	<p>GEOG: FANTASTIC FORESTS Describe and understand key aspects of: physical geography, including: 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 -Compare maps with aerial photographs -Begin to use atlases to find out other information (e.g. temperature) - Describe and understand key aspects of 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>	<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) -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</p>		<p>Dance Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Information Technology 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 that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Using software know how to add data into a prepared spreadsheet to answer simple questions (Purple Mash Unit 5.3- Spreadsheets)</p>	<p>SHARING ISN'T ALWAYS CARING CYBERBULLYING TYPES OF ABUSE That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages What the term cyberbullying means What cyberbullying feels like for the victim How to get help if they experience cyberbullying What kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help</p>
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Summer 1	Ancient Greece	Greek Day (University workshop)	<p>Historian</p> <p>Archaeologist</p>	<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</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>-With prompting, plan different types of scientific enquiries to answer questions.</p> <p>- Take and process repeat readings.</p> <p>- Record data using labelled diagrams, keys, tables and charts.</p> <p>- Select, with prompting, and use appropriate equipment to take readings.</p> <p>- Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.</p>	<p>History</p> <p>ANCIENT GREECE– a study of Greek life and achievements and their influence on the western world</p> <p>-Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts</p> <p>-Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>-Analyse a range of source material to promote evidence about the past</p> <p>-Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>- Begin to show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>-Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>	<p>MUSIC</p> <p>RECORDER</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>-On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures</p> <p>-Perform pieces which use off-beat and dotted rhythms and single quaver rests.</p> <p>-Perform and compose, using 5-8 pitched notes.</p> <p>-Capture the work in different formats so it can be recreated</p> <p>-Create 4 bar melodies (in different tempos and rime signatures) that can be performed</p>	<p>BEACH SCENE</p> <p>-Listen attentively and understand more complex phrases and sentences</p> <p>-Prepare a short presentation on a familiar topic</p> <p>-Re-read a variety of short texts</p> <p>-Make simple sentences and short texts</p> <p>-Write words, phrases and short sentences, using a reference</p> <p>-Understand and use negative statements</p> <p>-Recognise conventions of word order and use this to build short sentences</p> <p>-Develop accuracy in pronunciation and intonation</p> <p>-Use dictionaries</p> <p>-Plan and prepare language learning activities, analysing what they need in order to carry out a task</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique and control and balance</p> <p>Enjoy communicating and collaborating with each other</p> <p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Travelling – Explore turning bunny hop into a cartwheel. Travel in time with a partner, move away from and back to a partner.</p> <p>Jumping- Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p> <p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Information Technology</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 that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>To know how a flat-file database can be used to organise data in records.</p> <p>(NCE Y5 Unit -Data and Information – Flat-file Databases)</p>	<p>IMPACTED LIFESTYLES</p> <p>MAKING GOOD CHOICES</p> <p>GIVING ASSISTANCE</p> <p>The effect that a range of substances including drugs, tobacco and alcohol can have on the body</p> <p>How to make good choices about substances that will have a positive impact on their health</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>How they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>That they are entitled to say "no" for all sorts of reasons</p> <p>Basic first aid</p>
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Summer 2	Marvellous Maps	Using compasses and maps outdoors	Guides	<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> <p>- 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>	<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</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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> <p>-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>	<p>D.T: MECHANISMS ARCHEMEDES LEVERS</p> <p>Understand and use mechanical systems in their products for example, gears, pulleys, cams and levers</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Investigate and analyse a range of existing products</p> <p>-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</p>		Athletics	Information Technology	THE TRINITY CATHOLIC SOCIAL TEACHING REACHING OUT
			Tourist board					Geographer	<p>Sustain pace over longer distance – 2 minutes Relay change-overs</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</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 that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Know how to create and sequence a video, add sound effects, transitions and titles</p> <p>(YS NCE Unit - Video Editing)</p>