



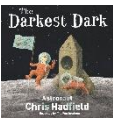

















Curriculum Overview

Year 5 – Route B

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Main Theme	Who were the Mayans and what have we learnt from them?		Where shall we go on our journey to North America?		Why is it night in Australia when it's morning in the UK?	All That I Am
English 	Queen of the Falls Diary 	Can We Save the Tiger Hybrid Information, Explanation, and Persuasion, Narrative 	The Selfish Giant Narrative Non Chronological 	The Darkest Dark Biography 	Paperbag Prince Hybrid Persuasive Information/Explanation Leaflet 	Sky Chasers Autobiography 
Maths 	Place Value Addition and Subtraction Multiplication and Division A Fractions A		Multiplication and Division B Fractions B Decimals and Percentages Perimeter and Area Statistics		Shape Position and Direction Decimals Negative Numbers Converting units Volume	
RE 	Creation CAFOD: Stewardship Buddhism - stewardship	God's Covenants Hindu - Dharma	Inspirational People Ghandi, Malala Yousafazi, Kailash Satyarthi,	Life in the Risen Christ	Other Faiths Judaism, Islam, Sikhism, Buddhism,	Reconciliation
Science 	Y6 Light and sight	Y5 Separating mixtures	Y5 Forces	Y6 Classifying Living Things	Y5 Earth and Space	
Computing 	Systems and searching Recognising IT systems in the world and how some can enable searching on the internet	Video production Planning, capturing, and editing video to produce a short film	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Flat-file databases Using a database to order data and create charts to answer questions.	Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.
PE 	Rugby Dance	Football Netball	Hockey OAA	Dodgeball/Swimming Gymnastics	Striking and Fielding (Rounders/Cricket) Athletics	Net and Wall (Tennis and Badminton) Athletics

<h3>Geography</h3> 	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate a country using an atlas.</p> <p>Locate a city using an atlas.</p> <p>Locate physical features and the symbols used to represent them.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Locate mountains and rivers within the UK</p> <p>Locate mountains and rivers in North America.</p> <p>Use geographical language to compare and contrast these,</p> <p>Locate the Grand Canyon</p>		
<h3>History</h3> 	<p>Study a non-European society that provides contrasts with British history- Ancient Mayans</p> <p>Understand how the Mayans fit into history.</p> <p>Create timelines to show how the Mayans fit into History</p> <p>Understand how society was organised.</p> <p>Describe how food was sourced.</p> <p>Describe some of the key achievements of the Ancient Mayans.</p> <p>Understand how we know so much about the Mayans.</p> <p>Describe the decline of the Mayan empire.</p> <p>Describe daily Mayan life.</p>		<p>Explore the life of famous explorers such as Sir Francis Drake, Christopher Columbus and Marco Polo.</p> <p>Investigate the history of aviation including air ship, the Wright brothers, Sir Frank Whittle and the jet engine, Concorde and the Airbus A380.</p> <p>Discover famous journeys that explorers have taken.</p>		<p>Find out about Sir Isaac Newton and his theories about forces.</p> <p>Explore the lives of significant British individuals in relation to space exploration such as Helen Sharman and Tim Peake.</p> <p>Look at changes in living memory.</p> <p>Compare their lives to that of their parents and grandparents.</p> <p>Create a time capsule from their time at St Joseph's.</p> <p>Consider what life will be like in the future.</p> <p>Write their own autobiography looking back on their life.</p>	
<h3>Music</h3> 	<p>Hey, Mr Miller Swing music, Syncopation Big band, Scat singing, Historical context WWII</p>	<p>Shadows Artist and their influences, Musical comparisons, Shadows by Lindsay Sterling</p> <p>Composing for protest! To create music inspired by Ethel Smyth and a picture of the suffragettes, Composing using a non-musical stimulus, Lyrics, Melody, Steady beat, Tempo, Ostinato, Coda</p>	<p>Dona nobis pacem 3-part round/polyphonic texture), ¾ time, church music in Latin</p>	<p>Ain't gonna let nobody Civil rights movement, Spiritual, gospel, RnB, choral Vocal improvisation, Chords C minor and G7</p>	<p>Ame sau vala tara bal Indian music, Raag Bhairavi Chaal rhythm, Indian musical instruments, Indian musical styles: Bhangra, Bollywood, Indian, Classical</p>	<p>Nobody knows (The Lumineers) Songwriting, Chords, Writing lyrics on theme of 'leavers'</p>
<h3>Art</h3> 	<p>Paint/Mayan Art work: investigate then create a Mayan mural. Talk about why art was useful and what might it have shown. How has this impacted us historically?</p>		<p>Texture/ Abstract Art: Artist study_Helen Frankenthaler. Create art in her style. Use layering and collage – or create using textiles and sewing. Peer review. Explore textiles and sewing.</p>		<p>Colour – warm/cold. Investigate the opposite colour spectrum of warm and cold colours. Mix colours and create a colour wheel.</p>	<p>Digital Media Pop Art: Artist study Andy Warhol – create a self- portrait in his style. Use computer to build images on paint or similar app.</p>
<h3>Design and Technology</h3> 	<p>Create your own Mayan Weaving Research/Design/Create and Evaluate cycle Create own Mayan weaving selecting from a wide range of textiles. Return to the weaving over time so skills are practised and developed.</p>		<p>Create a healthy MacDonalds Meal Research/Design/Create and Evaluate cycle Make their own healthy burger, including bun.</p>		<p>Create your Own DIY lamp Research/Design/Create and Evaluate cycle Create your own reading lamp, using a lever and a switch and bulb. Apply their understanding of computing to programme, monitor and control their products.</p>	

<p>MFL</p> 	<p>My Everyday Life Physical descriptions Feelings Numbers to 60 O'clock times Daily routines</p>	<p>Homes and Houses Nouns for rooms in a house Use adjectives to describe rooms Prepositions Explore French castles Listen to a story</p>	<p>Playing and Enjoying Sport Sports nouns Likes/dislikes of sports Explore the verb "to play" Write a description of a sport Read and understand information about sports.</p>	<p>Funfair and Favourites Nouns for rides Learn descriptions of rides Express opinions Create theme park Describe theme park creations</p>	<p>Café Culture Learn café culture Names of snacks/drinks Take part in café role play Create menu Follow a story about going to a restaurant</p>	<p>Performance Time! Read/understand humorous café sketch Write a simple script Perform a café sketch Write instructions for a mocktail recipe Nouns to do with nature</p>
<p>RSE/PSHE</p> 	<p>LKS2 2.3.5 First Aid Heroes</p>	<p>LKS2 2.3.4 Drugs, alcohol and tobacco</p>	<p>LKS2.1.3.1 What Am I Feeling? LKS2.1.3.2 What Am I Looking At? LKS2.1.3.3 I Am Thankful!</p>	<p>*ONLY YR3* LKS2.1.2.1 We don't have to be the same LKS2.1.2.2 Respecting Our Bodies *ONLY YR4* LKS2.1.2.3 What is Puberty? LKS2.1.2.4 Changing Bodies LKS2.2.3.3: Safe in my body.</p>	<p>LKS2.1.4.1 Life Cycles LKS2 1.4.2 A time for everything.</p>	<p>LKS2.3.2.1 How Do I Love Others?</p>
<p>P4C</p> 	<p>Begin recording own enquiry Evaluating the 4C's progress Identifying and recording the progress of an enquiry. Justify reasons with evidence and examples Can set own stimulus Can weigh up reasons for agreeing/disagreeing Can think of different answers for the same question</p>		<p>Explaining reasoning and investigating further questions Using the question technique to identify concepts, assumptions and interpretations. Refining the P4C question as a class. Begins to review process and how it can be improved Explaining reasoning and investigating further questions Can give other points of view Can push for decisions about what they think</p>		<p>Planning own enquiry Interrogating an idea more deeply. Being able to self - reflect and review whole class progress. Pupils facilitating the enquiry. Reviewing and evaluating P4C Can change and improve their own thinking</p>	