

Warren Wood Primary Academy
Year 5 curriculum overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Vikings		Sustainability		Ancient Greece	
Key Question (Intent)	Why were myths and legends so important to the Viking people?		What is the impact of human activity on planet Earth?		What were the greatest achievements of the Ancient Greeks?	
English (core texts)	Viking Boy There's a Viking in my Bed		Floodland Under the weather Ducks Overboard		So You Think You've Got It Bad; A Kid's Life in Ancient Greece Odysseus Beasts of Olympus	
Writing genres	Advert Non-chronological report Narrative/Myths and Legends Formal letters		Diary entry Instructions Persuasive letter Balanced arguments		Newspaper report Recount Narrative Non-chronological report/Fact file	
Curriculum writing opportunities	Explanation text – Vikings		Formal Letter		Diary Entry	
Maths (WhiteRose)	Recap LKS2 skills Place value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length and perimeter Fractions Decimals		Decimals B Money Time Shape Position and direction	
Science	<p>Properties and changes of materials & Forces</p> <p>I can compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>I can recognise that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can 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>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>		<p>Animals including humans & Living things and habitats</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p> <p>I can describe the changes as humans develop to old age.</p>		<p>Earth and Space</p> <p>I can 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>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	

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	I can use test results to make predictions to set up further comparative and fair tests.		
History	<p style="text-align: center;">British History – impact and Settlement</p> <p>I know and can sequence key events from the period studied. I can use relevant terms and period labels. I can place the current study on a time line in relation to other studies. I can make comparisons between different times in the past. I know the causes and results of significant events and the impact on people. I know some similarities and differences of life in early and late 'times' of the periods studied. I can compare accounts of the same event from different sources – fact or fiction. I can give some reasons why versions of the same events can vary. I can identify primary and secondary sources. I can use a range of evidence to build up a picture of a past event I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • working independently and in groups showing initiative • selecting an aspect of study to make a display <ul style="list-style-type: none"> • extended writing 		<p style="text-align: center;">A study of Greek life and achievements and their influence on the Western world</p> <p>I know and can sequence key events from the period studied. I can place the current study on a time line in relation to other studies. I can make comparisons between different times in the past. I know some different aspects of life for different people – eg men and women, rich and poor. I know the causes and results of significant events and the impact on people. I know some different aspects of life for different people – eg men and women, rich and poor. I can select relevant sections of information from a written source. I can use the library and internet for research with increasing confidence. I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • fitting events into a display sorted by theme/ time <ul style="list-style-type: none"> • using appropriate terms • matching dates to people and events <ul style="list-style-type: none"> • extended writing • gathering information from several sources together in a fluent account
Geography	<p style="text-align: center;">Geographical Knowledge Unit</p> <p>I can compare 2 different regions in the UK (rural/urban) I can locate and name the main counties and cities in the United Kingdom. I can compare land use maps of UK from past with the present, focusing on land use. (Linking with History) I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p style="text-align: center;">Geographical Knowledge & Fieldwork</p> <p>I can locate the main countries in Europe and North or South America. Locate and name principal cities. I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day I can compare a region in UK with a region in N. or S. America with significant differences and similarities. <i>E.g. Link to Fairtrade</i> I can discuss human geography including trade between UK and Europe and ROW including Fair/unfair distribution of resources.</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Art Inc. Artist	<p style="text-align: center;">Artist: Jack Kirby (comic book artist)</p> <p><i>I can plan a sculpture using observation studies and drawn plans.</i> <i>I can develop skills in clay using slabs, coils and slips.</i> <i>I can shape, form and construct using a variety of recycled, manmade and natural materials.</i> <i>I can evaluate and make improvements in my work in relation to techniques used and artworks studied.</i> <i>I can discuss my reasons for choosing techniques in my artwork.</i></p>	<p style="text-align: center;">Artist: Stephen Wiltshire</p> <p><i>I can use materials and techniques to show direction of light, tone, shadow in order to enhance artworks.</i> <i>I can work on sustained, detailed drawings.</i> <i>I can explore perspective, scale and proportion.</i> <i>I can compare and evaluate the choice of techniques in different artworks and their effectiveness.</i> <i>I can explore ideas from first hand observation, experience and imagination to develop ideas.</i></p>	<p style="text-align: center;">Artist: Victoria Topping</p> <p><i>I can experiment with different medium and materials for painting.</i> <i>I can identify and mix complimentary and contrasting colours.</i> <i>I can experiment overprinting with motifs and colour.</i> <i>I can discuss art movements, and explain how historical and cultural developments in art, craft and design have affected artworks.</i></p>
DT	<p style="text-align: center;">Designer: Vikings Structures and materials</p> <p>I can use research to identify and understand user needs. I can begin to reformulate my ideas when problems arise during the design/making process.</p>	<p style="text-align: center;">Designer: Namoi Ranouf Textiles Sustainability</p> <p>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p>	<p style="text-align: center;">Designer: Argiro Barbarigou Food Health and varied diet.</p> <p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p>

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	<p>I can develop and communicate my design ideas using annotated sketches, detailed plans, 3D modelling, oral and digital presentations.</p> <p>I can draw up a specification for my design-link with Science and Mathematics.</p> <p>I can select from a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing.</p> <p>I can select from a wider range of materials and components, including construction materials according to the functional and aesthetic qualities and properties.</p> <p>I can evaluate my product against the design criteria and consider the views of others to improve my work.</p> <p>I understand how key events and individuals in design technology have helped shaped the world.</p> <p>I can strengthen, stiffen and reinforce my product particularly more complex structures.</p>	<p>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>I can plan the main stages of making.</p> <p>I can select and use a range of appropriate tools with some accuracy e.g., cutting, joining and finishing.</p> <p>I can select fabrics and fastenings according to their functional characteristics e.g., strength, and aesthetic qualities e.g., pattern.</p> <p>I can investigate a range of 3-D textile products relevant to the project.</p> <p>I can test my product against the original design criteria and with the intended user.</p> <p>I can take into account others' views.</p> <p>I can understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p>I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>I understand how to securely join two pieces of fabric together using sewing stitches e.g., running stitch, blanket stitch, back stitch, overstitch</p> <p>I know and use technical vocabulary relevant to the project</p> <p>I can evaluate how my textile looks and suggest ways that my product could be improved.</p>	<p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory Characteristics.</p> <p>I can carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g., tables and simple graphs.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>I know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>I know and use relevant technical and sensory vocabulary appropriately.</p>
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Computing	<p>Computing Systems and Networks</p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>Creating Media - Vector drawing</p> <p>To identify that drawing tools can be used to produce different outcomes</p> <p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect</p> <p>To recognise that vector drawings consist of layers</p> <p>To group objects to make them easier to work with</p> <p>To evaluate my vector drawing</p>	<p>Creating Media - Video editing</p> <p>To explain what makes a video effective</p> <p>To identify digital devices that can record video</p> <p>To capture video using a range of techniques</p> <p>To create a storyboard</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p>	<p>Data and Information -Flat-file databases</p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To apply my knowledge of a database to ask and answer real-world questions</p>	<p>Programming A - Selection in physical computing</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p>	<p>Programming B - Selection in quizzes</p> <p>To explain how selection is used in computer programs</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program</p>
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PSHE / RSE	<p>Aiming High</p> <p>I understand what is meant by personal identity</p> <p>I can recognise individual qualities.</p> <p>I understand how people learn things and set achievable goals.</p> <p>I can recognise opportunities and how to make the most of them.</p> <p>I recognise different routes into work.</p> <p>I can identify personal strengths.</p> <p>Black History Month</p>	<p>Team.</p> <p>I understand what physical contact is.</p> <p>I recognise prejudice</p> <p>I can compromise and collaborate to ensure a task is completed and discrimination.</p> <p>I know how to show compassion.</p> <p>I know how to care for individuals on a team.</p> <p>Road Safety Week</p> <p>I can explore different rules, learning their value and purpose</p>	<p>Digital wellbeing.</p> <p>I know how to look after my digital wellbeing.</p> <p>I know how to stay safe and happy online. I know how to manage peer pressure.</p> <p>I understand that not all information online is true.</p> <p>Random acts of kindness and friendship week</p> <p>I can explore the right to live in freedom and individual liberty</p>	<p>Think Positive.</p> <p>I understand that mental health is as important as physical health.</p> <p>I know how to look after my body.</p> <p>I understand the concept and impact of positive thinking.</p> <p>I can manage my own feelings.</p> <p>I understand the importance of sleep.</p> <p>I understand what FGM is and who to speak to and keep safe.</p> <p>I understand what is meant by personal identity.</p>	<p>Safety first.</p> <p>I know how to keep safe and know what to do when I'm not feeling safe.</p> <p>I can assess and manage risks in different situations.</p> <p>I can act safely in an emergency.</p> <p>I know how to stay safe in the sun.</p> <p>Mental health awareness week</p> <p>I understand that mental health is as important as physical health</p>	<p>Diverse Britain.</p> <p>I can understand and discuss workplace stereotypes.</p> <p>I understand democracy.</p> <p>I can identify job interests and my aspirations</p> <p>understand the importance of caring for living things and people.</p>
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	I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations,					
Physical Education <i>Subject to change depending on local sports events.</i>	Hockey Tri-Golf	Basketball Badminton	Tag Rugby Netball Handball Swimming (T4)		Kwik Cricket Gymnastics	Sports day prep Athletics Dance
Music	Composition notation	Blues	South and West Africa	Composition	Looping and remixing	Musical Theatre
	Young Voices rehearsals	Young Voices rehearsals	Young Voices Performance			
Religious Education	Sikhism Belief into action <i>How far would a Sikh go for his/her religion?</i> <hr/> Hinduism Prayer and Worship <i>What is the best way for a Hindu to show commitment to God?</i>	Christianity Christmas <i>Is the Christmas story true?</i>	Sikhism Beliefs and moral values <i>Are Sikh stories important today?</i> <hr/> Hinduism Hindu Beliefs <i>How can Brahman be everywhere and in everything?</i>	Christianity Easter <i>How significant is it for Christians to believe God intended Jesus to die?</i>	Sikhism Prayer and Worship <i>What is the best way for a Sikh to show commitment to God?</i> <hr/> Hinduism Beliefs and moral values <i>Do beliefs in Karma, Samsara and moksha help Hindus lead good lives?</i>	Christianity Beliefs and Practices <i>What is the best way for a Christian to show commitment to God?</i>
Modern Foreign Languages	Bon appétit et bonne santé (Healthy eating)	Je suis le musicien (I am the music man)	En route pour l'école (On the way to school)	Scène de la plage (Beach scene)	Le retour du printemps (The return of Spring)	Les planetes (The Planets)