

## Year 5 Curriculum Overview:

Year 5	Autumn 1 Children of the Revolution	Autumn 2 City of Smoke	Spring 1 One Earth	Spring 2 Traders & Raiders	Summer 1 Journeys	Summer 2 Stargazers
Texts	Street Child	Mary Howitt – The Spider and the Fly	The Last Bear We are water protectors	Beowulf	The Katha Chest (Illustrated text)	Jamie Drake Equation Counting on Katherine
Trips	<b>Swanage Residential</b> <i>Ragged School Museum V&amp;A</i>	Local Area History Walk	Soanes Centre – Recycling Workshop	British Museum (Sutton Hoo)	<i>The Migrant Museum</i> <i>2 wks Swimming</i>	Science Museum
History	<b>Victorian children in London</b> Victoria Era timeline Comparison and legacy of then on now	<b>Boundary Estate History</b> In depth local area study Censuses as a source	<b>Wangari Mathai</b> Significant historical figure in living memory	<b>Anglo Saxons and Vikings</b> Anglo Saxon settlement Viking raids and legacy Secure knowledge of British history	<b>Brick Lane - Bengali Migration</b> BritUnderstand ways in which migration has enriched and influenced the cultural capital of the local area.	<b>Space Race- Hidden Figures</b> Address and sometimes devise historically valid questions about change, cause, similarity/difference, and significance
		<b>Local Area Study</b> - OS maps and symbols - 4 grid reference numbers - Fieldwork survey	<b>Deforestation and Recycling</b> - Locate environmental regions - Describe changes in physical/human features. - Fieldwork surveys	<b>Saxon and Viking Routes</b> -placenames -using 4 grid references -Changes to settlement boundaries overtime	<b>Migration</b> Know the location and characteristics of a range of significant human and physical features.	<b>Space Centres/Astronomy</b> -Extend their knowledge and understanding beyond the local area - Prime/Greenwich Meridian; time zones (inc day/night)
DT	<b>Victorian Toys – Zoetrope</b> Axis to spin		<b>Recycled Bird Feeders</b> -Materials -Cutting and joining	<b>Viking Shoes</b> sewing - running, over and back stitch. evaluating textiles		<b>Moving mobiles</b> -balancing -connections and joins
Art		<b>Local buildings Sketches</b> -Observational drawing -Pencil sketch/tones	<b>Sculptures</b> -Andy Goldsworthy -Land/Environmental Art	<b>Anglo-Saxon Designs</b> -Geometric & interlaced pattern -Fine-liner pens	<b>Seascapes</b> -Great Artists studies -Watercolour painting	<b>Solar System mobiles</b> -marble ink printing -3D art in style of Alexander Calder
PSHE	<b>Relationships</b>		<b>Living in the Wider World</b>		<b>Health and Wellbeing</b>	
	<b>Families and friendships:</b> Managing friendships and peer influence <b>Growing and changing:</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty <b>Safe relationships:</b> Physical contact and feeling safe		<b>Belonging to a community:</b> Protecting the environment. <b>Media literacy and Digital resilience</b> How information online is targeted; different media types, role & impact		<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes  <b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid	
Science	<b>Living Things and Habitats</b> Animal and plant life cycles Humans changes to old age	<b>Forces</b> Levers gears pulleys, Friction/moving surfaces	<b>Properties and Changes of Materials</b> properties and everyday uses. reversible changes - mixing, dissolving, separating, new materials		<b>Forces</b> Gravity, Water/Air Resistance	<b>Earth in Space</b> Sun, Earth Moon Day and Night
Computing	<b>Algorithms &amp; Coding</b> Computer Programming	<b>Create and Communicate</b> Digital Publishing	<b>Algorithms &amp; Coding</b> Computer Games	<b>Create and Communicate</b> Digital Media	<b>Algorithms &amp; Coding</b> Real World Technology	<b>Data Handling</b> Real World Technology
PE	<b>Football</b> (Striver)	<b>Gymnastics</b> (Not Just Sports Coach)	<b>Dance</b> (Striver 1)	<b>Netball</b> (Striver)	<b>Cricket</b> (Not Just Sports Coach)	<b>Athletics</b> (Striver)

