

**Class 5
Curriculum Overview
2022/2023**

	Topic 1	Topic 2	Topic 3
Visit/Event/ Festival	Location, location, location.	A British History Queen Elizabeth 1 (Tudors)	Invaders and Settlers Vikings and Anglo Saxons
Enrichment ECO/Safety/Outdoors / Special Day/Festival etc.	Anti-bullying week Black History Month Harvest Service Christmas Service Christmas Play	Fairtrade Fortnight Comic Relief Mother's Day Easter Service	St George's Day Father's Day Leavers Service
Core Subjects			
Literacy	Please see separate Literacy and Numeracy Curriculum overviews.		
Numeracy			

<p>Science</p>	<p><u>Forces (Y5)</u></p> <p>We will learn about and investigate the force of gravity and its discovery.</p> <p>We will carry out investigations to explore air resistance, water resistance and friction.</p> <p>We will learn about how levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>We will put these into practice by building models and investigating how different variables change the strength of pulleys and levers.</p>		<p><u>Electricity (Y6)</u></p> <p>We will investigate electrical circuits to find out how the number and voltage of cells used in the circuit effects the brightness of a lamp or the volume of a buzzer.</p> <p>We will discuss and explain why these changes happen</p> <p>We will record and present our investigations by using recognised symbols do draw a diagram of a simple circuit.</p> <p><u>Light (Y6)</u></p> <p>We will learn about how light appears to travel in straight lines.</p> <p>We will also be able to give a basic explanation of how the eye uses light to see.</p> <p>We will investigate shadows, how their shape is created by light travelling in straight lines and how we can manipulate shadows. We will attempt to create a Tudor dun dial to investigate how shadows change throughout the day.</p>		<p><u>Properties and Changes of Materials (Y5)</u></p> <p>We will learn to compare and group together everyday materials according to various properties.</p> <p>We will also investigate what happens when some materials are added to water and how to reverse these changes.</p> <p>We will use our knowledge of solids, liquids and gases to explore separating mixtures.</p> <p>We will also investigate why different materials are chosen for various everyday objects.</p> <p>Some of our investigations will explore how new materials are sometimes created after a change and whether these changes are reversible or irreversible.</p>	
<p>Computing</p>	<p>Spreadsheets</p> <p>The class will learn how to</p>	<p>Concept Maps</p> <p>In this unit we will give children a</p>	<p>3D Modelling</p>	<p>Coding</p> <p>This term we will learn to explain</p>	<p>Databases</p> <p>During this unit we will learn to</p>	<p>Game Creator</p> <p>We will begin by reviewing and</p>

	use formulae in a spreadsheet to work out different outcomes. They will also use a spreadsheet to present and calculate different real life problems linked to their topic.	basic understanding of how to generate, visualise and connect their ideas and thought processes using concept maps. This will be linked to their topic. They will produce concept maps and use them as a presentation tool to show their class information they have learnt.	We will explore how to edit polygon 3D models to design a 3D model for a purpose. We will also explore the different viewpoints whilst designing a building, refine one of their designs to prepare it for printing and finally print their design as a 2D net and then use it to create a 3D model.	what Object, Action, Output, Control and Event are in computer programming and explain which commands they included in their program and what they achieve. We will also learn to explain how their program simulates a physical system, i.e. objects move at different speeds and angles and describe what they did to make their vehicle change angle.	understand the different ways to search a database and search a database in order to answer questions correctly. We will design an avatar for a class database and successfully enter information into a class database. We will also create their own database on a topic and add records to their database.	analysing a computer game. We will also describe some of the elements that make a successful game. Children can begin the process of designing their own game
E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.						
Foundation Subjects						
Art						
	We will be creating 'half and half' artwork based around perspective drawing and learning to mix and use watercolour paints effectively.	We will be looking at the artist Kumi Yamashita who creates pieces of art based on light, dark and shadows. We will begin by creating shadow art using 3D objects then move onto how to	We will be creating Anglo-Saxon collograph art based on pattern printing patterns using different textures to create effect.			

		create shadows using shading, hatching and cross hatching using different types of drawing pencils and how we can add pen to our drawings.	
Design and Technology	We will investigate and analyse a range of existing products that have pulleys, gears, levers and cams looking at how they are used and how they could be improved upon. We will be using K'Nex to create new models of the products with our improvements and draw explanatory diagrams of our products.		
		We will be using computer aided design on Purple Mash to design a vehicle that we will be making. when we have created a detailed design we will use tools to create a vehicle from wooden dowels and card and adding motor circuit to make the car move. Once created we will review our work analysing how it could be improved upon.	This term we will be working on a textiles project to design a coat for Vikings to use using modern materials. We will research the design specifications and functionality of coats that we wear in order to design our coat. Each design will be critiqued by other members of the class and evaluate the designs. We will choose one coat to make to learn about different stitching techniques.
Geography			
	We will visit Tintwistle and Glossop so that we can sketch maps, graphs and plans of areas local to our school with the help of technology. During our map work we will learn the 8 points of compass and how to use 6 figure grid references, symbols and keys. We will also recap the locations of counties in the UK and learn to identify various features including cities, towns, villages, hills, valleys, regions, coasts and rivers. We will investigate the land use in the local		We will use our knowledge of the UK to map the settlements of Vikings and Anglo Saxons around the UK. We will explore the reasons for why they settled in certain places according to land use and trade links and learn about the different types of settlements formed by Vikings and Anglo Saxons.

	area and how they have changed over time.		
History	Location, Location, location	A British History - Tudors	Invaders & Settlers
	We will be looking at features in our local area which tell us about the past. We will create a timeline of various buildings and features from Glossop and Tintwistle and link them to periods of history we have learnt about. We will choose some interesting features, such as the stocks in Tintwistle, to learn about in more depth. We will create timelines to contextualise the different periods in history that we learn about. We will use this throughout the year to add on different periods of history.	We will be learning about the reign of Elizabeth 1. This will include her rivalry with Mary Queen of Scots, the battles won against the Spanish Armada and the reasons behind these conflicts. We will look at family trees, timelines and other sources to help us to compare Elizabeth to her predecessor, Mary 1, and her successor James 1. We will look at the significance of the end of the Tudors and the beginning of the Stuarts. We will also learn about the opening of the first theatres in England and the legacies of Shakespeare and Marlowe.	During this topic we will contextualise the Anglo-Saxon period within a timeline. We will be learning about Britain's settlement by Anglo-Saxon, their invasions, kingdoms and village life. We will move onto the Viking and Anglo-Saxon struggle for the Kingdom of England by re-enacting Viking raids and invasions. We will look at Anglo-Saxon laws and justice.
Languages	Food - La Nourriture Christmas in France - Noël en France	Friends and Family - Mes amis et ma famille	France and Directions - France et Directions
	Food -We will be learning the vocabulary for French foods and looking at menus in French. We will learn how to order food in a restaurant and write shopping lists and read some simple recipes. Christmas in France -We will be learning about how the French	We will be learning to talk and write about our families and friends including creating family trees, describing members of our family and friends. We will write thank you messages to our friends explaining why they are good friends.	We will be exploring France and learning about cities and regions of France. We will also compare Tintwistle to a village in France. We will be learning about how to follow and later give directions in French and looking at French maps. We will write a postcard from a village in France.

	celebrate Christmas, designing and writing messages in Christmas cards, learning Christmas themed vocabulary and writing gift lists and letters to Père Noël in French.			
Music	Performing Together	Song writing	Exploring musical processes	
	In this unit we will play a two-part piece of music, play instrumental accompaniments, improvise and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance. We will also develop our own technique of recording music (not using standard notation).	This unit develops our ability to compose a song with an awareness of the relationship between lyrics and melody. In this unit, we will learn of the important role played by lyrics in songs. In particular we will focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. We will employ simple techniques for composing lyrics of their own and setting these to melodies. We will learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.	This unit provides an opportunity for us to develop and demonstrate the musical skills, knowledge and understanding achieved in years 5 and 6. During the unit we will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.	
PE	Swimming is taught throughout the year to children in Class 5.			
	Circus Skills	Tennis	Lacrosse	Tag Rugby
	This term we will be developing our physical skills including balance, flexibility, strength, technique and control. We will also be developing our creative expression, team-work, communication and coordination. We will be using circus skills equipment to create a circus routine.	Through these units we will be learn the skills, tactics and attacking and defending principles. We will play competitive games, in school and, when possible, with other schools. We will also take part in outdoor and adventurous activity that challenges them both as individuals and as a team.		Athletics/ Cricket We will learn skills to improve our running, jumping, throwing and catching techniques. We will learn about the rules of cricket and begin to take on

						score keeping and umpiring roles. During athletics we will help to plan and lead the school Sports Day.
	Throughout all PE, there will also be opportunities for the children to compare their performances with previous ones and demonstrate improvement to achieve their personal best. We will be working on our fitness and continuing our mile running.					
PSHE	Exploring Emotions	Bullying Matters	Being Healthy	Being Responsible	Being Safe	Growing Up
	We will learn to recognise a range of feelings and develop strategies to resolve disputes.	We will be developing our understanding of how our actions affect others and ourselves and developing strategies for getting support.	We will be exploring what affects our physical, mental and emotional health and identifying how to make informed choices.	We will be identifying why rules are needed in different situations and understanding that there are human rights to protect everyone.	We will be exploring how to recognise, predict and assess risks in different situations and explaining how rules can keep us safe.	We will explore how images in the media and online do not always reflect reality and identify different pressures and influences. We will also be understanding what puberty and human reproduction is.
RE	Good News	Hinduism	Christian Community	Judaism	Discipleship	Kingdom of God and Forgiveness
	How do Christians believe that God speaks good news to people through the life of Jesus?	How does the Hindu celebration of Diwali show their understanding of their god, Brahman? How does a belief	How are local, national and global church communities similar and different? How do Christian leaders help to build the	Why is Passover important to Jews? We will explore the background and practice of Passover in the Jewish community.	How does the 'Sermon on the Mount' help Christians to follow Jesus?	How does the local church community seek to bring God's Kingdom on Earth? How and why do Christians confess their sins? Who do

		in reincarnation affect a Hindu's life?	kind of world Jesus wants?			Christians believe God forgives?
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