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| **Class 5**  **Curriculum Overview**  **Year B** | | | | | | | | | | | | | | |
|  | Topic 1  The World | | | | Topic 2  Ancient Civilizations | | | | | Topic 3  We are Biologists | | | | |
| Visit/Event/ Festival |  | | | |  | | | | |  | | | | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Children in Need  Harvest Festival  Christmas Service  Visit to URC | | | | Forest Schools  Sports Relief  Mothers’ Day  Easter Service   |  | | --- | |  | | | | | | St George’s Day  Fathers’ Day  Sports Day  Leavers’ Service | | | | |
| Core Subjects | | | | | | | | | | | | | | |
| Literacy | Please see separate Literacy and Numeracy Curriculum overviews. | | | | | | | | | | | | | |
| Numeracy |
| Science | **Earth and Space**  **Pupils will be taught to:**  **- 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.**  Create solar systems using k’Nex and on playground with fruit to represent size and distances. Use Oreos to replicate waxing and waning of the moon and understand its orbit. Track sunsets and sunrises using outdoor shadows and photography. We will look to astronomers of the past and learn about the ideas that people had about the Earth being flat and the Earth being the centre of the universe. | | | | Science units will be covered in the Summer term. | | | | | **Animals Including Humans**  **Pupils will be taught to**  **-describe the changes as humans develop to old age**  We will create a timeline of the human life and apply skills and features to it e.g when can we walk? When do we get wrinkles?  **-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**  We will dissect a heart, looking at the different chambers and discuss how it works. We will use stop motion animation to create a video demonstrating how the circulatory system works.  **- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**  **- describe the ways in which nutrients and water are transported within animals, including humans**  **Living Things and their Habitats**  **Pupils will be taught to:**  **- 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**  **Pupils should be taught to:**  **-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals**  **- give reasons for classifying plants and animals based on specific characteristics.**  **Evolution and Inheritance**  **Pupils will be taught to:**  **- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago**  **- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents**  **- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.** | | | | |
| Computing | Y5 Computing systems and networks - Systems and searching | | | Y5 Creating media - Video production | | Y5 Programming A – Selection in physical computing | | | Y6 Computing systems and networks - Communication and collaboration | | Y6 Creating media – Web page creation | | | Y6 Programming A – Variables in games |
| In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online. | | | This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher’s discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. | | In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). | | | In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Note: Some of the content in this unit was previously included in the Year 5 – ‘Computer systems and networks’ unit, so some learners may have already completed similar activities. Where this is the case, the context for the activity has been changed. | | This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. | | | This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch. |
| Foundation Subjects | | | | | | | | | | | | | | |
| Art | We will study Gaudi’s architecture and artwork. We will look in particular at Sagrada Familia. We will create a mood board with a design for a building or structure and some sketches and example mosaics that we would use. | | | | We will be designing a canopic jar and creating it using papier mache. we will study the designs of Egyptian Canopic jars and we will try to replicate them.  We will also look at Ancient Islamic pattern designs and have a go at creating our own using repetition of geometric shapes. | | | | | We will create human sculptures based on Barbara Hepworth’s artwork. After learning about her process and sketching some designs we will use wire and modrock to create our own sculptures. | | | | |
| Design and Technology |  | | | |  | | | | | Animals Including Humans topic   * Investigating sugar content of meals. * Revising different food types and how they affect our bodies and where food comes from.   Planning a low sugar savoury meal using in season ingredients. | | | | |
| Geography | The World | | | | Ancient Civilizations | | | | | We are Biologists | | | | |
|  | **Pupils will be taught to:**  **- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)**  Using atlases and globes to add lines of Lat. and Long. to maps and create 3D Earths with clearly marked tropics and hemispheres.  **- 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**  Creating a map display of the world adding labels of continents, countries, cities and other characteristics. Creating a layered map using tracing paper with different characteristics on each layer ; e.g rivers and oceans, human characteristics and climate zones etc. on different layers.  **- 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.**  Comparing a rainforest to a forest in the UK, how and why they are different, creating dioramas to compare their features.  **- describe and understand key aspects of physical geography, including: climate zones, rivers and the water cycle.**  We will learn the water cycle rap and create our own mini water cycles in a bag. We will work in groups to learn about the characteristics of a climate zone and present our findings to the rest of the class. | | | | **Pupils will be taught how to use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.**  We will use Google maps to investigate the extent of the Ancient Islamic Empire and routes taken by their traders. We will look at the features of Egypt to learn about the reasons for the location of their settlements and farming structures. | | | | | Pupils will also be taught to describe and understand key aspects of physical geography including biomes. | | | | |
| History |  | | | | Early Islamic Civilizations and Ancient Egypt | | | | | See Science – Evolution and Inheritance | | | | |
|  |  | | | | **Pupils should be taught a non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad.**  We will learn about the lifestyle, traditions, rising and eventual fall of the Islamic Empire and the City of Baghdad. We will compare the advances of the Islamic Civilisation to other civilizations living around the world at the same time using timelines.  **Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.** We will investigate the methods of farming and the beliefs of the Egyptians including carrying out a Barbie mummification. | | | | |  | | | | |
| Languages (French) | Our School | | | | Money | | | | | Holidays and Hobbies | | | | |
|  | We will be learning to talk about the different subjects in school in French. We will create a map of the school and label the different areas. We will learn how to talk about school equipment in French and will try to use this throughout the day  Grammar   * revise gender of nouns - use le, la, mon, ma * all subject pronouns (je, tu, il, elle, vous, nous, ils, elles) and apply a verb to each   apply to another verb to see pattern | | | | We will learn about the currency used in France and revise numbers in order to learn how to use money. We will role play some shop situations and try some Maths with a French catalogue using numbers written in French.  Grammar   * use contractions (je – j’, tu – t’) compare with English   identify word classes (noun, adverb, adjective, verb) | | | | | We will learn how to discuss the hobbies we like. We will talk about where we have been on holiday and what we did. We will then learn about the future tense and how to talk about where we would like to go on holiday and what we would like to do there.  Grammar   * choose the correct tense of a verb (present/ perfect/ imperfect/ future) * use the simple future tense and compare with English (I will play - jouer)   use immediate future tense with je, tu, il and elle and explain how it’s formed. | | | | |
| Music | Rhythm Builders – Exploring rhythmic layers | | | | Music and Words | | | | | Melody, Harmony and Lyrics | | | | |
|  | This term we will develop the understanding of rhythm and rhythmic notation | | | | This term we will compose music and write songs inspired by poetry. We will also learn some Italian musical vocabulary and add some to our compositions. | | | | | We will learn about the key aspects of song; harmony, rhythm, melody and lyrics. We will be learning to sing a song in a round, and look at how layers of melody can be combined. | | | | |
| PE | Swimming is taught throughout the year to children in Class 4 | | | | | | | | | | | | | |
| Football | Dance/ Forest School | | | Fitness | | Badminton | | | Basketball | | | Rounders | |
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| PSHE | Relationships | | Money Matters | | Drug Education | | | Difference and Diversity | | Changes | | Being Me | | |
|  | We will recognise that there are different types of relationships and identify strategies to build positive friendships. | | We will understand different ways of keeping track of money and ways of keeping money safe. | | We will recognise that habits can have both positive and negative effects on a healthy lifestyle. | | | We will recognise the differences and similarities between people, describe how to respect others and recognise that our own behaviour can affect other people. | | We will identify the everyday things that affect feelings and the importance of expressing how we feel. | | We will be identifying the different groups that make up our community. We will also identify the physical and emotional changes that happen when approaching/ during puberty. | | |
| RE | Creation | | Incarnation | | Salvation and Resurrection | | | Islam | | God | | God and the Holy Spirit | | |
|  | Does Science disprove Genesis? | | What titles are given to Jesus at Christmas time? | | Where in the Church building are the signs of salvation? What does the ‘Road to Emmaus’ story show Christians about Jesus? What evidence is there for the resurrection. | | | How does a mosque show that the idea of one community is important to Muslims? | | We will be learning about how different Christians describe God. | | What part do Christians believe the Holy Spirit plays in confirmation and in helping the disciples in the early church? | | |