

# Sacred Heart

## Catholic Primary School

# Curriculum Overview Year 5



|                    | Autumn  |   | Spring   |   | Summer   |   |
|--------------------|---|---|--|---|--|---|
|                    | 1   | 2   | 1  | 2   | 1  | 2   |
| <b>Religion</b>    | Creation 5A   | Advent 5C<br>Christmas 5D                                       | Followers of Christ 5B<br>Work of the Apostles 5K                    | Lent 5F<br>Holy Week 5H   | Easter 5I  | Prayers of Followers 5G<br>Marriage and Holy Orders 5L<br>Alton Castle Residential Trip |
| <b>Computing</b>   | E-Safety & Communication  | Word  | Browser  | Keynote   | Data Handling<br>Excel   | Pages   |
| <b>Programming</b> | Advanced Scratch – Move turtle/Kodable                              |   | Combine lego and Scratch (Snapping Alligator)                        |   | Football Challenge   |   |
| <b>Science</b>     | Earth and Space (Physics)<br>Scientific Enquiry                     | Forces (Physics)<br>Scientific Enquiry                          | Properties and Changing materials (Chemistry)<br>Scientific Enquiry  | Properties and Changing materials (Chemistry)<br>Scientific Enquiry | Living things and their habitats (Biology)<br>Scientific Enquiry | Animals including humans (Biology)<br>Scientific Enquiry                                |
| <b>PE</b>          | Dance – Aerobics sessions<br><br>Invasion Games – Netball (coaches) | Gymnastics – Balance<br><br>Invasion Games – Football (coaches) | Dance – Holst ‘The Planets’<br><br>Net/Wall Games – Tennis (coaches) | Gymnastics – Flight<br><br>Striking/Fielding – Rounders (coaches)   | Athletics<br><br>Invasion Games – Rugby (coaches)                | Striking/Fielding – Cricket<br><br>Athletics (coaches)<br>Alton Castle Residential Trip |
| <b>Theme Title</b> | Raging Rivers   | Stormin’ Normans  | Cofa-n-treo  | Land Down Under   | Terrific Tudors  | Roundheads and Cavaliers  |
| <b>Geography</b>   | Yes   |   | Yes  | Yes   |  |   |
| <b>History</b>     |   | Yes   | Yes  |   | Yes  | Yes   |
| <b>Art</b>         | Yes – David Hockney<br>Movement of water                            |   |  | Yes<br>Aboriginal Art   |  | Yes<br>Sculpting figures  |
| <b>Music</b>       | PAS   | Key Skills Focus  | Morning of Music   |   | Key Skills Focus   |   |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>D and T</b>   |   | Yes<br>Weaving – Bayeux tapestry        | Yes<br>Cars- Leavers and pulleys        |   | Yes<br>wattle and daub<br>Cookery       |   |
| <b>Languages</b>   | Progressive French unit<br>Sue O'Malley | Progressive French unit<br>Sue O'Malley | Progressive French unit<br>Sue O'Malley | Progressive French unit<br>Sue O'Malley | Progressive French unit<br>Sue O'Malley | Progressive French unit<br>Sue O'Malley |
| <b>Personal Development</b>                                  | New Beginnings                          | Getting on and Falling out              | Going for Goals                         | Good to be Me                           | Relationships                           | Changes                                 |
| <b>Entry/Exit Point</b>                                      |   |   |   |   |   |   |
| <b>Enrichment Opportunities (trips, visitors, artefacts)</b> |   |   |   |   |   |   |

## Specific Objectives (broken down for each theme)

| Theme Title             | Raging Rivers  | Stormin' Normans | Cofa-n-treo  | Land Down Under   | Terrific Tudors | Roundheads and Cavaliers |
|-------------------------|--|------------------|--|---|-----------------|--------------------------|
| <p><b>Geography</b></p> | <p>Rivers<br/>NC:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of:</li> <li><input type="checkbox"/> physical geography, including: rivers and water cycle</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> |                  | <p><b>Coventry/Warwickshire</b><br/><b>Local study</b><br/>NC:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>use fieldwork</b> to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> | <p><b>Contrasting continents</b><br/>NC:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases and globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Human and Physical geography</b></p> <p>Human geography including land use, types of settlement, economic activity including trade links and the distribution of natural sources</p> |                 |                          |

|                       |            |   |  |  |  |  |
|-----------------------|------------|---|--|--|--|--|
| <p><b>History</b></p> |            | <p>Medieval (1066+)</p> <p>NC:<br/>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality e.g. Battle of Bosworth, building of the Tower of London, Domesday book</p>   | <p>NC:<br/>a local history study<br/>a study of a locality over time e.g. 1066 onwards</p> |  | <p>Tudors</p> <p>NC:<br/>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>   | <p>Civil Wars</p> <p>NC:<br/>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><input type="checkbox"/> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> |
| <p><b>Music</b></p>   | <p>PAS</p> | <p>Pupils should be taught to:</p> <p><input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand musical notations<br/>Develop an understanding of the history of music.</p> <p><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <p>Morning of Music</p>  |  | <p><input type="checkbox"/> Pupils should be taught to:</p> <p><input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand musical notations<br/>Develop an understanding of the history of music.</p> <p><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> |  |

|                                     |  |  |   |   |   |  |
|-------------------------------------|--|--|---|---|---|--|
| <p><b>Art and Design</b></p>        | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p>about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting</li> </ul> |  |   | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> |   | <p><input type="checkbox"/> Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</li> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> |
| <p><b>Design and Technology</b></p> |  | <p><input type="checkbox"/> e</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> | <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>apply their understanding of computing to program, monitor and control their products.</p> <p><b>Technical knowledge</b></p> <p>Understand and use mechanical systems e.g. gears, pulleys etc</p> <p><input type="checkbox"/></p> |   | <p><b>Cooking and nutrition</b></p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p><input type="checkbox"/></p>  |