

Year 5 Curriculum Overview

Term 1 Citizenship	Term 2 Leadership	Term 3 Explorers	Term 4 Expression	Term 5 Flourishing	Term 6
<p>What have I volunteered for?</p> <p>What sustained difference have I made to my community?</p> <p>What has my contribution been to make the world a better place?</p>	<p>How have I enabled others to flourish?</p> <p>How have I inspired others through my actions?</p> <p>How have I maintained positivity with my team in the face of adversity?</p>	<p>How am I finding out about my passions or my place in the world?</p> <p>How can I use reflection to make an informed decision when faced with a challenge?</p> <p>How have I taken myself out of my comfort zone?</p>	<p>How have I expressed myself to an unknown audience confidently and articulately?</p> <p>How do I make a positive impression?</p> <p>How do I express my values with honesty, including the ability to disagree respectfully?</p>	<p>How have I taken responsibility for my well-being?</p> <p>How have I identified and overcome barriers to my well-being?</p> <p>How have I worked to form positive relationships with the wider world?</p>	School's discretion
Independence: Learning Style Planner	Creativity: Thinking Hats	Collaboration: Socratic Questions 5	Independence: The 'Y' Map	Creativity: Sequence Map	Collaboration: The 'S' Plan

Science		
States of matter	Living things	Plants
<p>Compare and group a variety of materials according to their state and develop descriptions based on molecular structure</p> <p>Observe of materials changing state</p> <p>Identify the roles of evaporation and condensation in the water cycle</p>	<p>Describing differences in lifecycles of a mammal, amphibian insect and bird</p> <p>Describe the process of reproduction in animals</p> <p>Research a naturalist or animal behaviourist</p>	<p>Reproduction of plants, pollination, seed formation and seed dispersal</p> <p>Sustainability of growth</p> <p>Crop rotation</p>

Geography	
Natural disasters	Settlements/migration/work
<p>Give detailed description and opinions of the characteristic feature of a location</p> <p>Identify and describe the geographical significance of the chosen natural location</p> <p>Identify and locate countries and cities of the world and their identifying human and physical characteristics</p>	<p>Suggest how human activity has been influenced by the physical features of a location (Teignmouth, Exeter, Totnes or global location)</p> <p>Use different types of field work to observe, measure and record the physical features of an area</p>

History	
Ancient civilisations (Greeks)	Ancient civilisations (non-European civilisations)
<p>Legacy of a Greek culture on later periods in British History</p> <p>Use timelines to sequence a significant event</p> <p>Place significant dates from the past on a timeline</p> <p>Describe events using historical vocabulary (BC/AD)</p>	<p>Focus on a leader and their effect on the world</p> <p>Describe and make links to the main change across or within a period of history</p> <p>Identify historically significant people</p>

Design Technology
Make something that has been improved
<p>Produce a design brief base on requirements, research similar products, produce different ideas</p> <p>Use different techniques to evaluate, construct prototypes , test against success criteria</p> <p>Evaluate and improve, deconstruct final outcome and identify improvements.</p> <p>Consider designers who have impacted.</p> <p>Use of CAD</p>

Music	
Melody, rhythm and chords: transcription	Rehearse, perform and appraise
<p>Use and understand staff and other musical notation including melody, rhythm and chords and transcriptions that can be understood and interpreted by others</p>	<p>Play and perform in solo and ensemble contexts</p> <p>Improvise and compose music</p> <p>Appreciate and understand a wider range of high-quality, live and recorded, music drawn from different traditions and from great composers.</p>

PE			
Dance & Gymnastics	Competitive Games	Athletics	Swimming & Outdoor Education
<p>Extend knowledge of dynamic movement patterns</p> <p>Develop body tension (flexibility, strength, technique, control and balance)</p> <p>Evaluate and coach to improve</p> <p>Work with a partner to sequence a performance and demonstrate improvements</p>	<p>Throw and catch a ball around an obstacle with increased accuracy</p> <p>Gather and return a ball tactically</p> <p>Marks others in a space</p> <p>Apply tactics to rules</p>	<p>Control when taking off and landing in a jump</p> <p>Follow specific rules around relays</p> <p>Race strategically and consider the most effective way of completing a race</p> <p>Take part in outdoor and adventurous activity challenges both individually and in a team</p>	<p>Respond to physical challenges</p> <p>Work collaboratively</p> <p>Use equipment safely and efficiently</p> <p>Plan how to overcome difficulties and problems</p> <p>Work out tactics prior to action</p> <p>Swim 25 m</p> <p>Use a range of recognisable strokes</p> <p>Know how to self-rescue given a variety of water-based situations</p>

Art	
Drawing and Painting	Textiles
<p>Drawing to show scale and distance</p> <p>Use a variety of brush techniques</p> <p>Develop sense of composition and form</p> <p>Awareness and use of opposite colours on a colour wheel</p> <p>Using a wide range of paints e.g. acrylics</p>	<p>Dyeing/altering materials to create effects</p> <p>Use of stretching and simple embroidery</p> <p>Design a collage before creating</p> <p>Choose materials (including recycled for purpose)</p> <p>Create a piece for a specific function e.g. cushion or T shirt</p>

MFL	
Lef's visit a town abroad	A day in the life: time and visits
<p>Conversational language</p> <p>Ask for directions</p> <p>Talking in role</p> <p>Itinerary</p>	<p>Improving fluency</p> <p>Questioning and answering</p> <p>Speaking, listening and simple writing</p> <p>Conversational language – meal times etc.</p>

Computing	
Presenting data	Evaluating data, using spreadsheets
<p>Select and use software: creating spreadsheets, graphs and pie charts (Excel/relevant apps)</p>	<p>Check and spot inaccurate data</p> <p>Use formulas</p> <p>Create graphs from calculations</p> <p>Sort and filter</p>
E-safety throughout	

Relationships Education		
Family	Friends	Safety
<p>The importance of family security and roles and responsibilities for protecting this</p> <p>How to protect self-respect</p> <p>Understand when I am not happy at home and what to do about this.</p>	<p>What trust is in a relationship but when it might be ok to compromise this</p> <p>What constitutes bullying and how to avoid this or report it</p> <p>How to manage conflict in a relationships</p> <p>What stereotyping is and associated dangers</p>	<p>The dangers of sharing personal data online</p> <p>What cyberbullying is and how to avoid and report this</p> <p>How to report issues of inappropriate physical contact</p> <p>Who and how to report physical issues to</p>