



Our school vision is for our children to be happy and responsible young people who achieve their best.

## Yearly Curriculum Overview

Year Group: Year 5		Academic Year: 2017-2018	
<b>Literacy</b>	1x Non-Fiction 2x Fiction	1x Non-Fiction 2x Fiction	1x Non-Fiction 2x Fiction
<b>Maths</b>	Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division Statistics	Number: Fractions Number: Decimals Number: Percentages	Geometry: Angles Geometry: Shapes Geometry: Position and Direction Measurement: Converting Units Number: Prime Numbers Perimeter and Area Measures: Volume
<b>Science</b>	Forces Earth and Space	Animals and Humans Living Things and Their Habitats	Properties and Changes of Materials
<b>History</b>	<b>Ancient Greece</b> We will explore what life was like during the Ancient Greek time. We will also look at some of their most well-known aspects such as the Olympics, Gods and Goddesses and of course, mythical creatures!	<b>Anglo-Saxons</b> We will explore what it was like to be an Anglo-Saxon and how their ways of life impacted on the lives we lead today.	<b>Romans</b> We will be finding out exactly what it was like to live during Roman Britain. This will involve learning lots about Roman life, Roman customs and Roman emperors!
<b>Geography</b>		<b>Map Skills</b> -Locate the world's countries, using maps to focus on Europe and North and South America.  -Identify environmental regions, key physical and human characteristics, countries and major cities.  -Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.	
<b>DT</b>	-Create, design and develop 3D creations -Experience constructing 3D work from scrap material	-Create, design and develop 3D creations -Experience constructing 3D work from scrap material	-Create, design and develop 3D creations -Experience constructing 3D work from scrap material
<b>Art</b>	-Artistic traditions -Design and develop artistic creations -Experiment with artistic	-Artistic traditions -Design and develop artistic creations -Experiment with artistic	-Artistic traditions -Design and develop artistic creations -Experiment with artistic



Our school vision is for our children to be happy and responsible young people who achieve their best.

	techniques including cartoon strips, papier mache and blending colours		techniques including cartoon strips, papier mache and blending colours		techniques including cartoon strips, papier mache and blending colours	
<b>PE</b>	Gymnastics	Invasion Games: High 5 Netball	Dance	Invasion Games: Football and Lacrosse	Athletics	Striking and Fielding: Kwik Cricket and Rounders
<b>RE</b>	-Religious practices that stimulate artistic traditions  -Religious festivals such as Diwali, The Mexican Day of the Dead and Advent  -Learn and understand religious terminology such pilgrimage, purification, compassion and meditation  -Share personal religious beliefs and develop a sense of respect and empathy for the beliefs of others  -Listen to religious stories and discuss their possible meaning and significance		-Religious practices that stimulate artistic traditions  -Religious festivals such as Diwali, The Mexican Day of the Dead and Advent  -Learn and understand religious terminology such pilgrimage, purification, compassion and meditation  -Share personal religious beliefs and develop a sense of respect and empathy for the beliefs of others  -Listen to religious stories and discuss their possible meaning and significance		-Religious practices that stimulate artistic traditions  -Religious festivals such as Diwali, The Mexican Day of the Dead and Advent  -Learn and understand religious terminology such pilgrimage, purification, compassion and meditation  -Share personal religious beliefs and develop a sense of respect and empathy for the beliefs of others  -Listen to religious stories and discuss their possible meaning and significance	
<b>R-Time (PSHE and UNCRC articles)</b>	<b>WE'RE ALL STARS!</b> [Article 29: You have the right to an education that develops all your talents and abilities] <b>(SELF ESTEEM)</b>  <b>BE FRIENDLY, BE WISE</b> [Article 15: You have the right to learn & play with your friends safely] <b>(FRIENDSHIP &amp; SAFETY)</b>		<b>LIVING LONG, LIVING STRONG</b> [Article 24: You have the right to medicine, information & health care to help you stay healthy] <b>(SELF-RESPECT)</b>  <b>DARING TO BE DIFFERENT</b> [Article 13 : You have the right to learn about yourself and others] <b>(RESILLIENCE)</b>		<b>DEAR DIARY</b> [Article 15: You have the right to learn & play with your friends] <b>(EMPATHY)</b>  <b>JOINING IN AND JOINING UP</b> [Article 14: You have the right to live freely and be treated with respect] <b>(RESPECT)</b>	
<b>French</b>	<b>Areas of learning:</b>  Conversation about myself - name, age + written piece Family Revise colour Instructions/verbs		<b>Areas of learning:</b>  Date - Days, months, birthdays Sport - expressing opinion Associated verbs		<b>Areas of learning:</b>  Animals + colour/size ( positioning of adjectives ) Movement/characteristics + associated verbs Adverbs of time	
<b>Music</b>	-Playing steel pans for rhythms and tunes,  -Singing songs from Sing Up with greater range and in parts.  -Using more detailed notation for instrument playing.				-Playing ukuleles - strumming and plucking and linking to notation work.  -Singing songs from Sing Up with greater range and in parts.  -Using more detailed notation for instrument playing.	



Our school vision is for our children to be happy and responsible young people who achieve their best.

	<p>-Compose own rhythms.</p> <p>-Listen and appreciate a wide range of musical styles and eras.</p> <p>-Use poems to compose group pieces.</p>		<p>-Compose own rhythms.</p> <p>-Listen and appreciate a wide range of musical styles and eras.</p> <p>-Use poems to compose group pieces.</p>
<p><b>ICT</b></p>	<p>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplishes given goals, including presenting information.</p>	<p>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplishes given goals, including presenting information.</p>	<p>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplishes given goals, including presenting information.</p>