



Termly Curriculum Overview: Autumn		Year: 5
Subject	Topic and content	NC Coverage
<b>History</b>	<p><b>The Anglo-Saxons and Vikings</b></p> <p>What was life like in the seven kingdoms of Anglo-Saxon England?</p> <p>When and why did the Vikings begin to invade England?</p> <p>How did the Vikings begin to colonise England after AD793?</p> <p>What were the similarities and differences for everyday people under Anglo-Saxon and Viking control?</p> <p>Why was King Alfred the only king in British history to be called 'Great'?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>
<b>Geography</b>	<p><b>Costal Management</b></p> <p>How are coasts formed?</p> <p>How are caves, stacks and arches formed?</p> <p>What are the advantages and disadvantages of coastal management strategies?</p> <p>What are the physical and human features of different types of beaches?</p> <p>How do changes in land use affect people in different ways?</p>	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<b>Science</b>	<p><b>Properties and Changes of Materials</b></p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>That some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.</p> <p>Explain that some changes form new materials, and that these changes are not usually reversible.</p> <p>Explain that some changes, caused by heating or cooling form new materials, and that these changes are often not reversible.</p> <p>Explain that changes caused by burning form new materials, and that these changes are not reversible.</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>

	<p>To compare and group together everyday materials on the basis of their properties. To give reasons based on evidence from comparative and fair tests.</p> <p><b>Earth and Space</b> To describe the Sun, Earth and Moon as approximately spherical bodies. To find out about the size of the Earth, Sun and Moon and how far away from each other they are. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. To use data to draw conclusions about the Sun at different times of the year. To describe the movement of the Earth, and other planets, relative to the Sun in the Solar System. To describe the movement of the Moon relative to the Earth.</p>	<p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>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.</p>
<b>Art</b>	<p><b>Portraits</b> To explore how a drawing can be developed. To combine materials for effect. To identify the features of self-portraits To develop ideas towards an outcome by experimenting with materials and techniques. To apply knowledge and skills to create a mixed-media self-portrait.</p> <p><b>3D Art Form</b> Research the distinctive figurative sculptures of Alberto Giacometti. Consider what materials will be suitable to create a 3D sculpture Review sculpture and make modifications where necessary. Use clay to make a 3D structure.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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>Developing observational skills to record figurative form. Developing and applying the work of Alberto Giacometti in the making of figurative sculptural forms. Developing ways of recording ideas and processes used in the development of sculptures. Reviewing work and making modifications. Developing construction techniques using clay slabs.</p>
<b>Design Technology</b>	<p><b>POP-UP BOOKS</b> Produce a suitable plan for each page of their book. Produce the structure of the book.</p>	<p>Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>

	<p>Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed.</p> <p>Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate the story.</p> <p><b>TEXTILES – STUFFED TOYS</b></p> <p>Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy.</p> <p>Join two pieces of fabric using a blanket stitch.</p> <p>Neatly cut out their fabric.</p> <p>Use appliqué or decorative stitching to decorate the front of their stuffed toy.</p> <p>Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurate.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<b>Music</b>	<p><b>Getting Started with Music Tech</b></p> <p>Listening, singing, playing, improvising and composing and performing.</p> <p><b>Emotions &amp; Musical Styles</b></p> <p>Listening, singing, playing, improvising and composing and performing.</p>	<p>To use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<b>RE</b>	<p><b>Beliefs into actions – Sikhism</b> How far would a Sikh go for his/her religion?</p> <p><b>Christmas incarnation – Christianity</b> Is the Christmas story true?</p>	<p>We are learning to compare the different ways Sikhs put their religion into practice.</p> <p>We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>
<b>PSHE</b>	<p><b>Being Me</b></p> <p><b>Celebrating Difference</b></p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make school and the wider community a fair place.</p>

		I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
<b>PE</b>	<p><b>Orienteering</b> Transfer information on a diagram into reality, using unfamiliar symbols, following a set order. To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map. Identify basic orienteering symbols and colours using the legend [map key]. To plan for success, co-operate and discuss effectively. To review and evaluate performance in order to improve. To work as a team, co-operate and discuss effectively.</p> <p><b>Rugby</b> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p><b>Badminton</b> To develop footwork. To develop rallying. To develop a range of shots. To learn how to score points. To select and apply the appropriate skill. To show respect, honesty and fair play.</p> <p><b>Football</b> To be able to dribble. To pass the ball accurately. To use different turns. To develop defending skills. To develop goalkeeping skills. To be able to apply the rules.</p>	To use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
<b>Spanish</b>	<p><b>Do you have a pet?</b> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask</p>	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

	<p>somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).</p> <p><b>What is the date?</b></p> <p>Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p><b>Computing</b></p>	<p><b>Coding</b></p> <p>Coding Efficiently          Simulating a Physical System          Decomposition and Abstraction          Friction and Functions          Introducing Strings          Text Variables and Concatenation</p> <p><b>Online Safety</b></p> <p>Responsibilities and Support when Online. Protecting Privacy. Citing Sources. Reliability.</p> <p><b>3D Modelling</b></p> <p>Introducing 2Design and Make.          Moving Points. Designing for a Purpose. Printing and Making.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>