



Termly Curriculum Overview: Summer		Year: 5
Subject	Topic and content	NC Coverage
History	<p>WW2 Why was it necessary for children to be evacuated? What was it like on the home front? Why did Germany lose the battle of Britain? Curator’s dilemma-which 8 objects would you choose to explain how Britain coped with the effect of the war on the home front?</p> <p>Industrial Revolution How did the Victorians light the way for us today? What was the industrial revolution? What in the Dickens was it like to live in the city? How did Lord Shaftsbury change the lives of Victorian children?</p>	<p>To explore a significant turning point in British history.</p> <p>To devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>
Geography	<p>The Grand Canyon Where is the Grand Canyon and what are its key features? How was the Grand Canyon formed? What is special about the different biomes of the Grand Canyon? (riparian biome) What is special about the different biomes of the Grand Canyon? (desert scrub biome) How has the land of the Grand Canyon supported human life for 800 years? What do tourists visit the Grand Canyon for?</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p>
Science	<p>Animals - including humans To recognise the stages of growth and development in humans. To know the stages in the gestation period of humans and compare them to other animals. To recognise the stages of development during childhood and understand the needs of children at those stages. To understand the initial changes inside and outside of the body during puberty. To know the changes that</p>	<p>To describe the changes as humans develop to old age.</p> <p>To learn about the changes experienced in puberty.</p> <p>To work scientifically by researching the gestation periods of other animals and comparing them with humans.</p>

	occur during puberty and how they differ for boys and girls.	
Art	<p>Drawing Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>To learn about great artists, architects and designers in history.</p>
Design Technology	<p>Digital World Describe what is meant by monitoring devices. Explain briefly the development of thermometers. Research a chosen animal's key information to develop a list of design criteria for an animal monitoring device.</p> <p>Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range. Identify errors (bugs) in the code and ways to fix (debug) them. State one or two facts about the history and development of plastic, including how it is now affecting planet Earth. Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model. Explain key pros and cons of virtual modelling vs physical modelling. Recall and describe the name and use of key tools used in Tinkercad (CAD) software.</p> <p>Doodlers Identify simple circuit components (battery, bulb and switch). Explain that a series circuit is assembled in a loop. Describe a motor as a circuit component that changes electrical energy into movement. Provide examples of motorised products. Remove and replace different parts of a Doodler. Suggest ways to switch the configuration to amend the form or function of the Doodler. Explain,</p>	<p>Design - use 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>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate – evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Cooking and Nutrition - understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>

	<p>in an investigation report, each of the changes they made. Develop design criteria with consideration for the target user. Explain simply why their Doodler has a certain configuration. Create a functional Doodler that creates scribbles on paper. Identify and list each of the required materials, tools and circuit components. Explain simply the steps to assemble a Doodler. Write instructions to build a functional circuit. Provide suggestions to improve a peer's set of instructions.</p>	
Music	<p>Music Appreciation Listening, singing, playing, improvising and composing and performing.</p> <p>Performing a Musical Listening, singing, playing, improvising and composing and performing.</p>	<p>To 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>To sing and play musically with increasing confidence and control.</p> <p>To play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
RE	<p>Prayer and Worship (Sikhism) What is the best way for a Sikh to show commitment to God?</p> <p>Beliefs and Practices (Christianity) What is the best way for a Christian to show commitment to God?</p>	<p>We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p> <p>We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
PSHE	<p>Relationships</p> <p>Changing Me</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p>
Spanish	<p>Clothes Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they</p>	<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. Engage in conversations; ask and answer questions; express opinions and respond to</p>

	<p>wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p> <p>Goldilocks Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in Spanish.</p>	<p>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. Present ideas and information orally to a range.</p>
<p>PE</p>	<p>Swimming To develop gliding, front crawl and backstroke. To develop rotation. To develop the front crawl stroke. To develop the technique for backstroke and breast stroke. To develop basic skills of water safety.</p> <p>Athletics To be able to apply different speeds. To develop fluency and co-ordination. To develop technique in relay. To develop technique and co-ordination in the triple jump. To develop throwing with force, greater control and technique.</p> <p>Rounders To develop the bowling action. To develop batting technique. To make decisions. To develop a variety of fielding techniques. To develop long and short barriers. To apply the rules.</p> <p>Dance To create a dance using a random structure. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space. To copy and repeat movements. To work with a partner to copy and repeat actions. To work collaboratively with a group. To</p>	<p>To use running, jumping, throwing and catching in isolation and in combination. To 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. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>develop set choreography. To choose actions to create a motif. To use structure to create a dance performance. To use matching, canon and unison.</p>	
<p>ICT</p>	<p>Game Creator Setting the scene. Creating the Game Environment. The Game Quest.</p> <p>Concept maps Introduction to Concept Mapping. Using 2Connect. 2Connect Story Mode. Collaborative Concept Maps.</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>