



Termly Curriculum Overview: Spring		Year: 5
Subject	Topic and content	NC Coverage
History	<p>The Ancient Greeks Who were the Ancient Greeks? What is the connection between Athens and democracy? Why is Greek writing still relevant today? Why do we call a 26.2 mile race a marathon? What is the connection between the modern day Olympics and Ancient Greece?</p>	<p>To explore Ancient Greek life and achievements and its influence on the western world. To devise historically valid questions about change, cause, similarity and difference, and significance. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>
Geography	<p>Extreme Earth Why do some areas of the Planet experience extreme weather? Explain what a drought is and how it is caused. What might it feel like to experience a tornado? Where in the World are earthquakes and tsunamis most likely to occur? Why is this? Describe volcanoes using geographical and descriptive language.</p>	<p>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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Science	<p>Forces in Action To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of friction acting between moving surfaces. To identify and explain the effects of air resistance. To identify and explain the effects of water resistance. To recognise that levers and pulleys allow a smaller force to have a greater effect. To recognise that gears allow a smaller force to have a greater effect.</p> <p>Living Things and Their Habitats To describe the process of sexual reproduction in flowering plants. To describe the process of asexual reproduction in plants. To describe the process of sexual reproduction in</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Reporting and presenting findings from enquiries, including conclusions and explanations.</p>

	<p>animals. To observe and compare the life cycles of animals in our local environment with other animals. To compare how different animals reproduce and grow. To find out about the work of naturalists.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>
Art	<p>Sculpture and 3D To identify and compare features of art installations. I can give a definition for installation art. I can identify similarities and differences between art installations. I can analyse artworks and justify my ideas.</p> <p>Architecture To apply observational drawing skills to interpret forms accurately. I can sketch basic shapes lightly to plan the composition of my drawing. I can measure features roughly to help work out the right proportion. I can look closely to draw details accurately. I can evaluate my drawing as I work, making adjustments if needed.</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>Structures – Bridges Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.</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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</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>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.</p>

	<p>Food: What could be healthier? Understand how beef gets from the farm to our plates. Present a subject as a poster with clear information in an easy to read format. Contribute ideas as to what a 'healthy meal' means. Notice the nutritional differences between different products and recipes. Recognise nutritional differences between two similar recipes and give some justification as to why this is. Work as a team to amend a bolognese recipe with healthy adaptations. Follow a recipe to produce a healthy bolognese sauce. Design packaging that promotes the ingredients of the bolognese.</p>	<p>Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge-apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
Music	<p>Exploring key and time signatures Listening, singing, playing, improvising and composing and performing.</p> <p>Introducing chords Listening, singing, playing, improvising and composing and performing.</p>	<p>Develop an understanding of the history of music. 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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
RE	<p>Beliefs and Moral Values (Sikhism) Are Sikh stories important today? How can Brahman be everywhere and in everything?</p> <p>Easter-Salvation (Christianity) How significant is it for Christians to believe God intended Jesus to die?</p>	<p>We are learning to understand the relevance of Sikh stories today.</p> <p>We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>
PSHE	<p>Dreams and Goals</p> <p>Healthy Me</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating</p>

		problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
PE	<p>Basketball To develop protective dribbling. To move into and create space. To choose when to pass and when to dribble. To be able to track an opponent. To develop technique. To apply principles, rules and tactics</p> <p>Gymnastics Perform symmetrical and asymmetrical balances. Develop the straight, forward, straddle and backward roll. Explore different methods of travelling. Perform progressions of inverted movements. Explore matching and mirroring. To create a partner sequence.</p> <p>Cricket Develop throwing accuracy and catching skills. Develop batting accuracy and directional batting. Develop overarm bowling. Develop a variety of fielding techniques. Develop long and short barriers.</p> <p>Fitness To develop an awareness of what your body is capable of, speed and stamina. To develop strength, control and co-ordination. To perform actions that develop agility.</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.
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 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</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 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>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>Computing</p>	<p>Spreadsheets Conversions of Measurements. The Count Tool. Formulae Including the Advanced Mode. Using Text Variables to Perform Calculations. Event Planning with a Spreadsheet.</p> <p>Databases Searching a Database. Creating a Class Database. Creating a Topic Database.</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>