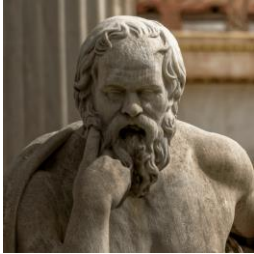

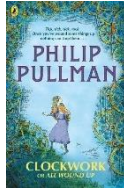




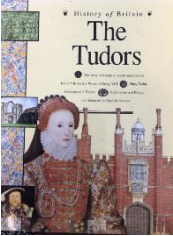
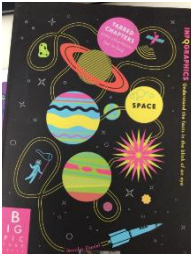
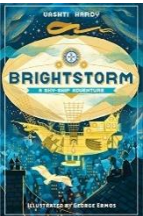
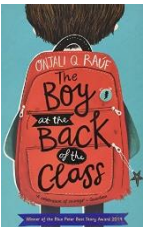

YEAR 5 CURRICULUM OVERVIEW (LTP) (Class 11 and 12)



	Term 1	Term 2	Term 3
Topic title	<p>Ground-breaking Greeks</p>  <p>HISTORY</p>	<p>Sow, Grow, Farm</p>  <p>GEOGRAPHY</p>	<p>Off with your head!</p>  <p>HISTORY</p>
Memorable experience	Time team	Allotment visit	Meeting Elizabeth I
First Hand Experiences	Greek Day Olympic Afternoon	National Space Centre	Bishops House Visit Synagogue Trip – Summer 1
Suggested Texts	<p>Who Let the Gods Out? – Maz Evans</p>  <p>Groovy Greeks – Terry Deary & Martin Brown</p> 	<p>Tom's Midnight Garden – Edith</p>  <p>Survivor Titanic – Stephen Davies</p> 	<p>Treason – Berlie Doherty</p>  <p>Clockwork – Phillip Pullman</p> 
English	<p>Narrative Myths and Legends Narrative Fantasy Non chronological report Newspaper Report</p>	<p>Balanced Arguments Diary Entry Poetry Narrative Adventure</p>	<p>Newspaper report Narrative Non-chronological report Letters</p>

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	<p>Persuasion Diary Entry</p>		<p>Narrative Flash Back Biography/Autobiography Narrative Fantasy Instructions – Linking with D & T Letters Recount</p>		<p>Diary entry Poetry</p>
<p>Reading</p>	<p>(Non Fiction) texts on Greeks.</p> <p>Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence</p>		<p>Charlotte's Web – E B White</p> <p>Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence</p>		<p>Non Fiction – texts on Tudors</p> <p>Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence</p>  <p>Non-Fiction on Space</p> <p>Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence</p> 
<p>Daily Reads</p>	<p>Brightstorm – Vashti Hardy</p> 		<p>The boy in the back of the class – Onjali Q Rauf</p> 		<p>Cosmic – Frank Cottrell-Boyce</p> 










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<p>Poetry Reads</p>	<p>The works 4 – Pie Corbett.</p> 	<p>An Emotional Menagerie -</p> 	<p>365 poems for every day of the year</p> 
<p>Maths</p>	<p>Power Maths Unit 1 – Place Value within 100,000 (8 lessons) Unit 2 – Place Value within 1,000,000 (8 lessons) Unit 3 – Addition & Subtraction (10 lessons) Unit 4 – Graphs & Tables (5 lessons) Unit 5 – Multiplication & Division (1) (10 lessons) Unit 6 – Measure – Area & Perimeter (7 lessons)</p>	<p>Power Maths Unit 7 – Multiplication & Division (11 lessons) Unit 8 – Fractions (1) (8 lessons) Unit 9 – Fractions (2) (12 lessons) Unit 10 – Fractions (3) (7 lessons) Unit 11 – Decimals & Percentages (12 lessons)</p>	<p>Power Maths Unit 12 – Decimals (15 lessons) Unit 13 – Geometry – Properties of Shapes (1) (7 lessons) Unit 14 – Geometry – Properties of Shapes (2) (5 lessons) Unit 15 – Geometry – Position & Direction (4 lessons) Unit 16 – Measure – Converting Units (10 lessons) Unit 17 – Measure – Volume & Capacity (4 lessons) Revisit and Consolidation</p>
<p>Science</p>	 <p>Living things and Habitats</p> <p>This project teaches children about the differences in the life cycles of a mammal, an amphibian, an insect and a bird. We will also learn about the life processes of reproduction in some plants and animals.</p>  <p>Properties and Changes in Materials</p> <p>This project children to compare and group together everyday materials on the basis of their properties, including</p>	 <p>Earth and Space</p> <p>This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.</p>	 <p>Forces</p> <p>This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.</p>  <p>Animals, including humans</p> <p>This project teaches children about the human life cycle. They explore growth and development to old</p>

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	<p>their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>		<p>age, including the changes experienced during puberty and human reproduction. Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming</p>
<p>Computing</p>	<p>Computing systems and networks - Systems and searching</p> <p>Creating media - Video production</p> 	<p>Programming A – Selection in physical computing</p> <p>Data and information – Flat-file databases</p> 	<p>Creating media – Introduction to vector graphics</p> <p>Programming B – Selection in quizzes</p> 
<p>Art and Design</p>	 <p>Tints, Tones and Shades - This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>  <p>Taotie - Taotie motifs; Casting methods; Watercolour. This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.</p>	 <p>Line, Light and Shadows - This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</p>  <p>Nature's Art – This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.</p>	 <p>Mixed Media - This project teaches children about paper and fabric collage. They explore mixed media artworks and create a small-scale mixed media collage.</p>  <p>Expression - This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edward Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.</p>

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<p>Design and Technology</p>	 <p>Architecture- Architecture over time; Greek architecture; Structural support, stiffness and stability; Building design. This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.</p>	 <p>Eat the Seasons - Cooking; Nutrition. This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</p>	 <p>Moving Mechanisms - This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</p>
<p>Geography</p>	 <p>Investigating Our World - This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>	 <p>Sow, Grow Farm - Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation. This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>	<p>Interpreting geographical sources</p>
<p>History</p>	 <p>Ground-breaking Breaks Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy.</p>	 <p>The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.</p>	 <p>Off With your Head – The Tudors Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural,</p>




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	<p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>		<p>economic, military, political, religious and social history; and between short- and long-term timescales. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>
<p>MFL (Spanish)</p>	<p>Do You Have A Pet? (Intermediate Language Unit) What Is The Date? (Intermediate Language Unit)</p> <p></p>	<p>The Weather (Intermediate Language Unit) Habitats or Romans (Intermediate Language Unit)</p> <p></p>	<p>Olympics (Intermediate Language Unit) Clothes (Intermediate Language Unit)</p> <p></p>
<p>Music</p>	<p> Livin' on a prayer This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p> Classroom Jazz This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing.</p>	<p> Make You Feel My Love This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p> <p> Will Smith This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p> Dancing in the Streets All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p> <p> Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>PSHE</p>	<p>What makes up a person's identity? What decisions can people make with money?</p>	<p>How can we help in an accident or emergency? – First Aid Course How can friends communicate safely?</p>	<p>How can drugs common to everyday life affect health? What jobs would we like?</p>

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<p>Physical Education</p>	<p> Coordination Ball Skills Agility Reaction and Response</p> <p>Swimming/Fencing Real PE Real Gym</p>	<p> Dynamic Balances and Counter Balances</p> <p>Swimming Real PE Real Gym</p>	<p> Static Balances Coordination</p> <p>Swimming/Fencing Real PE Athletics</p>
<p>RE Sheffield Agreed Syllabus</p>	<p>Unit 31 What does it mean if Christians believe God is Holy and loving?</p> <p>Unit 32 What does it mean to be a Muslim in Britain today?</p>	<p>Unit 38 (Y6) Why do Christians believe that Jesus was the Messiah?</p> <p>Unit 33 Why is the Torah so important to Jewish people?</p>	<p>Unit 37 (Y6) Christians and how to live: what would Jesus do?</p> <p>Unit 36 What matters most to Humanists and Christians? (THEMATIC)</p>