



Yearly overview of curriculum coverage in year 5.



Caring, Learning, Growing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Properties of everyday materials Reversible change Changes that form new materials		Earth and space	Living things and their habitats Animals including humans	Living things and their habitats Animals including humans	Forces
History	Humanities taught through Geography lessons		Viking and Anglo-Saxon struggle.	Humanities taught through Geography lessons	Mayan Civilisation and how it contrasts with British History.	Humanities taught through Geography lessons.
Geography	Mountains, volcanoes and earthquakes		Humanities taught through History lessons	Fieldwork and land use comparison	Humanities taught through History lessons	Economic Activity including Trade (Seized Trade /Maritime Museum)
RE	What does it mean to be a Muslim in Britain today? (Muslim)	Why do some people think God exists? (Christians and Humanist)	What matters most to Christians and Humanists?	If God is everywhere, why go to a place of worship? (Christians)	What would Jesus do?	If God is everywhere, why go to a place of worship? (Hindus and Jewish people)
PE	Swimming Outdoor and Adventurous Problem Solving	Swimming Dance	Small Sided Games <u>Northcote Handball</u> Gymnastics (Beth Tweddle)	Small Sided Games <u>Northcote Football</u> Gymnastics	Small Sided Games <u>Northcote Netball</u> Dance	Small Sided Games <u>Northcote Strike and Field</u> Make-up/Pupil choice
Art	Drawing skills	DT	Colour theory & painting techniques	DT	Artist study WETA workshop & form	DT

Design technology	ART		Combining Different Fabric Christmas Stockings	ART		Pulleys or Gears Fairground Rides	ART		Celebrating Culture & Seasonality Food
PSHE	Managing friendships and peer influence <i>Friendship Week</i>	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination <i>Staying safe - Bonfire night & Halloween</i>	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Computing	Create / Search Database Pupils will use Excel to create and search a database.	If and If Else Statements Pupils will be introduced to If and if else statements in Scratch or similar programming language.	Creating Music Using Code Pupils will use a number of sites to create music using code.	Stop Motion Animation Pupils will learn about all aspects of stop frame animation. They will storyboard their own story before using a software package to create their own stop frame animation.	Difference WWW/Internet Pupils will learn the difference between the WWW and the internet. They will also understand what is meant by IP address. <i>Digital Literacy: Pupils learn what an online footprint is and the reasons</i>	3D Modelling Pupils will learn to design models using online CAD software.			

				<i>Digital Literacy:</i> Pupils to create a short animation about relationships online, who can you trust?	<i>technology holds onto our information.</i>	
Spanish	Further body parts. Illness- sentences to say where pain is More family members Giant Turnip story [performance: sentences increasing in length throughout] 1 - 69 (all operations)	Clothes (uniform) + adjectival agreement of colours Get dressed Robert story (listening comprehension) Time - $\frac{1}{4}$ past and $\frac{1}{4}$ 1 - 69 counting in 2s/5s/10s. Clothing linked to Christmas	Modes of Transport How you travel to places and why [complex sentences] Use of the negative x10 to 100	Rooms in house [6] [Cache cache cochons story] + bedroom furniture Prepositions [longer sentences describing furniture position in rooms in the house] Fr: 70-79/ Sp: 1-100 Fr + Sp: multiples of 10 to 100 (R/W)	Family members More hobbies [incl. musical instruments] - complex sentences combining family members, opinion, hobbies and more justifications in the third person 1 - 100 Sp/80 - 100 Fr	Countries, flags (+ colours) and nationalities [adjectival agreement] Magic carpet story [independent reading of familiar opinion/ weather phrases] 1 - 100 in/out of sequence
Music	BRASS WCET					
	Pupils will continue their musical journey building on their skills learnt on their brass in year 4 last year. Pupils will continue to be taught using the Charanga resources together with other resources from elsewhere in a scheme of work designed and delivered by Resonate, Liverpool's Music Hub in collaboration with school staff and leadership. (Pupils have the opportunity to extend their WCET learning on their instrument or to learn an additional new instrument as part of the music after school club.)					
	Musical Foci: Reinforcing assembly of instrument and basic playing technique,		Music Foci: Extending practical techniques, rhythm v. pulse revisited, notation. Further notes learned: Bb, A, G, low F		Musical Foci: Improvisation and Composition	

reading skills, dynamics revisited. Rap and singing anti-bullying raps.

Notes learned: C,D,E,F

Subject Link: Maths (pattern recognition, fractions (note lengths))

Focused listening: Soul, RnB, Funk

Focused listening: T.V., Film, Musicals

Topics: The music of Liverpool and the Beatles (using new Blackbird resources on Charanga).

Subject Links: Literacy, PSHE, Maths

Focused listening: Rock