

Year 5

| | Autumn 1 Around the world in half a term | Autumn 2 Local History – Pots & Pits | Spring 1 It's a small World...or is it? | Spring 2 Great British History | Summer 1 This is Our Earth – link to Location in Spring Term | Summer 2 People from the past |
|-----------|---|---|--|--|--|---|
| Science | Earth & Space | Forces | Materials - properties | Living Things in Their Habitats | Materials - changes | Animals Including humans |
| Computing | Computing and Networks Sharing Information Sharing Information Identifying and exploring how information is shared between digital systems. | Creating Media – Video Editing Video editing Planning, capturing, and editing video to produce a short film. | File Data Bases Flat-file databases Using a database to order data and create charts to answer questions. | Selection in physical Computing Selection in physical computing Exploring conditions and selection using a programmable microcontroller. | Vector Drawing Vector drawing Creating images in a drawing program by using layers and groups of objects. | Selection in Quizzes Selection in quizzes Exploring selection in programming to design and code an interactive quiz. |
| Geography | Location – Name and locate Hills & Mountains in UK | | Place – Similarities & Differences between UK and European | | H&P – H - Settlements & land use etc | |
| History | | Where did all the potters go? Local History – the changes in the Pottery industry since 1900s | | Anglo-Saxons & Scots | | Mayans |
| D&T | Mechanical Systems - Pulleys or gears 5c – Moving Toys (cams) | | Structures - Frame structures 6a – Shelters or 3d Photo frames | | Food - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) 5b Bread or 5d – Biscuits | |
| Art | Drawing Develop simple perspective in using a single focal point/horizon. Begin to develop an awareness of composition, scale/ proportion Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Ongoing: Research the work of an artist or designer and use their work to replicate style | | Painting Mix and match colours to create atmosphere and light effects. Confidently control the types of marks made and experiment with different effects and textures. Mix colour, shades and tones with confidence building on knowledge. Ongoing: Research the work of an artist or designer and use their work to replicate style | | Sculpture Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Confidently carve a simple form. Ongoing: Research the work of an artist or designer and use their work to replicate style | |
| PSHE | What makes up a person's identity <ul style="list-style-type: none"> Health and wellbeing Identity Personal attributes and qualities Similarities and differences Individuality stereotypes | How can help in an accident or emergency? <ul style="list-style-type: none"> Health and wellbeing Basic first aid Accidents Dealing with emergencies | How can friends communicate safely? <ul style="list-style-type: none"> Relationships Friendships Relationships Becoming independent Online safety | What decisions can people make about money? <ul style="list-style-type: none"> Living in the wider world Money Making decisions Spending and saving | How can drugs common to everyday life affect health? <ul style="list-style-type: none"> Health and wellbeing Drugs Alcohol Tobacco Healthy habits and choices | What jobs would we like? <ul style="list-style-type: none"> Living in the wider world Careers Aspirations Role models The future |

Full Science & Foundation Overview – Crackley Bank Primary School

| | | | | | | |
|----------------|---|---|---|---|---|---|
| RE | 2.1b Sacred writings: Hinduism - <u>Explore</u> a variety of forms of literature found in sacred books and <u>investigate</u> a range of religious teachings | 2.3a: Peace - <u>Explore</u> the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and <u>make suggestions</u> as to the intended meaning they might have for believers | 2.4a: Religious Diversity (Happiness) - <u>Explore</u> the diversity of a range of religious traditions and <u>identify and reflect</u> on similarities and differences | 2.5b: Easter – Suffering and Hardship - <u>Investigate and reflect</u> on a range of religious responses to suffering, hardship and death | 2.1a: Wise words - <u>Explore</u> the origins of sacred writings and <u>consider</u> their importance for believers today | 2.2d Values and beliefs - <u>Investigate</u> the life of a person who has been inspired by their faith and <u>make links</u> between belief and action |
| PE | Swimming Gymnastics | Swimming Dance | Swimming Striking & Fielding - rounders | Swimming Striking & Fielding - cricket | Swimming/Athletics Net - tennis | OAA Net -badminton |
| Music | <p>What Shall we do with a Drunken Sailor?</p> <ul style="list-style-type: none"> Compose body percussion patterns and write them out using a rhythm grid. Keep the beat playing a 'cup' game Sing a sea shanty accurately and with expression. Keep a beat on an instrument while singing. Talk about sea shanties using music vocabulary. | <p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. | <p>Three Little Birds</p> <ul style="list-style-type: none"> Sing the verse in unison and the chorus in three parts. Know what a triad is and how to play one. Play the chords D and G major. Follow a score of the chorus. Play a melodic riff by ear. Organise and rehearse for a performance. Demonstrate knowledge and understanding of the origins, history, and social context of Reggae music. | <p>Balinese Gamelan</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. Sing/chant a part within a kecak performance. Compose a kecak piece as part of a group. | <p>Kisne banaaya</p> <ul style="list-style-type: none"> Sing and play the melody of <i>Kisne banaaya</i>. Sing in a four-part round accompanied with a pitched ostinato. Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. | |
| Spanish | <p>Unit 4 Recap greetings from Year 3 (Autumn & Spring). Recap numbers 1-20 Animals and pets – bird, cat, rabbit, dog (colours, opinions)</p> | | <p>Unit 5 Recap describing hair and eyes etc. Members of the family – father, mother, sister, brother, parents Giving someone's name – His name is _____. Her name is _____. Describing someone's characteristics – He is _____. She is _____. Big, nice, shy, funny, talkative</p> | | <p>Unit 6 Numbers 21 to 31 Recap days of the week Months of the year Asking and saying when your birthday is.</p> | |