**YEAR 5**

**Curriculum Overview**

|  |  |  | **Autumn** | | | **Spring** | | **Summer** | |
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| **Year A** |  | **Title** | **WW1** | | | **Polar Pioneers** | | **Pharaohs and Tomb raiders** | |
| **School Value** | Justice | Compassion | | | Friendship | | Thankfulness | |
| **Thread** | Influencers and Leaders | Births, deaths and burials | | | Climate | | Influencers and Leaders | |
| **Language, Literacy & Oracy** | **Book Hooks** | **The Silver Donkey** | | | **Ice Trap** | | **The Explorer** | |
| **English** | **Balanced argument: ‘Should horse-racing be banned?’**  Participating in discussions, acknowledging the views of others with courtesy and constructivism. Writing formally for a chosen audience, examining two sides of a discussion, using appropriate register, tone and structure.  **Poetry**  A poem that uses figurative language to explore the environment of a solider at war. | | | **Narrative –** Shackleton’s diary.  **Narrative:** David Attenborough inspired doccumentary.  **Narrative: 23 Degrees** (Literacy Shed) In the opening scene we see an explorer in the frozen arctic.  He is looking for someone and in the first minute it is left up to us to decide who it is. The film then wanders back in time as the narrator/explorer recalls his days at University in Ireland where he studied under Professor Orit.  (The man who is missing in the opening scenes.) It brings us back to the present day and the predicament of the explorer.  Who will he meet?  Will he find the professor every again? | | ​**Narrative**: ‘Evol’ (Literacy Shed) The film centres around a man looking for an elusive phoenix feather to complete his collection, but after an unfortunate encounter finds himself in need of help. Even after the utmost sacrifice of the phoenix, the man's lust for greed triggers the phoenix's magnificent rebirth through his soul. | |
| **Oracy** | Debating, radio plays, recite poetry. | | | Debating, radio plays, recite poetry. | | Debating, radio plays, recite poetry. | |
| **MFL** | Les Couleurs/ Les Jours  Je Me Presente  En Famille | | | Chez Moi  Au Cafe | | En Classe  Goldilocks | |
| **STEM** | **Maths** | Place Value  Addition and subtraction  Multiplication and division  Statistics  Area and Perimeter | | | Multiplication and division  Fractions  Decimals and Percentages | | Decimals  Properties of shape  Position and direction  Converting units  Volume | |
| **Science** | Properties and changes of materials | | | Living things and their habitats  Animals including humans | | Earth and Space  Forces | |
| **Computing** | Coding  E-safety | | | Coding unplugged  Coding kodu | | Digital literacy  Coding – scratch | |
| **Design & Technology** | Cooking trench stew | | | Cook Shackleton stew | | Making pyramids | |
| **Time & Place** | **History** | **First World War**  **Archduke Franz Ferdinand**  *How did the assassination of Ferdinand start the first world war?* | | **Remembrance**  *How and why should we remember those that died during the first world war?* | **Polar Pioneers**  **Shackleton and Scott**  *How have Shackleton and Scott influenced polar exploration?* | **Shackleton and Scott**  *How have Shackleton and Scott influenced polar exploration?* | **Pharaohs**  *How and why were Pharaohs buried in pyramids?* | **Ancient Egypt**  *How did ancient Egyptian society compare and contrast with Ancient Britain?* |
| **Geography** | **European Maps**  *How did the conflict spread across Europe and beyond?* | | **World Map**  *How did the conflict spread across the globe?* | **Polar climate**  *How does climate change in the polar region affect us?* | **Polar climate**  *How worried should we be able climate change in the polar regions?* | **Arid Climate**  *How does an arid climate compare and contrast with our temperate climate?* | **River Nile**  *How has the river Nile shaped and influenced the communities that live in Egypt?* |
| **Arts & Creativity** | **Art & Design** | Artist: Georgia O’Keefe   * Sketches * Water colour * Mixing colours | | | Artist: Andy Warhol   * 3D strategies * Pop art * All things bright and beautiful (cathedral expedition) | | * Sketches * Painting * Sculpting | |
| **Music** | Living on a Prayer  Classroom Jazz | | | Make You Feel My Love  The fresh prince of Bel Air | | Dancing in the Street  Reflect, rewind and Replay | |
| **Drama** | Role-play and hot seating and radio plays | | | Freeze frames, hot-seating, conscience alley | | Role-play, freeze frames, hot-seating, conscience alley | |
| **Physical, Emotional Health & Citizenship & Ethics** | **PSHE** | Child Mental Health Project | | | Child Mental Health Project | | Child Mental Health Project | |
| **PE** | Invasion Games: Tag Rugby | | | Hockey and Gymnastics | | Track and Field | |
|  | **Faiths & Beliefs** | **RE** | Islam (reveal)  Christianity (Gospel) | | | Judaism (Holiness)  Hinduism (Moksha) | | Christianity (Eucharist)  Buddhism (Enlightenment) | |
|  |  |  | | **Autumn** | | **Spring** | | **Summer** | |
| **Year B** |  | **Title** | **World War Two** | | | **Mayans** | | **Barnham’s Place in the World** | |
|  | **School Value** | Compassion | | | Forgiveness | | Friendship | |
|  | **Thread** | Influencers and Leaders | | | Births, deaths and burials | | Climate | |
|  | **Book Hooks** | **Goodnight Mr Tom** | | | **TBC** | | **TBC** | |
|  | **English** | **Balanced argument**  Participating in discussions, acknowledging the views of others with courtesy and constructivism. Writing formally for a chosen audience, examining two sides of a discussion, using appropriate register, tone and structure.  **Poetry**  A poem that uses figurative language to explore the environment of a solider at war. | | | **Narrative-short stories (The Day of the Dead on Literacy Shed).**  Building suspense through structure, language choices and foreshadowing. | | **Narrative: Home Sweet Home (Literacy Shed)** This is the story of a house which escapes from its suburban foundations and sets off on an epic journey. Tackling themes of [friendship, travelling and death](http://www.onepointfour.co/2014/12/09/home-sweet-home/) in its 10-minute duration, *Home Sweet Home* combines elements of road-trip, apocalyptic and friendship narratives in its story of a couple houses travelling across America. | |
|  | **Oracy** | Debating, radio plays, recite poetry. | | | Debating, radio plays, recite poetry. | | Debating, radio plays, recite poetry. | |
|  | **MFL** | Do you have a pet?  Rooms of the house. | | | The weather  Clothes | | The Romans  Olympics or habitats | |
|  | **Maths** | Place Value  Addition and subtraction  Multiplication and division  Statistics  Area and Perimeter | | | Multiplication and division  Fractions  Decimals and Percentages | | Decimals  Properties of shape  Position and direction  Converting units  Volume | |
|  | **Science** | Properties and changes of materials | | | Living things and their habitats  Animals including humans | | Earth and Space  Forces | |
|  | **History** | **World War Two**  ***How did World War Two affect Barnham?*** | | | **Mysterious Mayans**  ***What was it like to experience life and death at the time of the Mayans?*** | | **Barnham’s Place in the World**  ***How has Barnham changed over time?***  ***(From Ancient Britain to the present day).*** | |
|  | **Geography** | European Map  *How did the conflict spread across Europe and beyond?* | | World Map  *How did the conflict spread across the globe?* | World Map  *Where in the world did the Mayans live?* | Climate  *How does the climate of South America compare with the UK?*  Settlement  *Where did the Mayans settle? Why did they settle where they did?*  Farming:  *How did Mayan fodd and farming compare with ours 1000 years ago?* | Locational study, digital maps, change over time  *Where in the world is Barnham? How has Barnham changed over time? How do we know?* | Locational study, digital maps, change over time  *How should Barnham change and grow in the future?* |
|  | **Art & Design** | Artist: John Singer Sargent   * Collage * Perspective * Painting | | | * Mayan masks (sculpting and painting) * Painting * Mixing colours | | * Sculpting hearts * Painting * Sketching * Water colours | |
|  | **Design & Technology** | **Build** and construct Anderson shelters. | | | **Food**: prepare and cook South American food and evaluate outcome.  **Build**: model Mayan temples. | | **Food:** compare and contrast local food from different eras. | |
|  | **Computing** | Coding  E-safety | | | Coding unplugged  Coding kodu | | Digital literacy  Coding – scratch | |
|  | **Music** | Living on a Prayer  Classroom Jazz | | | Make You Feel My Love  The fresh prince of Bel Air | | Dancing in the Street  Reflect, rewind and Replay | |
|  | **French** | Les Couleurs/ Les Jours  Je Me Presente  En Famille | | | Chez Moi  Au Cafe | | En Classe  Goldilocks | |
|  | **PSHE** | Child Mental Health Project | | | Child Mental Health Project | | Child Mental Health Project | |
|  | **PE** | Invasion Games: Tag Rugby | | | Hockey and Gymnastics | | Track and Field | |
|  |  | **RE** | Islam (reveal)  Christianity (Gospel) | | | Judaism (Holiness)  Hinduism (Moksha) | | Christianity (Eucharist)  Buddhism (Enlightenment) | |