

Year 5 Creative Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Stig of the Dump.</p> <p>(Writing stories. Diary writing. Points of view. Y5 elements of grammar)</p>	<p>Whole Text Topic: The Pearl Diver</p> <p>Stories from other cultures.</p> <p>(Pantomimes and play-scripts. Recounts. Diaries. Ali Baba, Aladdin, Sinbad. (Using the Pearl Diver as a stimulus.))</p> <p>Google expeditions: RSC: backstage pass.</p>	<p>Whole Text Topic: The famous five.</p> <p>(Using a classic novel stimulus focusing on dramatization, writing your own adventure, diary writing from a character's point of view.)</p> <p>OEC - Standon Bowers Writing.</p>	<p>Whole Text Topic: The famous five - continued and then The Silver Sword.</p> <p>(Using a classic novel stimulus focusing on dramatization, writing your own adventure, diary writing from a character's point of view.)</p>	<p>Whole text topic. The Silver Sword - continued and then The Hobbit.</p> <p>(Planning and note making, planning writing, proof reading, developing characters, empathizing with characters, understanding authors viewpoint.)</p>	<p>Whole Text Topic: The Hobbit - continued.</p> <p>(Planning and note making, planning writing, proof reading, developing characters, empathizing with characters, understanding authors viewpoint at greater depth level.)</p>
<p>Maths</p> <p>(All topics will be taught though they may not be in this order.)</p>	<p>Place value of numbers up to millions.</p> <p>Rounding of numbers. (To nearest 10, 100 and 1000.)</p> <p>Written methods for addition and subtraction.</p>	<p>Written methods for multiplication and division.</p> <p>Decimals.</p> <p>Fractions. Using and applying written methods.</p> <p>Problem solving activities.</p>	<p>Decimals and fractions.</p> <p>Data handling.</p> <p>Properties of shapes and angles.</p>	<p>Recapping number and place value and the four operation - using and applying)</p> <p>Geometry.</p> <p>Measurement - volume, weight and distances.</p> <p>Cubed and squared numbers.</p>	<p>Measurement - perimeter and area.</p> <p>Geometry - location, position and reflection.</p> <p>Cubed and squared numbers.</p> <p>Prime numbers, factors, multiples.</p>	<p>Fractions, decimals and percentages.</p> <p>Roman numerals.</p> <p>Ratio and proportion.</p> <p>Data handling - extracting information from different graphs.</p> <p>Using and applying of written methods.</p>
Science	<p>Changes of state: (Properties of materials. Reversible changes.)</p>	<p>Changes of state: (Properties of materials. Irreversible changes.)</p>	<p>Earth and Space (Describe how the Earth moves, the movement of planets relative to the sun, the</p>	<p>Light Sources of, reflections, shadows, transparency and opaqueness.</p>	<p>Living things and their habitats (Differences between the lifecycles of animals - a mammal, amphibian, insect and</p>	<p>Animals including humans.</p> <p>Changes through puberty, describing the changes as</p>

		Start Earth and Space	<p>movement of the moon relative to the Earth, how the Earth's rotation affects day and night, Pluto is classified as a dwarf planet, looking at other moons, understand how people over history have interpreted the Earth.)</p> <p>English links - writing from the view of the sun.</p> <p>Google Expedition - Explore the Solar System. Planets and their moons.</p>		<p>bird. Life Processes of plants and animals. Growing plants from different parts of plants. Comparing animals and plants from around the world)</p> <p>Looking at David Attenborough.</p>	<p>humans develop through age. Comparing how different animals reproduce and grow.</p>
Humanities	<p>Local History Land Use. (Can they map land use? How do places change over time? How do humans impact on an environment?)</p>	<p>Ancient Greeks. (Where in the world and in time are they. Greek alphabet, Soldiers. Athens and Sparta. Plays. Masks.)</p> <p>Google expeditions: Greece.</p>	<p>Mountains. (world mountains, UK mountains, map work.)</p> <p>Google expeditions: Mount Everest.</p>	<p>North America. (Looking at the Americas including; famous mountain ranges, major rivers, locating places on a map, differences in climate, planning an excursion to North America.)</p>	<p>The Vikings. (Looking at; where the Vikings are in time and place, houses and home life, ships and ship building, what the Vikings did for us.)</p> <p>Google expeditions: Vikings - Way of the warrior.</p>	<p>The Rivers. (Looking at; parts of rivers, locating rivers on a map, how the water cycle works, why water is a valuable commodity.)</p> <p>Google expeditions: Journey of a river.</p>
Art	<p>Sketching steam trains and local landscapes.</p>			<p>Silver sword. Printing bombed landscapes of Warsaw</p>	<p>Dragon & Fire art linked to the Hobbit (colour mixing to</p>	

	(Sketching techniques. Research pot styles and uses.) Stig of the dump collage using recycled materials				create moods)	
D and T	Musical Instruments (Link to Stig of the Dump) Investigating the materials used and how they are joined. Design and make an instrument for a campfire performance. Local History link - Model steam train making. (Tutbury Jinnie.)	Aquarium link to The Pearl Diver 3D structure Colour wash Sketching	Kirin Island 3D model of Kirin Island			Moving toy depicting action and characters for the Hobbit (linkages and mechanisms including the use of cams.)
ICT	Password protect. E-Safety. (SMART poster. Trustworthy websites.) Typing practice. Scratch we are traders. Espresso coding.	We are architects. (Design a Greek Temple with art work shown inside using Google Sketchup. (Using Google expeditions as a stimulus.)	Picture perfect e-safety. Creating a report about Standon Bowers using Google Slides - collaboration project..	We are statisticians. (Using Google Sheets to collate PE athletics data.). Use the Twinkl info in folder.	Animation/bloggers/3D linked to lifecycles etc.	
PSHE	Class rules - new	Keeping Safe –	Personal Safety –	Dealing With Death	Road safety -	Perfect Pal and Play

	<p>Beginnings. Anti-bullying charter. Greek democracy. ICT Safety</p>	<p>Fireworks/ Safety at night. Fire Safety – in the home.</p>	<p>prepare for OEC Living in a diverse world - cultural differences.</p>	<p>Sympathetic work relating to the process of what happens when a person dies. (All aspects of death and bereavement.) Supported by local vicar, school inclusion officer and funeral directors.)</p>	<p>bikeability. Criminal Responsibility - RR Article 40: Your right to legal help if you have been accused of breaking the law.</p>	<p>Leader applications SEAL – Changes: Transition Week</p>
P4C	<p>Begin to develop the idea of ‘themes’ in stories/other stimuli.</p>	<p>Theme - success/failure. The values and traditions of the pantomime and Christmas. Fairness and justice in Greek democracy.</p>	<p>Understand the need to co-operate as a group towards finding a ‘truth’ together through use of arguments and counter arguments. (Collaboration) – Theme bravery/courage, success/failure.</p>	<p>Have access to the list of themes and be able to identify themes in well known stories and in stories they are reading. Theme - good/bad/evil. Is death always a bad thing?</p>	<p>Understand the concepts of creative thinking (What if...) and critical thinking (Ah but...). Theme – fear.</p>	<p>Freedom – Linking the skills together from all former units of work. Equality – Linked to difference and diversity.</p>
Music	<p>Rounds and singing skills - how to maintain their own part.</p>	<p>Core skills - singing and performing with preparation for the Christmas service.</p>	<p>Features of modern music/film music. Understanding use of clusters and dissonance using voice and instruments. Learning about different sound tones. Use of electric keyboards.</p>	<p>Using knowledge from Spring 1, compose music to depict outer space. Different sound tones can be used.</p>	<p>Cyclic pattern using African music. Djembe drums played. Charanga used for this teaching.</p>	<p>African cyclic patterns. Summer production/singing and performing skills.</p>
PE	<p>Invasion Games. (Using skills in team</p>	<p>Invasion Games. (Using skills in</p>	<p>Outdoor and adventurous.</p>	<p>Net and wall games. (Tennis skills)</p>	<p>Striking and Fielding.</p>	<p>Striking and Fielding.</p>

	<p>games.) Gymnastics. (Creating sequences using balances, shapes, movement, jumps and rolls.)</p> <p>Including competitive games.</p>	<p>team games.) Gymnastics. (Creating sequences using balances, shapes, movement, jumps and rolls.)</p> <p>Dance. (Creating motifs using music as a stimulus.)</p> <p>Including competitive games.</p>	<p>(Using a map in a familiar context, moving from one location to another, using clues to follow a route.)</p> <p>Dance. (Creating motifs using music as a stimulus.)</p> <p>Including competitive games.</p>	<p>Dance. (Creating motifs using music as a stimulus.)</p> <p>Including competitive games.</p>	<p><u>Athletics</u> Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency.</p> <p>Including competitive games.</p>	<p><u>Athletics</u> Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency.</p> <p>Including competitive games.</p>
RE	<p>RE rules</p> <p>Caring for the Environment Creation and Animal Stories from different faiths. Ask questions about the pattern, order and disorder in the world around them Comment on the environmental ideas in faith stories.</p> <p>Endangered Species</p>	<p>Actions, beliefs and caring for animals. Share their own ideas about attitudes to the environment</p> <p>Web of Solutions</p> <p>The Lord's Prayer</p> <p>Christmas Service</p>	<p>Journeys Identify, describe and suggests reasons for journeys that people might make which have special significance within communities. Link concepts from special journeys to the journey of life. Give a variety of reasons why people might choose to make special journeys.</p>	<p>Messages Reflect on the meaning of stories drawn from religious sources. Drama and discussion about messages they have found in gospel writings. Story of Zacchaeus, Lazarus and Good Samaritan. Suggest what the stories tell believers about God Identify life-changing experiences and say what impact these might have on individuals.</p>	<p>Words of Wisdom Be able to distinguish the kind of document which is of lasting value to people. Understand that some books are special to believers. Find out about holy books. Identify appropriate meanings for selected texts by using the bible by book, chapter and verse number. Suggest reasons why the texts were written.</p>	<p>Changes Become aware of common responses to difficult changes. Talk about significant changes that have taken place in their lives</p> <p>Buddhism Following the stories of Prince Siddhartha choosing the path of the Buddhist faith. Explain their own reasons for making changes in their lives and show how changes in others might be different.</p>
Trips/visitors	<p>Local history village land use walk. Local train historian visit. Fire station visit. Former pupil visit.</p>	<p>Jinnie Trail writing stimulus walk.</p>	<p>OEC (Standon Bowers.)</p>		<p>Visiting Viking.</p>	<p>Rivers (The River Dove trip.)</p>

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