

Year 5 Creative Curriculum Overview 2017-2018

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Myths and Legends.</p> <p>(Writing a myth. Diary writing. Points of view. Precis. Newspaper article. (Using the story of Homer's Odyssey as a stimulus.))</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>Retelling a story.</p> <p>Native American Legends. (Crazy horse by George E Stanley.)</p> <p>Native American Fables. (Children to complete a diary entry for Crazy horse, a presentation about the Crazy horse monument, Hiawatha - performance poetry.)</p>	<p>To form narratives.</p> <p>There's a Viking in my bed by Jeremy Strong. (Character study and profiles, précising, formal and informal speech, dramatic presentation, writing from a different point of view.)</p>	<p>Whole Text Topic: The Silver Sword.</p> <p>(Planning and note making, planning writing, proof reading, developing characters, empathizing with characters, understanding authors viewpoint.)</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>Living things and their habitats</p> <p>(Differences between the lifecycles of animals - a mammal, amphibian, insect and bird. Life Processes</p>	<p>Light</p> <p>Sources of, reflections, shadows, transparency and opaqueness.</p>	<p>Animals including humans.</p> <p>Changes through puberty, describing the changes as</p>

			<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 - Solar System.</p>	<p>of plants and animals. Growing plants from different parts of plants. Comparing animals and plants from around the world) 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.)</p> <p>Google expeditions: Greece.</p>	<p>Ancient Greeks. (Soldiers. Athens and Sparta. Plays. Masks.)</p>	<p>Way out west. (Looking at the Americas including: famous mountain ranges, major rivers, locating places on a map, differences in climate, Niagara falls.)</p> <p>Google expeditions: Mount Everest.</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>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	Sketching steam trains and local landscapes. (Sketching techniques. Research pot styles and uses.)	Greek Pots. (Sketching techniques. Research pot styles and uses.)	Sew Mates. (Using textile and sewing skills to create a toy.)	Objects and meaning. Composition arrangements, studying artists' work, still life and painting.	Viking Long Ship designs and sketches.	3D River model.
D and T	Local History link - Model steam train making. (Tutbury Jinnie.)	Greek Pots. (Papier-mâché.)	Food Technology Home made soup and bread.	Sew Mates. (Can they use textile and sewing skills to create a toy.)	Viking long boats (Children to measure and construct a Viking long boat)	3D River model.
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 reportr about Standon Bowers using Publisher.	We are statisticians. (Using Google Sheets to collate PE athletics data.)	You've won a prize - e safety. We are bloggers.	We are advertisers. (Creating a video to advertise a product using iMovie.)
PSHE	Class rules - new Beginnings. Anti-bullying charter. Greek democracy. ICT Safety	Keeping Safe – Fireworks/ Safety at night. Fire Safety – in the home.	Personal Safety – prepare for OEC Living in a diverse world - cultural differences.	Dealing With Death 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.)	Road safety - bikeability. Criminal Responsibility - RR Article 40: Your right to legal help if you have been accused of breaking the law.	Perfect Pal and Play Leader applications SEAL – Changes: Transition Week
P4C	Begin to develop the idea of 'themes' in stories/other stimuli.	Theme - success/failure. The values and traditions of the pantomime and	Understand the need to co-operate as a group towards finding a 'truth'	Have access to the list of themes and be able to identify themes in well known stories and in stories they are reading.	Understand the concepts of creative thinking (What if...) and critical thinking (Ah but...). Theme – fear.	Freedom – Linking the skills together from all former units of work. Equality – Linked to difference

		Christmas. Fairness and justice in Greek democracy.	together through use of arguments and counter arguments. (Collaboration) – Theme bravery/courage, success/failure.	Theme - good/bad/evil. Is death always a bad thing?		and diversity.
Music	Rounds and singing skills - how to maintain their own part.	Core skills - singing and performing with preparation for the Christmas service.	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.	Using knowledge from Spring 1, compose music to depict outer space. Different sound tones can be used.	Cyclic pattern using African music. Djembe drums played. Charanga used for this teaching.	African cyclic patterns. Summer production/singing and performing skills.
PE	Invasion Games. (Using skills in team games.) Gymnastics. (Creating sequences using balances, shapes, movement, jumps and rolls.) Including competitive games.	Invasion Games. (Using skills in team games.) Gymnastics. (Creating sequences using balances, shapes, movement, jumps and rolls.) Dance. (Creating motifs using music as a stimulus.) Including competitive games.	Outdoor and adventurous. (Using a map in a familiar context, moving from one location to another, using clues to follow a route.) Dance. (Creating motifs using music as a stimulus.) Including competitive games.	Net and wall games. (Tennis skills) Dance. (Creating motifs using music as a stimulus.) Including competitive games.	Striking and Fielding. <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. Including competitive games.	Striking and Fielding. <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. Including competitive games.

<p>RE</p>	<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>
<p>Trips/ visitors</p>	<p>Local history village land use walk. Local train historian visit.</p>	<p>Pantomime. (Visiting pantomime company.) Jinnie Trail writing stimulus walk.</p>	<p>OEC (Standon Bowers.)</p>	<p>Jinnie Trail writing stimulus walk.</p>	<p>Visiting viking.</p>	<p>Rivers (The River Dove trip.)</p>