

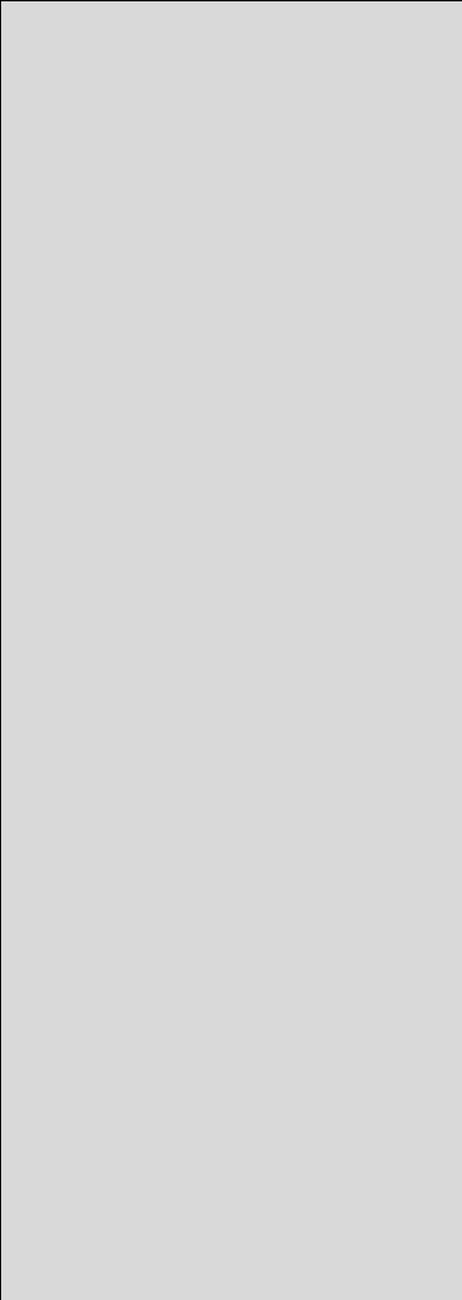


## Year 5 Spring 1 Curriculum Overview

<b>YEAR GROUP:</b>	5	<b>TERM:</b>	Spring 1
<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>
<p><u>LIGHT, EARTH AND SPACE</u></p> <ul style="list-style-type: none"> <li>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>-Describe the movement of the Moon relative to the Earth.</li> <li>-Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>-Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>-Notice that light is reflected from surfaces.</li> <li>-Recognise that light from the sun can be dangerous and</li> </ul>	<p>Taught in Spring 2</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>To know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<ul style="list-style-type: none"> <li>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>-To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>-To select, use and combine a variety of software (including</li> </ul>

that there are ways to protect their eyes.

- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.
- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

- To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

*-To explain why I need to protect myself and my friends, and the best way to do this including reporting my concerns to a friend.*

- To know anything I share online can be seen and used by others.*
- To understand the way I use the internet demonstrates I respect the people I share it with.*
- To know that a website has an author who is targeting an audience.*
- To search for information on a database I can*

			<p>create a database.</p> <ul style="list-style-type: none"> <li>-To independently select and use appropriate software for a task.</li> <li>-To independently select, use and combine a variety of software to design and create content for a given audience.</li> <li>-To use filters in search technologies effectively and appreciates how results are selected and ranked.</li> <li>-To design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</li> <li>-To design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</li> <li>-To use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</li> </ul>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>3D FORM</u></p> <ul style="list-style-type: none"> <li>-To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	Taught in Spring 2	<ul style="list-style-type: none"> <li>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>-To develop flexibility, strength, technique, control and balance.</li> <li>-To compare their performances with previous</li> </ul>

<p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>-To learn about great artists, architects and designers in history.</p> <p><i>- To describe the different qualities involved in modelling, sculpture and construction.</i></p> <p><i>- To use recycled, natural and man-made materials to create sculpture.</i></p> <p><i>- To plan a sculpture through drawing and other preparatory work.</i></p>		<p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p>	<p>ones and demonstrate improvement to achieve their personal best.</p> <p><i>-To create longer and more complex sequences and adapt performances.</i></p> <p><i>-To take the lead in a group when preparing a sequence.</i></p> <p><i>-To develop symmetry individually, as a pair and in a small group.</i></p> <p><i>-To compare performances and judge strengths and areas for improvement.</i></p> <p><i>-To select a component for improvement. For example— timing or flow.</i></p> <p><i>-To take responsibility in own warm up including remembering and repeating a variety of stretches.</i></p> <p><i>-To perform more complex actions, shapes and balances with consistency.</i></p> <p><i>-To use information given by others to improve performance.</i></p> <p><i>-To remember and repeat longer sequences with more difficult actions.</i></p>
PSHE	RE	MFL	PE

<p><u>RELATIONSHIPS-EMOTIONAL:</u> <u>MOVING ON WITH</u> <u>CONFIDENCE AND CLARITY</u></p> <ul style="list-style-type: none"> <li>-To look at images and adverts in the media.</li> <li>-To identify what positively and negatively affects my mental and emotional health.</li> <li>-To explore the idea that choices can have positive, neutral and negative consequences.</li> <li>-To reflect on and celebrate my achievements.</li> <li>-To set high aspirations and goals.</li> <li>-To have thought about how it feels not to meet my goals and how to respond.</li> <li>-To use vocabulary to enable me to explain both the range and intensity of feelings to others.</li> <li>-To know I can ask for help clearly from appropriate people should I need to.</li> <li>-To identify some of the issues I will face when I change schools.</li> <li>-To identify those issues which I am looking forward to and those which I am not looking forward to.</li> </ul>	<p>Beliefs and Moral Values (Sikhism)</p> <p><i>-To understand the ways Sikh stories may be relevant today.</i></p> <p>Hindu Beliefs (Hinduism)</p> <p><i>-To understand the Hindu belief that there is one God with many different aspects.</i></p> <p><b>*** Trip: Hindu Temple</b></p>	<p><i>-To say the months of the year in Spanish.</i></p> <p><i>-To say when your birthday is in Spanish.</i></p> <p><i>-To conduct a birthday survey on Spanish.</i></p> <p><i>-To listen and understand a Spanish recording about the months of the year.</i></p>	<p><b>Dance – Floor Phrases – Contemporary practice</b></p> <ul style="list-style-type: none"> <li>-To understand different genres of music and dance.</li> <li>-To improve dexterity, basic motor skills and articulation of stretch exercises.</li> <li>-To understand rhythmic patterns and sequencing.</li> <li>-To work on phrasing and framework.</li> <li>-To understand on-off beats (jive, rhythm and blues).</li> <li>-To work on observation and understanding.</li> <li>-To develop improvisation skills.</li> <li>-To begin to study and understand clarity of form and coordination, rhythmic accuracy and spatial awareness.</li> </ul>
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-To explore how to manage these conflicts.