



## Year 5 Spring 2 Curriculum Overview

<b>YEAR GROUP:</b>	5	<b>TERM:</b>	Spring 2
<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 that there are ways to protect their eyes.</li> </ul>	<p><u>HUMAN AND PHYSICAL GEOGRAPHY</u></p> <ul style="list-style-type: none"> <li>-To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><u>SKILLS AND FIELDWORK</u></p> <ul style="list-style-type: none"> <li>-To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>-To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Taught in Spring 1</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 internet services) on a range of digital devices to design</li> </ul>

-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.

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 create a database.  
-To independently select*

			<p>and use appropriate software for a task.</p> <p>-To independently select, use and combine a variety of software to design and create content for a given audience.</p> <p>-To use filters in search technologies effectively and appreciates how results are selected and ranked.</p> <p>-To design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>-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.</p> <p>-To use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Spring 1	-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes	<p><u>Outdoor and Adventurous Activities</u></p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p>

	<ul style="list-style-type: none"><li>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li><li>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li><li>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li><li>-To investigate and analyse a range of existing products.</li><li>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>-To understand how key events and individuals in design and technology have helped shape the world.</li><li>-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li></ul>	<ul style="list-style-type: none"><li>using the inter-related dimensions of music.</li><li>-To listen with attention to detail and recall sounds with increasing aural memory.</li><li>-To use and understand staff and other musical notations.</li><li>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li><li>-To develop an understanding of the history of music.</li></ul>	
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PSHE	RE	MFL	PE
<p><b>ECONOMIC WELLBEING – LET'S MAKE MONEY!</b></p> <ul style="list-style-type: none"> <li>-To know a range of different ways to pay for things; some may involve using credit and going into debt.</li> <li>-To plan and manage a more complex budget over time.</li> <li>-To know that people who sell me things try to make a profit.</li> <li>-To recognise when people try to influence my choices.</li> <li>-To know what is meant by 'value for money'.</li> <li>-To make comparisons between prices when deciding what is 'value for money'.</li> <li>-To know there are financial risks associated with the internet and other scams.</li> <li>-To describe some ways to keep money and identity safe when using the internet.</li> </ul>	<p>Easter – Gospel (Christianity)</p> <ul style="list-style-type: none"> <li>-To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</li> </ul>	<ul style="list-style-type: none"> <li>-To ask and answer what the weather is like today in Spanish. To present as a weather forecaster in Spanish</li> <li>-To understand Spanish weather forecast.</li> <li>-To produce a weather report in Spanish using the correct grammar.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>-To develop flexibility, strength, technique, control and balance.</li> <li>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-To use correct technique to run at speed.</li> <li>-To develop the ability to run for distance.</li> <li>-To throw with accuracy and power.</li> <li>-To identify and apply techniques of relay running.</li> <li>-To explore different footwork patterns.</li> <li>-To understand which technique is most effective when jumping for distance.</li> </ul>

<p>-To be able to calculate profit and loss. -To understand why I should be a critical consumer and that my choices about spending and saving can affect others.</p>			<p><i>-To learn how to use skills to improve the distance of a pull throw. -To demonstrate good techniques in a competitive situation.</i></p>
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