



Year 5 Summer 1 Curriculum Overview

YEAR GROUP:	5	TERM:	Summer 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>IRREVERSIBLE CHANGES</u></p> <ul style="list-style-type: none"> -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>Taught in Summer 2</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Victorians</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<ul style="list-style-type: none"> -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -To select, use and combine a variety of software (including 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. <p><i>-To know that some people publish</i></p>

			<p><i>inaccurate information on the internet.</i></p> <ul style="list-style-type: none"> <i>-To understand how to choose online content for my age group.</i> <i>-To know which resources on the internet I can download and use.</i> <i>-To explore different viewpoints in 3d modelling.</i> <i>-To explore the possibilities of 3d modelling.</i> <i>-To create a concept map.</i>
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>DRAWING</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -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]. -To learn about great artists, architects and designers in history. 	<p>Taught in Summer 2</p>	<ul style="list-style-type: none"> -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 using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To use correct technique to run at speed. -To develop the ability to run for distance. -To throw with accuracy and power.

<ul style="list-style-type: none"> -To explore the effect of light on objects and people from different directions. -To interpret the texture of a surface. -To produce increasingly accurate drawings of people. -To understand the concept of perspective. 		<ul style="list-style-type: none"> -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	<ul style="list-style-type: none"> -To identify and apply techniques of relay running. -To explore different footwork patterns. -To understand which technique is most effective when jumping for distance. -To learn how to use skills to improve the distance of a pull throw.
PSHE	RE	MFL	PE
<p><u>BEING A RESPONSIBLE CITIZEN – THE MEDIA</u></p> <ul style="list-style-type: none"> -To know what is meant by the term 'media'. -To be aware of a range of different types of media, including social networking. -To be able to research issues, problems and events concerning health and wellbeing. -To be able to look at alternative views and opinions. -To begin to understand how the media influences people's choices and decisions. -To be aware that people can feel pressured by media, including social media. 	<p>Prayer and Worship (Sikhism)</p> <ul style="list-style-type: none"> -To understand how Sikhs show their commitment to God and to evaluate if there is a 'best' way. <p>Beliefs and Moral Values (Hinduism)</p> <ul style="list-style-type: none"> -To understand the impact of certain beliefs on a Hindu's life. 	<ul style="list-style-type: none"> -To discuss what you wear in different situations. -To listen and understand a conversation about clothes and days of the week. -To write about clothes worn for particular occasions. -To explore the verb 'to wear' in present tense. 	<p>Net Wall Games (Tennis)</p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To identify and describe some rules of tennis. -To serve to begin a game. -To explore forehand hitting. -To explore different shots (forehand, backhand). -To work to return serve. -To know positions in game play.

<ul style="list-style-type: none">-To know how to keep safe and protect personal identity online.-To be able to present information and offer recommendations concerning health and wellbeing.-To be able to explore and critique how the media present information.-To be able to research, discuss and debate issues concerning health and wellbeing.-To be able to see and respect alternative views and opinions.			
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