

## Year 5 Curriculum Overview 2020-2021

### Autumn 2nd Half Term

#### ‘A Kingdom United’

| WC                                    | 2.11.20   | 9.11.20   | 16.11.20   | 23.11.20   | 30.11.20  | 7.11.20  | 14.11.20  |
|---------------------------------------|---|---|--|--|---|--|---|
| <b>Key Events</b>                     |   | Armistice day (11 <sup>th</sup> )<br>Diwali (14 <sup>th</sup> )                                   |  |  | (29 <sup>th</sup> ) Advent  |  |   |
| <b>Focus weeks</b>                    | <b>Geography</b>  | <b>Maths - Addition</b>   | <b>Maths - Subtraction</b>   | <b>Maths - Multiplication</b>                                | <b>ART</b><br><b>Maths - Division</b>   |  |   |
| <b>Room of Wonders/ Trip/ Visitor</b> |   | Storytelling around fire circle/ RoW.   |  |  | Presentation art tapestry in RoW.   |  |   |
| <b>English</b>                        | SPaG Focus week -<br>Pobble   | Legends: Beowulf  |  |  | Newspaper report  | Christmas poetry: The night before Christmas                                     |   |
| <b>Maths</b>                          | Place Value   | Four operations (+/-/x/÷)   |  |  |   | Data handling  |   |
| <b>RE</b>                             | <b>Books from other faiths</b><br>-How do other religions use their Holy book?<br>-What language are other Holy books written in and how are they read? | <b>Books from other faiths</b><br>How important are holy books in faiths other than Christianity? | <b>Books from other faiths</b><br>What are the similarities and differences of how these Holy books are treated? | <b>Gospels</b><br>Where in the Bible is the Christmas story? | <b>Gospels</b><br>How are the stories in Matthew and Luke similar/different?  | <b>Gospels</b><br>How do our celebrations reflect the true meaning of Christmas? | <b>Gospels</b><br>Where do the ideas of including a donkey and a stable in the story come from?     |
| <b>PSHE</b>                           | <b>(Miss Stephenson) Relationships – Getting on and falling out and Zones of Regulation.</b>  |   |  |  |   |  |   |
| <b>Science</b>                        | <b>Reversible and irreversible changes</b><br>Can you demonstrate that dissolving, mixing and changes of  | <b>Reversible and irreversible changes</b>  | <b>Reversible and irreversible changes</b><br>Can you decide how to separate mixtures using different scientific | <b>Reversible and irreversible changes</b>                   | <b>Reversible and irreversible changes</b><br>Do you know that some changes result in the formation of new materials? | <b>Reversible and irreversible changes</b>                                       | <b>Reversible and irreversible changes</b><br>Can you explain the difference between reversible and |

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|                         | state are reversible changes?   |  | techniques?<br>(mixing/<br>filtering/sieving/<br>burning/cooking)                               |   |   |   | irreversible changes?   |
| <b>Geography</b>        | <b>Mountains</b><br>What is a mountain?<br>How are mountains made?    |  | <b>Mountains</b><br>What is it like on a mountain?<br>What are the UK's highest mountains like? |   | <b>Mountains</b><br>What is it like in the Himalayas? |   | <b>Mountains</b><br>What do you know about the world's highest mountains? |
| <b>History</b>          |   | <b>Tudors</b><br>How different was life at different levels of society in Tudor times, and how do we know? |   | <b>Tudors</b><br>Why do we have to be so careful when using the portraits of Elizabeth I to find out about her?<br>How on earth was Elizabeth able to defeat the mighty Spanish Armada? |   | <b>Tudors</b><br>What can we learn about Elizabethan England by studying how they enjoyed their leisure time? |   |
| <b>Art &amp; Design</b> | Lanterns – add detail and colour with different media and techniques. |  |   |   | <b>Printing: Creating a Beowulf/ legend tapestry</b>  |   |   |
| <b>D&amp;T</b>          |   |  |   |   |   |   |   |
| <b>Music</b>            | <b>Charanga: Livin' on a prayer (Bon Jovi)</b>                        |  |   | <b>Charanga: Classroom Jazz 1</b>   |   |   |   |

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| <p><b>Computing</b></p> | <p><b>E-Safety – Electronic Communication.</b><br/>Do you know that digital content posted online is difficult to remove?<br/><b>(Digital Footprint – School FB post)</b></p> | <p><b>E-Safety – Electronic Communication.</b><br/>What is a Digital footprint?<br/><b>(Digital Footprint – School FB post)</b></p> | <p><b>E-Safety – Electronic Communication.</b><br/>Can you identify inappropriate and unacceptable behaviour online?<br/><b>(Google Legends)</b></p> | <p><b>E-Safety – Electronic Communication.</b><br/>Do you know how to use electronic communication tools safely?</p> |
| <p><b>MFL</b></p>       | <p><b>(Miss Stephenson) Salut:</b></p>  |   |  |  |
| <p><b>PE</b></p>        | <p><b>Athletics with Mr. Powell (MfC) / Swimming</b></p>  |   |  |  |