









Year 5 Curriculum Overview 2021-22

	<u>Autumn 1</u> <i>Alchemy Island</i>	<u>Autumn 2</u> <i>Pharaoh</i>	<u>Spring 1</u> <i>Peasants, Princes and Pestilence</i>	<u>Spring 2</u> <i>Off With Her Head</i>	<u>Summer 1</u> <i>Allotment</i>	<u>Summer 2</u> <i>Stargazers</i>
<i>Enrichment/Hook</i>	❖ <i>Mystery riddle</i>	❖ <i>Tomato mummification</i> ❖ <i>Ancient Egyptian artefacts</i> ❖ <i>Art Gallery Visit</i>	❖ <i>Medieval artefacts</i>	❖ <i>VR workshop – The Tudors (Mary Rose)</i> ❖ <i>Tudor artefacts</i>	❖ <i>Salad creations at Nottingham Academy</i> ❖ <i>Growing plants</i> ❖ <i>Place of worship - Gurdwara</i>	❖ <i>BBC Live Dr Who Space lesson or Space Centre</i> ❖ <i>Place of worship – St Christopher’s Church</i>
<i>Mastery Day Focus</i>	❖ <i>Applying knowledge and understanding to create a board game inspired by Alchemy Island.</i>	❖ <i>Applying knowledge and understanding of Ancient Egyptian beliefs to excavate a newly found tomb and create an exhibition to showcase items discovered inside.</i>	❖ <i>Applying knowledge and understanding of the Black Death to</i>	❖ <i>Applying knowledge and understanding of Henry VIII and Tudor life to create an exhibition in a renovated Tudor manor.</i>	❖ <i>Applying knowledge and understanding of plant reproduction, seasonal foods and exercise to create a series of wellbeing activities to promote healthy lifestyles.</i>	❖ <i>Apply knowledge and understanding of spacecraft and creating new materials to design and make a prototype rocket for the UK space agency.</i>
<i>Career-Related Learning</i>	❖ <i>Computer programmer/software engineer</i>	❖ <i>Historian</i>	❖ <i>Doctor</i>	❖ <i>Police</i> ❖ <i>Lawyer</i>	❖ <i>Gardener</i> ❖ <i>Chef</i> ❖ <i>Nutritionist</i>	❖ <i>Astronomer</i> ❖ <i>Aerospace engineer</i> ❖ <i>Pilot</i>
<i>English: Reading</i>	<b><i>The Tempest</i></b> <i>Plus supplementary texts on Magic and Mystery: The Stone People (5) and To Whoever Find This (5). (Safeguarding/PHSE: family conflicts)</i>	<b><i>Secrets of a Sun King</i></b> <i>Plus supplementary texts on Gods of Ancient Egypt (5) and How To Make A Mummy (5).</i>	<b><i>Boy in the Tower</i></b> <i>Plus supplementary texts on the Plague Doctor (5) and I am Plague (5). (Safeguarding/PHSE: dealing with loss and trauma)</i>	<b><i>Treason</i></b> <i>Plus supplementary texts on Tudor Food and Drink (5) and Tudor Time Traveller (5). (Safeguarding/PHSE: rule of law)</i>	<b><i>Holes</i></b> <i>Plus supplementary texts on Life Cycle of a Flowering Plant (5) and Life Cycle Comparison (5). (Safeguarding/PHSE: rule of law and consequences for actions)</i>	<b><i>Cosmic</i></b> <i>Plus supplementary texts on The ISS (5) and The Dragon shuttle (5). (Safeguarding/PHSE: telling the truth and self-acceptance)</i>

<p><b>English: Writing</b></p>	<p><b>The Tempest</b></p> <ul style="list-style-type: none"> <li>❖ Persuasive letter</li> <li>❖ Play script</li> </ul> <p><i>(Safeguarding/PHSE: persuasion vs coercion)</i></p>	<p><b>Secrets of a Sun King</b></p> <ul style="list-style-type: none"> <li>❖ Newspaper</li> <li>❖ Discussion (balanced argument)</li> </ul> <p><i>(Safeguarding/PSHE: media bias and fake news)</i></p>	<p><b>Boy in the Tower</b></p> <ul style="list-style-type: none"> <li>❖ Narrative</li> <li>❖ Informal letter</li> </ul>	<p><b>Treason</b></p> <ul style="list-style-type: none"> <li>❖ Setting description</li> <li>❖ Diary</li> </ul>	<p><b>Holes</b></p> <ul style="list-style-type: none"> <li>❖ Non-chronological report</li> <li>❖ Flashback narrative</li> </ul>	<p><b>Cosmic</b></p> <ul style="list-style-type: none"> <li>❖ Persuasive advert</li> <li>❖ Formal letter</li> </ul>
<p><b>Maths</b></p>	<p><b>Number</b> <b>Place Value</b> Addition &amp; subtraction Rounding <b>Measurement</b> Perimeter</p>	<p><b>Geometry</b> Angles – estimating and comparing, properties. <b>Statistics</b> Line graphs <b>Number</b> Prime numbers and factors Square and cube numbers Mental multiplication and division Units of time Timetables <i>(Safeguarding/PHSE: compass safety and healthy competition)</i></p>	<p><b>Number</b> Multiplication and Division <math>\times/\div 10, 100, 1000</math> Scaling <b>Measurement</b> Converting units of measure – metric and imperial</p>	<p><b>Fractions</b> Comparing, ordering, finding equivalents Adding and subtracting <b>Decimals</b> Rounding decimal numbers</p>	<p><b>Fractions</b> Mixed number and improper Multiplying <b>Decimals</b> <b>Percentages</b></p>	<p><b>Geometry</b> Polygons 3D shapes 2D representations Reflection and translation Angles – measuring and identifying missing angles <b>Measurement</b> Area Volume and capacity</p>
<p><b>History</b></p>	<p>N/A</p>	<p><b>Ancient Egyptians</b> A1, A3, B1, B2, C1, C2, D1, E1, E3</p>	<p><b>Black Death</b> A1, A3, B2, C1, D1, E3</p> <p><b>Staying safe from disease and healthy lifestyles</b></p>	<p><b>Tudors (Henry VIII)</b> A1, A2, B1, C1, D1, E2</p> <p><i>(Safeguarding/PHSE: hygiene)</i></p> <p><b>Henry the VIII's trumpeter</b></p>	<p>N/A</p>	<p><b>Galileo Galilei &amp; Leonardo Da Vinci</b> A1, B3, C2, C3, D1, E1</p> <p><b>Benjamin Banneker</b> <b>Women in Space</b></p>

<p><b>Geography</b></p>	<p><b>Map of Alchemy Island</b> A1, A2, A3, A5, C1</p> <p><i>(Safeguarding/PHSE: orienteering and map reading)</i></p>	<p><b>Geographical location and features of Egypt</b> B1, C2, C3, C5</p> <p>Positive climate change - is the Sahara desert greening?</p>	<p><b>Global spread of Black Death</b> <b>Human/physical factors influencing spread</b> B2</p> <p><i>(Safeguarding/PHSE: pandemic awareness and how to limit the spread of infection)</i></p> <p>How the human and physical characteristics of a location can impact cause and change. The spread of the plague and how urbanisation and trade caused this to spread.</p>	<p><b>Comparison of Tudor and modern maps</b> B1, B2, C3</p>	<p><b>Local allotments</b> <b>Comparison of farming regions. Climate and land use patterns</b> B1, C4, C5, D1</p> <p><i>(Safeguarding/PHSE: pesticides and environmental change)</i></p>	<p><b>Map skills</b> C3, A4</p> <p><i>(Safeguarding/PHSE: safety around water)</i></p> <p>Fieldwork: How has land use in Sneinton changed over time?</p> <p>Renovation of Sneinton market. Change of use showing the developing needs of the community.</p>
<p><b>Art</b></p>	<p>N/A</p>	<p><b>Observational drawing of Egyptian artefacts</b> A1, A6, E2, F1, F2, F3</p> <p>Alaa Awad</p> <p>Art Gallery Visit</p>	<p>N/A</p>	<p><b>Tudor portraits</b> A1, A3, C2, E2, E3, F1, A4</p>	<p><b>Henri Rousseau</b> A2, A3, A5, E1, F1, F2</p> <p>Richard Mayhew</p>	<p><b>Peter Thorpe and Leonardo Da Vinci</b> A6, A7, B1, C1, E1, F3 D1</p> <p><i>(Safeguarding/PHSE: photographic safety and permission)</i></p>

<p><b>Design Technology</b></p>	<p><b>Prototype torches to explore Alchemy island</b> B2, C1, C2, C3, D2, E2, E3, E1</p> <p><i>(Safeguarding/PHSE: electrical circuit safety)</i></p> <p><b>Lewis Latimer</b></p>	<p>N/A</p>	<p><b>Medieval gingerbread</b> A1, B1, C1, C3, D1, D2, D3</p> <p><i>(Safeguarding/PHSE: food hygiene and allergens)</i></p>	<p>N/A</p>	<p><b>Seasonal couscous salad</b> A1, A2, B1, B2, C1, C3, D1, D3</p> <p><i>(Safeguarding/PHSE: food hygiene and healthy lifestyles)</i></p> <p><b>Healthy diets</b></p>	<p><b>Rockets</b> B1, B2, C1, C2, C3, D1, D3</p> <p><i>(Safeguarding/PHSE: using tools safely)</i></p> <p><b>Inventor- Robert H Goddard (invented first liquid fuelled rocket).</b></p>
<p><b>Religious Education</b> <i>(Safeguarding – celebrating differences, human rights)</i></p>	<p><b>Sikhism: Belief into action</b> <b>Key Question: How far would a Sikh go for his/her religion?</b> A1, B1, C1</p> <p><i>(Safeguarding/PSHE: qualities of a role model)</i></p>	<p><b>Christianity: Christmas</b> <b>Key Question: Is the Christmas story true?</b> A2, B2, C2</p> <p><i>(Safeguarding/PHSE: sensitivity to the beliefs of others)</i></p>	<p><b>Sikhism: Beliefs and moral values</b> <b>Key Question: Are Sikh stories important today?</b> A3, B3, C2</p> <p><i>(Safeguarding/PHSE: sensitivity to the beliefs of others)</i></p>	<p><b>Christianity: Easter</b> <b>Key Question: How significant is it for Christians to believe God intended Jesus to die?</b> A4, B4, C4</p> <p><i>(Safeguarding/PHSE: sensitivity to the beliefs of others)</i></p>	<p><b>Sikhism: Prayer and Worship</b> <b>Key Question: What is the best way for a Sikh to show commitment to God?</b> A5, B5, C5</p> <p><i>(Safeguarding/PHSE: sensitivity to the beliefs of others)</i></p>	<p><b>Christianity: Beliefs and Practices</b> <b>Key Question: What is the best way for a Christian to show commitment to God?</b> A6, B6, C6</p> <p><i>(Safeguarding/PHSE: sensitivity to the beliefs of others)</i></p>
<p><b>Computing</b></p>	<p><b>A: Computer Science</b> <b>B: Information Technology Coding</b> A1, A2, A3, A4, A5, A6 <b>A: Computer Science</b> <b>B: Information Technology</b> <b>C: Digital Literacy Online Safety</b> A7, A8, A9, A10 B1, B2 C1, C2, C3, C4</p>	<p><b>B: Information Technology Spreadsheets</b> B3, B4, B5</p> <p><i>(Safeguarding/PHSE: healthy relationships and eSafety)</i></p>	<p><b>B: Information Technology Databases</b> B3, B4, B5</p> <p><i>(Safeguarding/PHSE: eSafety)</i></p>	<p><b>A: Computer Science Game Creator</b> A2</p> <p><i>(Safeguarding/PHSE: eSafety)</i></p>	<p><b>B: Information Technology 3D Modelling Concept Maps</b> B3, B4, B5, B6</p> <p><i>(Safeguarding/PHSE: eSafety)</i></p>	<p><b>B: Information Technology Word Processing (Microsoft Word)</b> B3, B4, B5</p> <p><i>(Safeguarding/PHSE: eSafety)</i></p>

<b>Physical Education</b>	<b>Evasion games</b> <i>(Safeguarding/PHSE: sportsmanship and physical safety in games)</i>	<b>Gymnastics Dance</b> <i>(Safeguarding/PHSE: safe apparel and equipment)</i>	<b>Healthy and active lifestyles</b> <b>Evasion game</b> <i>(Safeguarding/PHSE: inclusivity)</i>	<b>Evasion games striking &amp; fielding</b> <i>(Safeguarding/PHSE: sportsmanship)</i>	<b>Striking and fielding</b> <b>Net/wall games</b> <i>(Safeguarding/PHSE: healthy lifestyles)</i>	<b>Net/wall games</b> <b>Athletics</b> <i>(Safeguarding/PHSE: inclusivity)</i>
<b>PSHE</b> <i>(Safeguarding)</i>	<b>British Values, Teamwork, Dares, Emotional Health</b>	<b>Bullying, British Values, Wellbeing, Trust, Appropriate Touch, Smoking</b>	<b>GREAT PROJECT</b>	<b>Road Safety Quiz, Hygiene, British Values, Money, Dares,</b>	<b>Safeguarding, Democracy and Parliament, Body Image, Bullying, Gender, Smoking</b>	<b>Growing and changing, Health and Wellbeing, Drugs, Living and Growing, Safeguarding</b>
<b>Science</b>	<b>Working Scientifically</b> A4, A5, A6 <b>Properties and changes of materials</b> D1, D2, D3, D4 <i>(Safeguarding/PHSE: electrical and chemical safety)</i> <i>(Safeguarding/PHSE: safety with equipment and impact of force)</i>	<b>Working Scientifically</b> A1, A2, A3, <b>Forces</b> F1, F2, F3	<b>Working Scientifically</b> A1, A7, A8 <b>Animals, including humans</b> C1 <i>(Safeguarding/PHSE: families)</i>	<b>Working Scientifically</b> A1, A2, A5, <b>Properties and changes of materials</b> D5, D6 <i>(Safeguarding/PHSE: chemical safety)</i>	<b>Working Scientifically</b> A2, A3, A4, <b>Living things and their habitats</b> B1, B2 <b>Allotments: good or bad for wildlife's habitats?</b> <b>Jagdish Chandra Bose – discovered plants that can feel pain.</b> <b>George Washington Carver</b> <i>(Safeguarding/PHSE: sensitivity to animals)</i>	<b>Working Scientifically</b> A6, A7, A8 <b>Earth and Space</b> E1, E2, E3, E4 <i>(Safeguarding/PHSE: how to communicate in an emergency)</i> <b>Robert Lawrence</b>
<b>Scientific Enquiry</b>	<b>You are stranded on Alchemy Island. Which material is most suitable to keep you warm/dry/etc.?</b> 	<b>What affects the fall rate of an object dropped from height? What effect does a lever have on small forces?</b> 	<b>Do humans grow at the same rate as other mammals? Does the size of the animal affect their gestation period?</b> 	<b>Group and classify materials based on their properties and using your own classification system.</b> 	<b>Describe the difference in life cycle between a mammal and an insect.</b> 	<b>Compare the time of day at different places on Earth and explain why this happens.</b> 

<i>Music</i>	<i>Our Community</i> A1, A2, A3, C1, D1, D2	<i>Keeping Healthy</i> A4, A5, B1, C2, D3, D4	<i>At the Movies</i> A6, B2, B3, B4, B5, B6.	<i>Life cycles</i> A5, A7, A8, C1, C6, D8	<i>Celebration</i> C3, C5, D4, D5, D6, D7.	<i>Solar System</i> A9, B7, B8, C7,D9, D10.
<i>Spanish</i>	<i>European Day of Languages</i> <i>Country Study: Argentina</i> <i>My family 1</i>	<i>My family 2</i> <i>Christmas in Argentina</i>	<i>In the Animal Park 1</i>	<i>In the Animal Park 2</i> <i>Easter in Argentina</i>	<i>What's the weather like?</i> <i>El día de la revolucion festival</i>	<i>Big Numbers</i> <i>La Morisma festival</i>