Year Five Yearly Overview

	Autumn Term		Spring Term	Summer Term	
Topic	**Africa- Benin**	**Earth and Beyond**	**Vikings**	**Coasts (Swanage)**	**Animals and Habitats**
Literacy	Mufaro's Beautiful daughters Fly Eagle Fly/ Dear Olly	Sensational Poetry Anthology/Cosmic Disco poetry anthology Annie Jump Cannon – Astronomer	How to Train your Dragon East o' the sun and west o' the moon Erik the Viking	The Moushole Cat	Just So Stories The Piano (film clip – music link) The boy in the girl's bathroom
Maths	Abacus		Abacus	Abacus	
History	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: -Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first king of England. - Further Viking invasions and Danegeld – Anglo Saxon laws and justice – Edward the confessor and his death in 1066	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
Geography	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				
			•	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (Dorset)	

			coasts
Science	**Practical scientific methods, processes and skills through the teaching of the programme of study content for years 5/6:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Earth and Space (Switched on Science topic 1) • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Pupils should understand that the sun is a star at the centre of a solar system which has 8 planets and begin to identify the planets names, Pluto now being classified as a dwarf planet. Compare the time of day at different places on Earth. Construct sun dials. Visit Greenwich observatory. •	**Properties and Changes of Materials (Switched on Science topic 2)** • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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. Science museum Investigation: Which materials could be most effective for making a warm jacket, for wrapping ice cream to stop it melting or making black out curtains. **Forces and Movement (Switched on Science topic 4)** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Experiment with children-made parachutes off a raised area. • identify the effects of air resistance, water resistance and	**Animals, including humans (Switched on Science topic 5)** • describe the changes as humans develop to old age. Cover the physical changes of puberty. **Living Things and their habitats (Switched on Science topic 3)** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals Experiment, grow new plants from different parts of a parent plant (spider plants)

			friction, that act between moving surfaces Investigation of making boats, moving them across water with hairdryers. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.			
D.T	Textiles – sewing designing and making Christmas cards		Computing – graphics		Food – Cheese Scones (linked to Dorset)	
Art	**Solar System** To develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space. Recreate the solar system e.g using Dt skills to make bread using different ingredients to incorporate texture, shape, size, and colour or use materials such as paper mache and additional resources to build texture.		**Vikings** To create sketch book observations of artefacts, then develop these sketches in to paintings. Look at designers and architects in history. Children could create a zigzag book of paintings showing 4 different artefacts. (watercolours, oil pastels)		**Habitats** Class habitat installation; from a chosen continent. Children use images and photos from real life if possible to inspire. Mixed media 2d and 3d work, children to use sketch books to plan their own habitat. List resources needed, encourage recycling.	
Music	Orchestra - *eg by voices, by large orchestras, small groups, electronic instruments.* Identify some of the ways and talk about how sounds have been used.		Teach songs that contain memorable melodic and rhythmic phrases and repeated patterns and that is within the children's vocal range- examples from different times and places (see Unit 11 QCA)		Composer study – Tchaikovsky, Strauss, Vivaldi, Verdi, Henry Purcell (History of music)	
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts **We are game developers** Developing an interactive game Programming Scratch/2DIY/Snap!/Kodu/2DIY/Labyrinth 2(Ipads)	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **We are cryptographers** Cracking codes Computational thinking Scratch/Snap!/Excel/Logo (Controlling an object using commands) ALEX (Ipads)	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 **We are artists** Fusing geometry and art Creativity Scratch/Inkscape/Illustrator 2Publish Extra/Microsoft Paint	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **We are web developers** Creating a web page about cyber safety Computer networks Google Sites/PBWorks/MediaWiki 2Create A Story Powerpoint	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration **We are bloggers** Sharing experiences and opinions Communication/Collaboration Wordpress/Blogger/2Create A Story /Word	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 **We are architects** Creating a virtual space

						Productivity SketchUp/Picasa Web 2Design and make Microsoft Paint/ NASA(iPads)
MFL	La estacion		La playa		El jardin	
P.E	Swimming & Gymnastics		Dance & Netball		Athletics & Rounders	
R.E.	Christianity 7	Christianity 8	Hinduism 4	Sikhism 3	Sikhism 4	Faith in Greenwich