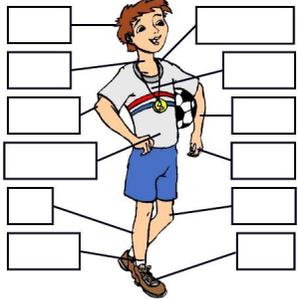


Curriculum Overview – The WINDMILLS Junior School - YEAR 5

Term 1 – From Vikings to Venus	Term 2 – Brilliant Brazil	Term 3 – Everyone wants to Rule the World
<p>Science – Forces / Earth & Space Forces – learning about gravity, the effects of air resistance and water resistance. Earth & Space – Know how the Earth, moon and Sun relate to each other in the solar system. Know about the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p>  <p>History – Anglo- Saxons and Vikings struggle for power up until the time of Edward the Confessor considering what life was like and the ramifications of invasion.</p>  <p>Geography – to know what Anglo – Saxon England looked like and where the Vikings came from using maps and atlases.</p> <p>Computing – ICT – Independently selecting and using software to help complete tasks. Programming - Solving problems with more complex algorithms: using variables and loops. Digital Literacy – Advanced net searches – using filters. Talking about cyberbullying (PSHCE link).</p> <p>Art – to improve their skills of working with watercolours and soft chalk pastels looking specifically at creating landscape images</p> <p>DT – Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare a savoury dish. Understand seasonality of produce, where ingredients are grown.</p>	<p>Science – Forces- Friction acts between moving surfaces. Investigating that levers, pulleys and gears allow a smaller force to have a greater effect.</p>  <p>Living things and their habitats: Describe the differences between the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals, including humans. Describe the changes as humans develop towards old age.</p>  <p>Geography – The Landscape and geography of Brazil (including the rainforest). To understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>Computing – ICT – Looking at cloud-based systems to store and share data. Programming – Using code to control physical systems (motors, lights and sounds). Digital Literacy – Age restrictions on websites (including social media and games).</p> <p>DT – To design and construct a cam mechanism toy, selecting appropriate tools and performing practical tasks [for example, cutting, shaping, joining and finishing]. Evaluating their work and improving it.</p> <p>Art- Improving our mastery of sculpture using clay. Learn about the well-known artist Rousseau.</p>	<p>Science – Properties and changes of materials - Compare and group together everyday materials - Learning about solids, liquids and gases and dissolving and evaporating. - 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 soda.</p> <p>History – Ancient Civilisations: The Mayan Empire – the study of a non-European society that provides contrasts with British history –Mayan civilization c. AD 900; Ancient Egypt – having an overview of where and when the first civilizations appeared and a deeper study of one;</p>  <p>Geography – Continue to broaden their understanding of geographical similarities and differences through the study of human and physical geography of South America.</p> <p>Computing – ICT – Independently using and combining software to design and create work for a particular audience. Programming – Using different coding skills to design programs that users can control. Digital Literacy – Using specific internet search tools effectively, including images, video, maps and news.</p> <p>Art – Learning about well-known artist Hans Holbein. Improving our drawing and painting skills with oil pastels.</p>

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<p>PE – Football and Rugby ball handling and control skills. Developing flexibility, strength, technique, control and balance through gymnastics.</p> <p>RE – to learn the importance of sacred texts and look at the comparisons and differences between key texts. Thinking about how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Music – Children to explore and listen to high-quality recorded music drawn from different traditions and from great composers and musicians; listening and responding to Jazz and Holst’s – Planet Suite through using pitched instruments and I-pad apps to compose own pieces.</p>  <p>Using Boomwhackers to create music concentrating on syncopation and rhythm. Beginning to read musical notation such as staves</p> <p>PSHCE – New Beginnings- setting targets for yourself for the new school year. Anti-Bullying month-being an up-stander, not a by-stander.</p> <p>MFL- French continued - Revision of key vocabulary: days of the week and months and broaden their ability to understand new words introduced into familiar written material, including through a dictionary, such as vocab for family members. Describing things orally such as about where they live and how to give and receive directions.</p>	<p>PE – Attacking and defending (Hockey, Basketball and netball) Choreography and perform a dance (Haka – themed).</p> <p>RE – What is worship? What happens in a Church? What places are special to others? Looking at key religions and places of worship.</p>  <p>Music – Learning to sing, play, improvise and compose with this song (Hands, heart, feet), children will listen and appraise different styles of South African music using an integrated approach where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Body percussion - Using the human body as a musical instrument.</p> <p>PSHCE – Going for Goals. Learning how to be a good friend and citizen. Continuing our understanding of growth mindset.</p> <p>MFL-</p>  <p>Speaking in sentences using familiar and new vocabulary on topics such as parts of the body, sports and hobbies (including the Olympic games) and healthy eating.</p>	 <p>DT – Design and produce a product in textiles linking to Egyptian designs. Evaluating and improving the final outcome.</p> <p>PE – Athletics (running, jumping, throwing, catching). Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>RE – Learn about Rites of Passage within a range of Faith Communities - Research & consider how different milestone are celebrated across the selected religions that you have studied in KS2.</p> <p>Music – A Cappella singing project – the children will learn to sing and to use their voices, to create and compose music on their own and with others. They will also work on a unit entitled – Discovering National Anthems.</p> <p>PSHCE – Reproduction will be taught to Year 5 in a concentrated one week programme as part of the term’s PSHE and C unit of work. This will be supported by following The Channel 4 DVD and teaching activities outlined in ‘Living and Growing’. Linking the Olympic values with British values- community, democracy, tolerance, respect.</p> <p>MFL- Introduction to Spanish – greetings, numbers, colours. Listen attentively to spoken language and show understanding by joining in and responding to the story of ‘La Tienda de Luis’. Looking at French culture and the geography of France.</p>