

Year 5 overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	Why did the Anglo Saxons, Scots and Vikings raid and invade?		How do China and the UK compare?		Who were the Mayans?	
Trips, Visits, Visitors	-Black History Month	-Christmas Carol concert -Anglo Saxon workshop -Anti Bullying week	-Internet Safety Day -Image Theatre Performance	-PANTS (PSHE) -World Book Day -Science week	-London/Bristol Theatre visit - Ukulele (Bristol Plays Music) -Swimming	-Visit to a mosque -Sports Week
Science (Rising Stars)	The children learn about materials and how they change. First they test properties of materials before looking at how materials dissolve, what a solution is and evaporation. Finally, children compare reversible and irreversible changes.	The children learn about materials, how they change and which changes are reversible and irreversible. The unit concludes by looking at how these properties are applied in the real world.	About forces and machines. They start with the force of gravity then study friction forces, including air and water resistance, before investigating how simple machines work.	Starting with the Solar System, children look next at how ideas about space have changed over time before they explore what causes us to experience night and day on Earth.	Children look at the life cycles of various species including mammals, amphibians, fish and birds. They also look at and describe the life process of reproduction in plants and animals.	Children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.
Geography			During this enquiry children learn about the geographical features of China. They learn about physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They will also learn about human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They should try and compare to the UK where possible eg. Bristol to Beijing, the river Yangtze to the river Thames, Mt Everest to Mt. Ben Nevis.			
History	This enquiry is an historical exploration into the settlement of the Anglo-Saxons and Scots, and how the Vikings eventually lived concurrently alongside later on. Children explore religion, weaponry, community and key individuals such as Edward the Confessor.				This enquiry is a study into the Mayan civilisation, providing contrasts with British history. Links of learning should be made to Anglo-Saxon, Scot and Viking life. The children explore how the Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories.	
R.E	Why do some people think God exists (or not)?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		What does it mean to be a Muslim in Britain today?	
Art	Sculpture-Make 'Lewis' chess pieces in clay sculpture.		Mixed media-Use iPad Paint app to create Hockney-style landscapes. Look at history of Chinese		Painting/mixed media-Draw planetary bodies using paint/pastels/chalks Copy and adapt the textures of various planets.	

	Study Norse decoration and the Lewis chess men. Copy and adapt the style of decoration to create detailed sculptures.		landscapes and compare to European depictions of nature.		Know who Luke Jerram is. Understand his use of humour, colour, scale and context. Compare his sculptures to other Bristol based work.	
D.T	Design and make: a model village of a Saxon settlement		Design and make: a dish from China		Design and make: a toy rotating solar system that flashes	
Computing (Switched on Computing)	We are Game Developers <i>Developing an interactive game</i>	We are Cryptographers <i>Cracking Codes</i>	We are Architects <i>Creating virtual space</i>	We are Web Developers <i>Making sense of the internet and building a website</i>	We are Adventure Gamers <i>Creating an interactive adventure using presentation software</i>	We are VR designers <i>Experimenting with virtual and augmented reality</i>
Music (Charanga)	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands
PSHE (Jigsaw)	Being me in my world <i>Planning the year ahead</i> <i>Being a citizen</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>How behaviour affects groups</i> <i>Democracy, having a voice, participating</i>	Celebrating difference <i>Cultural differences and how they can cause conflict</i> <i>Racism</i> <i>Rumours and name calling</i> <i>Types of bullying</i> <i>Materials wealth and happiness</i> <i>Enjoying and respecting other cultures</i>	Dreams and goals <i>Future dreams</i> <i>Spending, saving and value of money</i> <i>Jobs and careers</i> <i>Dream job and how to get there</i> <i>Goals in different cultures</i> <i>Supporting others (charity)</i> <i>Motivation</i>	Healthy me <i>Smoking including vaping</i> <i>Alcohol and vaping</i> <i>Alcohol and anti-social behaviour</i> <i>Emergency aid</i> <i>Body image</i> <i>Relationships with food</i> <i>Healthy choices</i> <i>Motivation and behaviour</i>	Relationships <i>Self-recognition/ selfworth</i> <i>Building self-esteem</i> <i>Safer online communities</i> <i>Rights and responsibilities online</i> <i>Online gaming and risks</i> <i>Reducing screen time</i> <i>Dangers of online grooming</i> <i>Internet safety rules</i>	Changing me <i>Self- and body image</i> <i>Influence of online and media on body image</i> <i>Puberty for girls</i> <i>Puberty for boys</i> <i>Conception (including IVF)</i> <i>Growing responsibility</i> <i>Coping with change</i> <i>Preparing for transition</i>
P. E (RealPE)	Cognitive Skills – ball skills Hand Eye Coordination Agility Reaction/Response	Creative Skills Static Balance – Seated Static Balance – Floor Work	Social Skills Dynamic Balance Counter Balance Balance	Applying Physical Skills Dynamic Balance to Agility Static Balance	Health & Fitness Skills Static Balance – Small Base Coordination – Floor Movement Patterns Swimming	Personal Skills Coordination with equipment Agility – Ball Chasing

*Indicates non-statutory sex education content. Parents have the right to withdraw.