

Sparkenhoe Primary School Discrete Curriculum Overview 2020 - 2021

Year 5

Subject	Block A 07.09.20 – 16.10.20	Block B 26.10.20 – 04.12.20	Block C 07.12.20 – 29.01.21	Block D 01.02.21 – 19.03.21	Block E 22.03.20 - 14.05.20	Block F 17.05.20 - 02.07.21
Science	<p><u>Animals including humans.</u> Children learn about the changes as humans develop from birth to old age.</p>	<p><u>Earth and Space.</u> Children learn about the movement of the moon and earth, the effects on day, night and the seasons.</p>	<p><u>Forces.</u> Children learn about gravity, air resistance, water resistance, friction, levers, pulleys and gears.</p>	<p><u>Properties and changes of materials.</u> Children learn about hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p>	Assembly	<p><u>All living things</u> Children learn about the differences in the life cycles of vertebrates. Children describe the life process of reproduction in some plants and animals.</p>
PE	<p><u>Swimming</u> Children learn to swim competently, confidently and proficiently over 25 metres. Children learn to use a range of strokes. Children perform safe self-rescue in different water-based situations.</p>					
Computing	<p><u>E-Safety</u> Children learn to stay safe in the digital world.</p>	<p><u>We are Games Developers</u> Children plan and create their own simple computer game.</p>	<p><u>We are Artists</u> Children learn to create geometric art using a computer.</p>	<p><u>We are Bloggers</u> Children learn to create a blog safely.</p>	<p><u>Microbits</u> Children combine electronics and coding to simulate programming a functional object.</p>	<p><u>Using Microsoft Excel</u> Children learn how to use Microsoft Excel to solve maths problems.</p>
Music	<p><u>Notation.</u> Graphic notation to standard notation. Identifying the link between sound length and symbols. Part work. Building and interpreting graphic scores. Using various body percussion in patterns</p>	<p><u>Boomwhackers.</u> Playing complex layer patterns in groups and as an ensemble. Following graphic scores and creating their own. Understanding the importance of listening and counting in an ensemble.</p>	<p><u>Voice.</u> Graphic notation. Pitch changes in visual form, symbols and actions. Part singing.</p>	<p><u>Structure & Form</u> Layers of a song. Verse, chorus, bridge. Drone, Ostinato, Melody. Use voice, body percussion, tuned and un-tuned instruments.</p>		
RE		What does it mean to be a Christian?		If God is everywhere, why go to a place of worship?		Why do some people think that life is a journey? What significant experiences mark this?
PHSCE	Building Positive Relationships.		Health and Wellbeing.		Living in the wider world.	

Sparkenhoe Primary School Topic Curriculum Overview 2020-2021

Year 5

Block 1 07.09.20 – 16.10.20	Block 2 26.10.20 – 11.12.20	1 spare week 14.12.20	Block 3 05.01.20 – 26.02.20	Block 4 01.03.20 – 30.04.20	Block 5 04.05.20 – 25.06.20	2 spare weeks. 28.6.20 – 9.06.20
<p style="text-align: center;"><u>Mountains and rivers</u></p> <p style="text-align: center;">Geography</p> <p>The children will know the names and locations of many of the world's mountains and rivers. They will be able to use a wide range of different reference points. They will be able to name, locate, explain and describe the location of the world's prominent volcanoes. They will be able to explain the human and physical characteristics of places in regions near mountains and rivers, giving examples. They will know about the weather patterns in mountainous regions.</p> <p style="text-align: center;">Art</p> <p>Children will know about Paul Cezanne and his work. They will be able to identify some of the stylistic features of his art. By the end of the unit they will be able to use watercolours to create a painting of a mountain that shows perspective.</p>	<p style="text-align: center;"><u>Savage Saxons</u></p> <p style="text-align: center;">Geography</p> <p>Children will know where the Saxons came from and what aspects of their countries of origin caused them to move. They will be able to locate these places on a map and explain the locations using points of reference. They will be able to locate capital cities and countries in Europe.</p> <p>They will be able to compare older maps to more modern ones, looking at how and why countries and continents have changed.</p> <p style="text-align: center;">History</p> <p>Children will know how the Anglo Saxons lived their lives. They will know where they came from, why they came to England, what people did in those times and what artefacts are left for us to find out about their culture. They will know about how the Anglo Saxon conquest of Britain ended.</p>		<p style="text-align: center;"><u>The Victorians</u></p> <p style="text-align: center;">History</p> <p>Children will be able to describe a specific aspect of Victorian life in detail. They will be able to contrast this to other periods of history and their own lives. They will understand the impact that the Victorians had on Leicester and will also be able to use a variety of different sources and draw conclusions about what they show them.</p> <p style="text-align: center;">Art</p> <p>Children will know about William Turner, the art he created and what it showed. They will also be able to identify his work by some of its features. They will use oil colours to create their own painting in the style of Turner.</p> <p style="text-align: center;">Design and Technology (Cooking)</p> <p>Children will know about the food the Victorians ate, where it came from and how it was prepared. They will be able to make a Victoria Sponge.</p>	<p style="text-align: center;"><u>Vicious Vikings</u></p> <p style="text-align: center;">History</p> <p>Children will know what life was like for Vikings. They will know about how and why the Vikings came to our shores, how they fought, how they traded and explored and how their time here ended.</p> <p style="text-align: center;">Design and Technology</p> <p>The children will know about the boats the Vikings used. They will be able to identify design features of them, both aesthetic and practical, and use these to develop a set of success criteria. They will be able to design and make their own long ship using a variety of materials (cardboard/paper/lolly sticks). They will be able to evaluate their design against the criteria, detailing successes and possible improvements.</p> <p style="text-align: center;">Assembly date: Week beginning 4th May</p>	<p style="text-align: center;"><u>Architectural Wonders</u></p> <p style="text-align: center;">Design and Technology</p> <p>Children will learn about different UK and international architectural landmarks. They will be able to describe them in terms of aesthetics and talk about how they are structured and what they are made from. They will then be able to apply what they have learnt from a number of focused tasks to design and create their own architectural wonder. They will also be able to evaluate this in detail, proposing changes and discussing successes.</p> <p style="text-align: center;">Geography</p> <p>Children will learn about the landmarks and architectural highlights of England and Leicester. They will be able to locate them on maps, being able to describe the locations using different reference points. They will know why landmarks have been chosen to be in specific places as well as draw accurate maps of where they are in our city.</p>	