



Curriculum Overview Year 5  
2022-2023

Autumn (14 weeks) Core Text: The Highland Falcon Thief Curricular Goals	Spring (12 weeks) Core Text: Rumblestar Curricular Goals	Summer (13 weeks) Core Text: The Explorer Curricular Goals
<p><b>Art &amp; Design</b> Pupils can create a portrait in the style of Andy Warhol (Marilyn Monroe) using their knowledge of realism, depth and texture</p> <p><b>Computing</b> Create and maintain a personal blog. To be able to write a code of conduct for working online Code to create a game where actions incur penalties on J2E – Level 3.</p> <p><b>Design &amp; Technology</b> Pupils can plan, design and make a bracelet ensuring it is fit for purpose whilst considering the aesthetic qualities and functionality.</p> <p><b>Geography</b> To be able to know and locate countries and major capital cities across the world (USA -Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo) To be able to identify the time zones of the countries above comparing to GMT.</p> <p><b>History</b> Compare, contrast and identify trends in the lifestyle of the Anglo-Saxons, the Vikings and life in Britain during the Roman rule. Evaluate the impact that the Scots invasion had on Anglo-Saxon Britain.</p> <p><b>Latin</b> To be able to match the English words to the Latin ancestors</p> <p><b>Music</b> Pupils compare music from two different cultures Personal, Social, Health &amp; Economic Pupils can compare their lives with other people in the country, explaining why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. They understand and give examples of how the actions of one person can affect another Pupils can explain the differences between direct and indirect types of bullying and can support themselves and others if they become involved. They can explain and express their feelings about why racism and other forms of discrimination are unkind</p> <p><b>Physical Education</b> <i>Dynamic Balance</i> To be able to hop forwards and backwards, as well as sideways, raising my knee and freezing on landing maintaining balance and landing on a line. <i>Static Balance</i> To be able to stand still on an uneven surface for 30 seconds with eyes closed, complete 10 squats into ankle extensions and complete 5 squats with eyes closed. <i>Personal</i> To be able to perform a variety of movements and skills with good body tension and link actions together so that they flow in running, jumping and throwing activities. <i>Netball</i> To be able to successfully use all taught skills when competing in a netball match. <i>Gymnastics</i> To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls, including the use of more complex apparatus.</p> <p><b>Religion and World Views</b> Describe the different forms of worship and spiritual expression and explain where they might take place. Describe what the significance is of Jesus as the ‘Prince of Peace’ for Christians.</p> <p><b>Science</b> Create a presentation indicating the stages of growth in humans and other animals. Investigate, which materials would be most effective for making a warm jacket for wrapping ice cream to stop it melting or making black out curtains?</p>	<p><b>Art &amp; Design</b> Pupils can paint a landscape from a non-visual stimulus in the style of Vincent Van Gogh (Starry Night) drawing on their knowledge of mood and feeling</p> <p><b>Computing</b> Use data loggers to formulate and test a hypothesis. Critique the benefits of using a given spreadsheet to aid financial management.</p> <p><b>Design &amp; Technology</b> Pupils can construct a vehicle with safety features using the Crumble Kit whilst considering its functionality and assessing whether it is fit for purpose</p> <p><b>Geography</b> To be able to compare, contrast and identify patterns in how rivers have shaped the human and physical geography of their regions and how this has changed over time. (River Hull, River Nile, Amazon River) To be able to explain how the water cycle shapes geographical regions.</p> <p><b>History</b> Demonstrate a chronological understanding of the changes to the fishing industry in Hull over time, giving reasons for these changes.</p> <p><b>Latin</b> To be able to match the Latin word to the English meaning</p> <p><b>Music</b> Pupils work in pairs to create a short ternary piece</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can compare and reflect on their own hopes and dreams and hopes and dreams of young people from different cultures explaining how this makes them feel Pupils can explain different roles that food and substances can play in people’s lives and how body image pressures can lead to people developing eating disorders. Pupils can summarise different ways of respecting and valuing their bodies and explain how smoking and alcohol misuse is unhealthy</p> <p><b>Physical Education</b> <i>Static Balance</i> To be able to catch a small ball thrown close to and away from my body, first whilst stood on a line and then whilst stood on a low beam. <i>Coordination</i> To be able to move in a 3-step zigzag pattern, with a knee raise across my body or lifting my foot up behind me, just before I change lead leg and direction, with fluency and control, starting slowly and then at maximum speed <i>Personal</i> To be able to record and monitor how hard I am working, explain how often and how long I should exercise to be healthy and describe the basic fitness components. <i>Football</i> To be able to successfully use all taught skills when competing in a football match. <i>Dance</i> To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood</p> <p><b>Religion and World Views</b> Compare and contrast the lives of Oscar Romero and Harold Blackham and explain how their world views shaped their lives. Compare and contrast how the disciples reacted to the resurrection of Jesus and explain what the resurrection of Jesus means for Christians today.</p> <p><b>Science</b> Name and explain where the planets are in solar system and compare the time of day at different places on the earth. Design and make a parachute. Create an investigation to test which shape boats travels best in water.</p>	<p><b>Art &amp; Design</b> Pupils can sculpt a life-like figure/ landmark in the style of Sir Anthony Gormley (Angel of the North and other works)</p> <p><b>Computing</b> To be able to use green screen technology to produce a video presentation</p> <p><b>Design &amp; Technology</b> Pupils can make a sausage roll observing the correct food hygiene processes and assess any improvements in practice that could have been made</p> <p><b>Geography</b> To be able to conclude how biomes shape the lives of their inhabitants.</p> <p><b>History</b> Compare, contrast and identify trends in the lifestyle of the Ancient Maya, Ancient Egyptians and the Stone Age in Britain, drawing conclusions about what makes a civilisation great.</p> <p><b>Latin</b> To be able to find the Latin roots for English words To be able to identify the subject and the object</p> <p><b>Music</b> Pupils perform songs from around the world</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can compare different types of friendships and the feelings associated with them. Pupils can explain and apply strategies for how to stay safe when using technology for communication, including how to stand up for themselves, negotiate and resist peer pressure so that risks to themselves and others are limited Pupils can express how they feel and explain how boys and girls change during puberty and why looking after themselves both physically and emotionally is important. They accept these changes happen at different times in different people. Pupils can summarise the process of conception</p> <p><b>Physical Education</b> <i>Coordination</i> To be able to throw 2 tennis balls against a wall in a circuit, in both directions with right and left hand. <i>Agility</i> To be able to roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction from a distance of up to 10 metres. <i>Personal</i> To be able to cope well and react positively when things become difficult as well as being able to persevere with a task and improve my performance through regular practice <i>Rounders</i> To be able to successfully use all taught skills when competing in a rounders match. <i>Athletics</i> To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and compare and contrast performance using appropriate language</p> <p><b>Religion and World Views</b> Describe and show understanding of actions carried out by a pilgrim</p> <p><b>Science</b> Describe the differences in life cycles between the different types of animals. Describe and explain how plants and animals reproduce.</p>



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