Giles Brook Primary School
Year 5 Long-Term Curriculum Overview

Autumn Y5	Unit 1		Unit 2
Science	**Materials - Mixtures and Separating** ● L1 To describe mixtures; To research using a range of secondary resources. ● L2 To explain the process of sieving; To draw and annotate a diagram to explain a concept. ● L3 To explain the process of filtering; To identify testable questions and how to answer them. ● L4 To describe solutions and how they can be identified; To make observations about solutions. ● L5 To identify which factors affect the time taken to dissolve; To plan a fair test with consideration of variables and measurements. ● L6 To describe the process of evaporation.	**Science**	**Materials - Properties and Changes** ● L1 To determine the hardness of materials and link this to their uses; To evaluate the hardness test to determine the degree of trust in the results. ● L2 To determine the transparency of different materials and link this to their uses; To plan and draw a table of results. ● L3 To determine the conductivity of different materials and link this to their uses; To write a detailed, organised method that is easy to follow. ● L4 To demonstrate reversible changes; To write a prediction using prior knowledge of the states of matter. ● L5 To demonstrate irreversible changes; To analyse observations about rusting and use them to support a conclusion. ● L6 To demonstrate irreversible changes; To measure the circumference of a balloon accurately.
Geography	**What is life like in The Alps** ● L1 To locate the Alps on a map. ● L2 To locate the key physical and human characteristics of the Alps. ● L3 To describe the physical and human features of an Alpine region. ● L4 To investigate what there is to do in the local area using data collection. ● L5 To understand similarities and differences between the local area and an Alpine area. ● L6 To understand the human and physical geography of the Alps.	**Geography**	**N/A**
History	**N/A**	**History**	**Local History: Bletchley Park, Coding and World War II** ● L1 Codes and ciphers ● L2 The start of World War II and the main world leaders ● L3 Codebreakers at Bletchley Park - Focus: Alan Turing ● L4 The Blitz/Battle of Britain

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			● L5 Evacuation ● L6 The end of World War II/VE Day
Computing	**Data and Information: Flat File Databases** ● L1 To use a form to record information ● L2 To compare paper and computer-based databases ● L3 To outline how you can answer questions by grouping and then sorting data ● L4 To explain that tools can be used to select specific data ● L5 To explain that computer programs can be used to compare data visually ● L6 To use a real-world database to answer questions	**Computing**	**Creating Media: Vector Drawing** ● L1 To identify that drawing tools can be used to produce different outcomes ● L2 To create a vector drawing by combining shapes ● L3 To use tools to achieve a desired effect ● L4 To recognise that vector drawings consist of layers ● L5 To group objects to make them easier to work with ● L6 To apply what I have learned about vector drawings
DT	**N/A**	**D.T**	**Structures - Bridges** ● L1 To explore how to reinforce a beam (structure) to improve its strength. ● L2 To build a spaghetti truss bridge. ● L3 To build a wooden truss bridge. ● L4 To complete, reinforce and evaluate my truss bridge.
Art	**Mountain ranges** ● L1 Artist study: Romare Bearden ● L2 To understand perspective using fore/back and middle ground ● L3 To know how to use a range of drawing mediums on a range of self-produced backgrounds ● L4 To know how to show total qualities using cross hatching, pointillism and side strokes ● L5 To develop and extend watercolour colour exploration techniques. To mark make with paint e.g. dashes, blocks of colour, strokes, points - develop fine brush strokes ● L6 To know how to create polystyrene printing blocks to use with roller and ink (relief printing) - extend to monoprint ● L7 To design and create motifs to be turned into printing block images	**Art**	N/A
P.S.H.E.	**Being Me in My World** ● L1 Understand how democracy and having a voice benefits the school community ● L2 Understand how to contribute towards the democratic	**P.S.H.E.**	**Celebrating Difference** ● L1 Know external forms of support in regard to bullying e.g. Childline ● L2 Know that bullying can be direct and indirect ● L3 Know what racism is and why it is unacceptable

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	process ● L3 Understand the rights and responsibilities associated with being a citizen in the wider community and their country ● L4 Know how to face new challenges positively ● L5 Understand how to set personal goals ● L6 Know how an individual's behaviour can affect a group and the consequences of this		● L4 Know what culture means ● L4 Know that differences in culture can sometimes be a source of conflict ● L5 Know that rumour-spreading is a form of bullying online and offline ● L6 Know how their life is different from the lives of children in the developing world
R.E. **(MK syllabus)**	**Mulit-faith - What shapes a person's worldview?** ● To know that there are a range of factors that might influence a person's view of the world. ● To know that different factors could influence a specific religious perspective ● To know that the Dharma teaches Buddhists how to behave ● To know that Jesus taught Christians to love God and love your neighbour ● To understand how Humanists make choices about how to behave.	**R.E.** **(MK syllabus)**	**Christianity: Why is the Bible important to some Christians in worship at Church and at home? How does the Bible teach Christians to be wise? How and why do Christians read and interpret the Old Testament of the Bible?** ● To know that the Bible is a collection of books, written by many people over many, many years. ● To know how to navigate the Bible ● To know that the Old Testament is important to Christians and Jews ● To know that the New Testament contains stories of Jesus' life,death, teachings and the beginnings of the Church. ● To know that the Bible is used by Christians as a guide for life
P.E.	**Tag Rugby** **Fitness**	**P.E.**	**Hockey** **Gymnastics**
Music	**Composing Notation (Theme - Ancient Egypt)** ● L1 To sing with accuracy, fluency, control and expression. ● L2 To explore and use different forms of notation. ● L3 To understand note length. ● L4 To read simple pitch notation. ● L5 To use hieroglyphs and stave notation to write a piece of music.	**Music**	**Blues** ● L1 To know some features of blues music. ● L2 To play the first line of the 12-bar blues. ● L3 To be able to play the 12-bar blues. ● L4 To be able to play the blues scale on a tuned instrument. ● L5 To be able to improvise with notes from the blues scale.
French	**Phonetics 3** **Ma Famille** ● L1 recognise, recall and spell different family members with the correct definite article/determiner ● L2 consolidate the nouns and definite articles/determiners for family members ● L3 to ask and answer the question 'do you have any siblings?' ● L4 introduce their own/fictitious family members in the foreign language. ● L5 numbers 1-69.	**French**	**Chez Moi** ***My house*** L1 say whether they live in a house or an apartment and where they live based on a choice of five different locations. L2 progress to learning how to recognise, recall and spell five different rooms in the house L3 recognise, recall and spell a further five different rooms in the house L4 revisit negative structures to allow them to say which rooms they do not have in their houses.

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	• L6 revise and consolidate all language covered in the unit and complete the end of unit assessment.		L5 put all their new language into context by integrating it with previously learnt language including personal details. L6 revise and consolidate all language covered in the unit and complete the end of unit assessment.