



Belgrave Curriculum 2022-23 –YEAR 5 Termly Overview

| Y5                    | T1  | T2   | T3  |
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| Theme                 | Rivers and Bridges in our locality and beyond:<br>The Dee to the Amazon   | What have the Ancient Greeks done for us?  | The Titanic- A local History Study  |
| Two Famous people     | Thomas Telford / Emily Roebling<br>Katherine Johnson  | Alexander the Great<br>William Shakespeare   | Margaret Brown<br>J. Bruce Ismay  |
| History/<br>Geography | <p>River study – local to international:</p> <ul style="list-style-type: none"> <li>- Geography Fieldwork: Visit to River Dee locally to look at bridges, weir and tide.</li> <li>- Comparison of human and physical geography: UK, Europe, S. America rivers.</li> <li>- Atlas work – latitude/ longitude and grid ref. etc...</li> </ul> <p>Vocabulary and learning:</p> <ul style="list-style-type: none"> <li>- upper/middle/lower course source tributary confluence meander delta deposition erosion estuary mouth</li> <li>- economy natural resources time zone tropics climate zone environmental region tourism suburb population density/distribution</li> </ul> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</p> <ul style="list-style-type: none"> <li>- Geography of Modern Greece: <ul style="list-style-type: none"> <li>- Atlas work</li> <li>- Revise world knowledge</li> </ul> </li> <li>- The Greek Legacy: <ul style="list-style-type: none"> <li>- Architecture, Theatre/Arts, Trade/Transport, Leisure/Sport, Philosophy, Democracy/Governing, Battles.</li> </ul> </li> <li>- ANCIENT GREEK DAY – dress as a Greek</li> </ul> | <p>Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> <li>- The Titanic and events that led up to the ship sinking.</li> <li>- Impact on social history: Class systems. Life in the post Victorian / pre-First World war period including travel/migration and the reasons why.</li> </ul> <p>Geographical study of the specific location and climate zone of Newfoundland.</p> |
| Science               | <p>Earth and Space</p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth and other planets relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth.</li> <li>- To know about day and night linked to the Earth's rotation and explain the apparent movement of the Sun across the sky.</li> <li>- Understand how we have seasons linked to the Earth's tilt.</li> </ul>  | <p>Forces:</p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Identify and investigate the effect of air resistance, water resistance and friction that act between moving surfaces.</li> <li>- Know forces can be measured in Newtons</li> <li>- Use force arrows in diagrams</li> <li>- Investigating unbalanced forces</li> </ul>  | <p>Materials and their Properties</p> <ul style="list-style-type: none"> <li>- Compare and group materials together according to whether they are solids, liquids or gases.</li> <li>- Investigate that some materials change state when they are heated or cooled.</li> <li>- Compare and investigate everyday materials through fair testing, including solubility, conductivity and hardness.</li> </ul>   |

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|           | <ul style="list-style-type: none"> <li>- To know about day light hours at different times of the year and in different hemispheres.</li> <li>- Investigate other planets in the solar system.</li> <li>- Timeline of space exploration.</li> </ul> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> <li>- Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>- Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird.</li> </ul> | <ul style="list-style-type: none"> <li>- Describe forces needed to cause an object to stop or start moving or to change speed or direction of motion.</li> </ul> <p>Animals Including Humans</p> <ul style="list-style-type: none"> <li>- know that animals, including humans have offspring which grow into adults.</li> <li>- describe the changes as humans develop to old age.</li> </ul> | <ul style="list-style-type: none"> <li>- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance form a solution.</li> <li>- Use knowledge of solids, liquids and gases to investigate how mixtures might be separated, including though filtering, sieving and evaporating.</li> <li>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> </ul> |
| English   | <p>Animation:<br/>Pigeon Impossible</p> <p>Books:<br/>Count on Katherine - Helaine Becker<br/>Queen of the Falls – Chris Van Allsberg<br/>The Great Kapok Tree – Lynne Cherry<br/>How To Live Forever – Colin Thompson<br/>The Coming of the Surfman – Peter Collington</p> <p>GENRES:<br/>Diary entries<br/>Arguments – discussion texts<br/>Non-chronological reports<br/>Poetry<br/>Story board</p>  | <p>Books:<br/>The Wooden Horse of Troy and other Greek myths<br/>Romeo and Juliet<br/>A Mid-Summer Night’s Dream</p> <p>GENRES:<br/>Play scripts<br/>Biographies<br/>Character descriptions<br/>Poetry<br/>Explanation texts</p>  | <p>Books:<br/>The Lost Book of Adventure: from the notebooks of the Unknown Adventurer – Teddy Keen<br/>The Highwayman – Alfred Noyes</p> <p>GENRES:<br/>Explanation texts<br/>Letters<br/>Newspapers<br/>Figurative language<br/>Narratives<br/>Recount – From residential</p>   |
| GRAMMAR   | <p>REVISION – Capitals, full stops, commas and colons for lists<br/>Paragraphing TOPTIPS<br/>Expanded noun phrases<br/>Formal speech structures</p>   | <p>REVISION – Adverbial phrases<br/>Relative clauses<br/>Subordinate clauses (revise conjunctions)</p>  | <p>REVISION of Year 5 covered so far<br/>Parenthesis<br/>Using hyphens to avoid ambiguity<br/>Modal verbs or adverbs to indicate degrees of possibility</p>   |
| Maths     | <p>We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year:<br/><a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a></p>   |   |   |
| Computing | Digital Literacy  | Data Handling   | Computer Science  |

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|          | <ul style="list-style-type: none"> <li>- Talking safely online - Super digital citizen - Privacy rules</li> <li>- What's online bullying -Selling stereotypes - Caught in the web (Newsround special)</li> </ul> <p>Programming</p> <ul style="list-style-type: none"> <li>- Algorithm (Logical number sequences) - Algorithm (2D shape algorithm) -Scratch (Make a game animation)</li> </ul> <p>ONLINE SAFETY</p>   | <ul style="list-style-type: none"> <li>- Create a database - Produce graphs and reports</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>- Appropriate layout, text and graphics - Create stop frame animation - Combine sound and music on multiple tracks (Audacity) - Combine medias to create an ebook - Use techniques appropriate to a specific audience - Add info to a blog</li> </ul> <p>ONLINE SAFETY</p> | <ul style="list-style-type: none"> <li>- Computer networks - Know about the services computer networks can provide - Find out about cookies - How data is used to target services - Know about the different types of online communication.</li> </ul> <p>Programming</p> <ul style="list-style-type: none"> <li>- Kodu design a race game and boat puzzle.</li> </ul> <p>ONLINE SAFETY</p> |
| Art/ DT  | <p>Bridge sketching based on Chester Bridges<br/>D &amp; T Bridge building<br/>Patrick Léger Space Art<br/>Hunterwasser –Living things</p>  | <p>Mixed media art: Famous Ancient Greek characters<br/>D&amp;T – Making toys with CAMS – Trojan Horse<br/>Banksy (graffiti)<br/>Magdalene Odundo (hand coiled pottery)</p>   | <p>Cooking<br/>Joseph Albers –Geometric art<br/>Giacometti sculptures – Titanic travellers</p>  |
| RE       | <p>SIKHISM – Why is community and equality important to Sikhs?<br/>CHRISTIANITY- What are some of the differences and similarities within Christianity locally and globally?</p>  | <p>CHRISTIANITY – What can we learn from Christian religious buildings and music?<br/>Which concepts do we find hard to understand in Christianity?</p>   | <p>BUDDHISM – What are the origins and the main beliefs of Buddhists?<br/>ISLAM – Why are the Five Pillars important to Muslims?</p>  |
| PE       | <p>HOCKEY- skills including correct grip of stick, dribbling, attack and defence and playing simple small group games.<br/>SKIPPING - basic skip and different skipping moves to create a routine individually and with a partner.<br/>DANCE- Class dance of the re- telling of the story of the English text The Coming Of the Surf man.<br/>NETBALL - skills</p>  | <p>TAG RUGBY- throwing, passing, rules of the tag, playing small group games.<br/>SWIMMING<br/>GYMNASTICS - balances, rolls, create a sequence<br/>ATHLETICS- apply and develop existing running, throwing and jumping skills; practise and improve reaction times and identify an effective sprint start.</p>  | <p>ROUNDERS - rules and playing the game.<br/>KWIK CRICKET and Diamond cricket<br/>TENNIS<br/>DANCE</p>   |
| Music    | <p>We will be following the Charanga music scheme and using a range of songs such as 'Livin'on a prayer' to encourage the development of musical skills through listening and appraising, differing musical activities and performing. The children will also be involved in learning and performing songs as part of our celebrations throughout the year, including Christmas carol concert and the end of year KS2 production.<br/><a href="https://charanga.com/site/musical-school/">https://charanga.com/site/musical-school/</a></p> |   |   |
| Mandarin | <p>This year, we are excited to be introducing Mandarin into the Belgrave curriculum. We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar. We hope</p>  |   |   |

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|                           | that they will be enthused to learn about another culture and that this, in turn, will open their minds to new cultures and language learning opportunities. |   |  |
| No Outsiders texts<br>RSE | How To Heal a Broken Wing – Bob Graham<br>Where the Poppies Grow – Hilary Robinson   | RSE and drugs education - See Christopher Winter scheme of work.<br>And Tango Makes Three – Justin Richardson | Rose Blanche – Ian McEwan<br>The Cow who climbed A Tree – Gemma Merino |
| Trips/ visitors           | Geography field trip to River Dee in Chester.  | Residential visit to Conway Centre on Anglesey. Children to spend two nights away.                            | Visit local library.<br>Various visits to local High Schools.          |