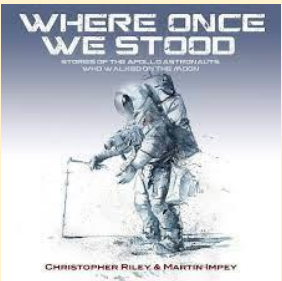
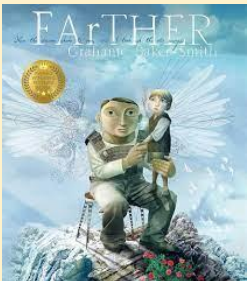
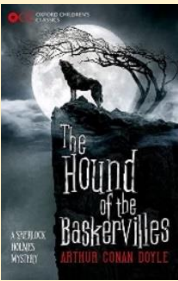
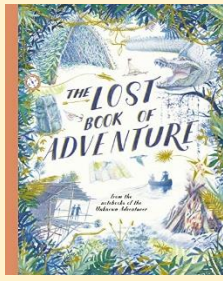


Year 5 Curriculum overview -What will my child be learning?

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Space: The Final Frontier & Black History Month	Running Like Clockwork	Visionary Victorians in Brilliant Bristol	Survival Adventures	Outrageous Olympians	It's a Small World
Science Children will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will be able to talk about how the Earth's rotation explains day and night and the apparent movement of the sun across the sky.	Science Children will design, carry out and write up experiments to explain the force of gravity. They will explore how some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Science Children will carry out a range of experiments through this topic to explore the properties of material and how they can change. They will make predictions and test these out these theories. The children will explore both reversible and irreversible changes and use their Oracy skills to explain their thinking.	Science Children will find out about animals – including humans. They will think about the changes that human's make as they grow older.	History Children will find out about Ancient Greece and compare it to life in Bristol today. They will think about the legacy of the Greeks – especially within Sports. The children will answer the question: What are the similarities and differences between the ancient and modern Olympics?	Science Children will explore animals and their habitats. Children will learn about the different life cycles of mammals, amphibians, insects and birds. They will describe the life process, including reproduction, in some plants and animals.
Art Children will learn about the genre of art: Retro Futurism. They will use this style as a basis for their own art work. They will answer the question: How can I use pastels to create texture and colour?	Design and Technology Children will design and make their own toys with moving parts. They will use tools and equipment safely to cut a range of materials with precision and accuracy; they will assemble, join and combine materials and components with accuracy. They will answer the question: How do I use forces in real life?	History Children explore how Fishponds has changed over time using a range of different sources, including observations of the different buildings that you can see on the roads around the school. They will find out about Victorian style inside and outside of houses and will answer the question: What evidence is there of Victorians in Fishponds?	Geography Children will use maps and digital/computer mapping to locate different countries. The children will start to use six-figure grid references as well as symbols and keys to build knowledge of UK and the wider world. Children will use a range of fieldwork methods to observe, measure, record and present the human and physical features in the local area.	Geography Children will use their knowledge from Term 4, to continue thinking about the human features of a place. They will focus on comparing 2 locations: New York and Bristol. They will answer the question: Is New York really the city that never sleeps?	
English text: 	English text: 	English text: 	English text: 	English text: 	English text: 

<u>Music</u> Livin' on a Prayer Exploring classic Rock music	<u>Music</u> Classroom Jazz Improvisation	<u>Music</u> Make You Feel My Love Sing and compose	<u>Music</u> The Fresh Prince of Belair Pulse, rhythm and pitch	<u>Music</u> Dancing in the Streets Playing instruments	<u>Music</u> Reflect, Rewind and Replay Consolidation
<u>Religious Education</u> Islam: What is the best way for a Muslim to show commitment to God?	<u>Religious Education</u> Christianity: Is the Christmas Story true?	<u>Religious Education</u> Sikhi: What is the best way for a Sikh to show commitment to God?	<u>Religious Education</u> Christianity: How significant is it for Christians to believe that God intended Jesus to die?	<u>Religious Education</u> Sikhi: How are sacred teachings and stories interpreted by Sikhs today?	<u>Religious Education</u> Christianity: What is the best way for a Christian to show commitment to God?
<u>PSHE: Being Me in My World</u> 'Who am I and how do I fit?'	<u>PSHE: Celebrating Difference</u> Respect for similarity and difference. Anti-bullying and being unique	<u>PSHE: Dreams and Goals</u> Aspirations, how to achieve goals and understanding the emotions that go with this	<u>PSHE: Healthy Me</u> Being and keeping safe and healthy	<u>PSHE: Relationships</u> Building positive, healthy relationships	<u>PSHE: Changing Me</u> Coping positively with change
<u>PE</u> Gymnastics and Football	<u>PE</u> Fitness and Hockey	<u>PE</u> Fitness and Tag Rugby	<u>PE</u> Dance and Basketball	<u>PE</u> Dodgeball and Cricket	<u>PE</u> Rounders and Athletics
<u>Computing</u> Computing systems and networks – systems and searching	<u>Computing</u> Creating media – video production	<u>Computing</u> Programming – selection in physical computing Internet safety	<u>Computing</u> Data and information – flat-file databases	<u>Computing</u> Creating media – introduction to vector graphics	<u>Computing</u> Selection in quizzes
<u>Modern Foreign Languages</u> Meet and greet - French	<u>Modern Foreign Languages</u> My body – French	<u>Modern Foreign Languages</u> Time to eat – French	<u>Modern Foreign Languages</u> Families and Friends – French	<u>Modern Foreign Languages</u> Our School – French	<u>Modern Foreign Languages</u> Time– French