



Hanley St Luke's Church of England Academy

Year 5 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	weeks	weeks	weeks	weeks	weeks	weeks
Worship	Community and Responsibility	Generosity and Christmas	Integrity	Hope and Easter	Courage	Perseverance
Events	Black history month European Day of Languages	Anti-Bullying Week Children in need Christmas	Safer Internet Day British Science Week Comic Relief Number Day	World Book Day Sir Stan Day	Athletics trials Sports Day	Great Science Share Transition week Local History Day
Educational Visits	Stanley Head	Library visits	Islamic Civilisations Workshop (in school)	Prime VR - Space		Emma Bridgewater
Careers Links	Cartographer Meteorologist Space scientist Astronomer	Historian Museum curator Science teacher Web designer	Historian Archaeologist Museum curator Curator of artefacts Archivist Journalist Solicitor		Translator Lawyer Artist: graphic/photographer/ historian Interior designer Product designer Animator	Environmentalist Conservationist Climate scientist Park ranger Ceramicist Sculptor Painter
Core Books	Kensuke's Kingdom		The Matilda Effect		Street Child	

	Out of This World	Kingdoms and Civilisations	Amazing Animals
Reading	<p>Fiction: Kensuke's Kingdom</p> <p>Non-fiction: Dr Maggie's grand tour of space</p> <p>Poetry - National Poetry Week - Haiku Poetry.</p>	<p>Fiction: The Golden Horsemen of Baghdad by Saviour Pirotta</p> <p>Non-Fiction: Inspirational Women in Science TBC</p> <p>Poetry: Leisure (William Henry Davies)</p>	<p>Fiction: Wind in the Willows</p> <p>Non-fiction - History of The Potteries</p> <p>Poetry: If Bottle Ovens Could Talk (Sara Fox)</p>
SPAG and Non-fiction Text types			
Writing Opportunities	<ol style="list-style-type: none"> 1. Setting Description - The Island 2. Ship's Log - Recount Writing 3. Two contrasting diary accounts. Michael and Kensuke. 4. Non-Chronological Report on Orang-utans. 5. Biography for Kensuke. 6. Persuasive leaflet/descriptive writing - travel brochure about the island. 	<ol style="list-style-type: none"> 1. Explanatory and persuasive text - The Handy Handy Hand or own invention. 2. Formal letter - Matilda to the Government (Ch 6) 3. Narrative - Showing character through dialogue (Ch 12) 4. Biography - Female scientist of choice 5. Narrative Contemporary - Plot, character and setting (Write own Ch 20) 	<ol style="list-style-type: none"> 1. Explanatory text - Victorian Workhouse 2. Diary of a child in a Victorian Workhouse 3. Narrative - Writing from a different character's perspective: Waterman's Arms (Ch 14) 4. Monologue - Jim (After Ch 16) 5. Persuasive leaflet- Blists Hill

Science	Physics: Space	Physics: Forces	Chemistry: Materials	Chemistry: Reversible and Irreversible Changes	Biology: Animals including Humans	Biology: Life Cycles	Biology: Reproduction A	Biology: Reproduction B
Computing	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A - Selection in physical computing	Data and information - Flat-file databases	Creating media - Introduction to vector graphics	Programming B - Selection in quizzes		
History			<p>Ancient Islamic Civilisation</p> <p>When and where did the ancient Islamic civilisations exist?</p> <p>Why was Baghdad important?</p> <p>What was life like in Baghdad?</p> <p>How did the ancient Islamic civilisations impact Knowledge, Science and Culture?</p> <p>How did the Islamic world influence others?</p> <p>Why does the Islamic Golden Age matter today?</p>		<p>The Industrial Revolution and Its Impact on Our Local History.</p> <p>How did life in Britain change between 1760 and 1900?</p> <p>Why were canals, railways, and factories so important during this time?</p> <p>What was life like for children working in factories, mines, or as chimney sweeps?</p> <p>How did people's jobs and working conditions change between 1760 and 1900?</p> <p>Why did some people campaign to improve working and living conditions?</p> <p>How did laws about working hours, child labour, and education change life for ordinary people?</p> <p>Who were some important individuals who tried to make life fairer (e.g., Robert Owen, Lord Shaftesbury)?</p> <p>How did Britain's industries help it become a powerful country?</p> <p>Why did Stoke-on-Trent become famous for pottery?</p> <p>Who were the key figures (e.g., Josiah Wedgwood, Thomas Minton) and why are they remembered?</p>			

				<p>How did coal and canals help the pottery industry grow? What was life like working in the potteries? How did children experience life and work in Stoke during the 1800s? What did homes, schools, and streets look like in Victorian Stoke? What dangers did people face working in the potteries, and how were conditions improved? How did Stoke's industries affect health, housing, and the local environment? How did people in Stoke campaign for better living and working conditions?</p>	
<p>Geography</p>	<p>North and South America Map work - What is the equator? What is longitude and latitude? What countries lie within North and South America? What is the climate in different parts of North and South America? What are the physical geographical features of North and South America? What are the human features of North and South America? What are the economic activities of North and South America?</p>			<p>Field study: Wolseley Where do rivers come from and where do they go? How and why do plants and animals select their habitats?</p>	
<p>D & T</p>	<p>Forces: Design a space buggy</p>			<p>Food technology: Ancient Islamic recipe: Basbousa (Semolina cake)</p>	<p>Textiles: Design and stitch a wall hanging from a CAD</p>

<p>Art</p>	<p><u>Monochromatic Unit</u> How can we find our own style of drawing? Using observational skills to notice details, using values and line to create form, Selecting different pencils for different effects, using lines and shapes to create art, Use proportion when drawing, use shapes to guide our observational drawings, drawing in a geometric style, using watercolour paints with proficiency</p> <p>Abstract art - Peter Thorpe lines to represent movement, direction of light and shadows collage techniques</p>	<p><u>Textiles Unit</u></p>	<p><u>Chromatic Unit</u> How realistic do portraits need to be? Using watercolour paints with proficiency, Learning to mix skin tones, using ripped paper collages to create a self-portrait, Using shapes to guide the composition of a portrait, Using measurements to control proportions in a face, using sketches to create lines for painting a miniature</p>	<p><u>Collage Unit</u></p>	<p><u>Sculpture Unit - Clay</u> How can flowers inspire artists Exploring shape and form within flowers, Creating tints, shades and tones with paint, Knowing that there are four different types of clay, Knowing what analogous colours are and experimenting with them to mould clay delicately and precisely.</p>	<p><u>Printing Unit</u></p>
<p>Music</p>	<p><u>Space - Mars from the Planet Suite</u> (BBC Ten Pieces) Play from memory and in tune, ostinato, rhythmic patterns, combine devices, use vocab to appraise music</p>		<p><u>Whole-class recorders</u> Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence</p>		<p><u>Whole-class recorders</u> Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence</p>	

RE	Creation/Fall U2.2 Creation and science: conflicting or complementary?	<u>Incarnation U2.3 (old 2.4?)</u> Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	<u>Salvation U2.5</u> What do Christians believe Jesus did to 'save' people?	<u>People of God U2.4 (Old 2.3?)</u> Christians and how to live: 'What would Jesus do?'	U2.8 What does it mean to be a Muslim in Britain today?
PE	Gymnastics Athletics	Dodgeball Basketball	Swimming Hockey	Swimming Rounders	Yoga Athletics	Badminton Cricket
PSHE	Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;	Valuing Difference: a focus on respectful relationships and British values;	Keeping Myself Safe: looking at keeping ourselves healthy and safe	Rights and Responsibilities: learning about money, living the wider world and the environment;	Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;	Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.
Spanish	Phonics	Seasons Christmas traditions in Spain	Ice creams	Presenting myself	My family	At the Tea Room (Fr) At the Cafe (Sp) At the Restaurant (It) (I)