



# Year 5 Curriculum Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Y5	<b>Lincolnshire Heritage</b>		<b>Mysterious Mayans</b> <i>Building on knowledge of Ancient Civilisations to investigate similarities and differences between the Mayans and civilisations we know about and to explore how indigenous cultures influence the world we live in today.</i>	<b>Marvellous Mountains</b> <i>Using a range of geographical sources to know the location and key physical features of major countries, continents and mountains of the world. Geographical knowledge is applied world mountains.</i>	<b>Terrifying Tudors</b>	<b>Super Space</b>
English Talk for Writing	Zelda Claw Plot – Quest/Tale of Fear	Information Texts The Tree Giant	Dobber and the Silver Ring Plot – Finding	Recount – Journalistic Writing Draco Malfoy	Smaug Plot – Defeating the Monster	Discussion Should Children do Housework?
Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction	Decimals Negative Numbers Coverting Units Volume
Science	Animals including Humans – life cycle	Living Things and their Habitats	Properties & Changes of Materials		Forces	Earth & Space Animals including Humans – Puberty
Art			I need Space		Portraits	Interactive Installation
DT	Pop-up books	Developing a recipe		Electrical systems		
French	Phonetics 3 The Date	Do You Have a Pet?	My Home	Habitats	Clothes	Tudors



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<b>PSHE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Composition – Ancient Egypt	Blues Or South and Africa	Composition to represent the festival of colour – Theme Holi (feast in March)	Instrumental unit (inst 5) India ( <i>links with hymalyas</i> )	Musical Theatre	Looping and remixing
<b>PE</b>	Evade, Invade, Capture	Block, Guard, Support	Watch, Move, Connect	Explore, Solve, Challenge,	Serve, Set, Alarm	Speed, Distance, Strength
<b>Computing</b>	Computing systems and networks: Search engines + Online Safety Lesson 1	Programming 1: Programming music Option 2: Scratch + Online Safety Lesson 2	Data handling: Mars Rover 1 + Online Safety Lesson 3	Programming 2: Micro:bit + Online Safety Lesson 4	Creating media: Stop motion animation Option 2: Using cameras	Skills showcase: Mars Rover 2 + Online Safety Lesson 5
<b>RE</b>	<p><b>LAS Compulsory</b> Being Human – Hinduism/Islam <i>[Hinduism: How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</i></p>	<p><b>LAS Compulsory</b> Being Human – <i>Islam: What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p><b>B2a</b> <b>L2 L3</b> <b>T2 T3</b></p>	<p><b>Salvation</b> <b>UC 2b.7 (core)</b> <b>What difference does the resurrection make for Christians?</b> <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p> <p><b>B1 B2a</b> <b>L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	<p><b>Incarnation</b> <b>UC 2b.4 (core)</b> <b>Was Jesus the Messiah?</b> <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p> <p><b>B1 B2a</b> <b>L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	<p><b>LAS Additional</b> <b>Expressing Beliefs through the Arts (<i>including Christianity</i>)</b> <i>[How do religious and non-religious people understand the value of creativity? How do religious and nonreligious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p> <p><b>B1 B2a B2b</b> <b>L1 L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	