

Whole School Curriculum Overview



| Year Group | Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------|---------------|--|--|--|--|--|---|
| 5 | Topic | Cosmic | Shackleton's Journey | Blended | Varmints | The Viewer | Kensuke's Kingdom |
| 5 | Maths | Place value, Addition and subtraction | Multiplication and division, Fractions | Multiplication and division, Fractions | Decimals and percentages, Perimeter and area, Statistics | Shape, Position and direction, Decimals | Decimals, Negative numbers, Converting units, Volume |
| 5 | English Text | Cosmic | Shackleton's Journey | Blended | Varmints | The Viewer | Kensuke's Kingdom |
| 5 | History | The Space Race | Shackleton | George Floyd & Simone Biles | Colonisation (Australia) | Anglo Saxons, Scots & Vikings | Medicine: Then & Now |
| 5 | Geography | Geographical Skills: grid references. | Place Knowledge: Continent study - Antarctica. Comparing Sydenham (UK) to Elephant Island (Antarctica). | Place Knowledge: Continent study - North America. Comparing London to Cincinnati, Ohio | Place Knowledge: Continent study - Australasia. Comparing Dover (UK) to Botany Bay (Australia). Human & Physical: distribution of resources. | Human & Physical: Earthquakes. Geographical Skills: sketch maps through fieldwork | Locational Knowledge: topographical features of UK and how they've changed over time. Geographical Skills: Ordnance Survey maps; distribution of natural resources Locational Knowledge: Prime/Greenwich Meridian and time zones.. |
| 5 | Science | Earth and Space. WS focus: identify scientific evidence used to support or refute ideas or arguments. | Properties and changes of material. WS focus: record data - scientific diagrams and labels, using tables; present findings in written form. | Animals including humans including puberty. WS focus: record data - scatter graphs, take measurements using a range of scientific equipment | Living things and their habitats. | Forces. WS focus: plan a range of scientific enquiries, use test results to make predictions for further enquiries. | Properties and changes of material. WS focus: report and present findings from enquiries orally - conclusions. |
| 5 | Computing | DATA HANDLING: Mars Rover 1 | COMPUTING SYSTEMS & NETWORKS: Search engines | PROGRAMMING: music - Sonic Pi | CREATING MEDIA: Stop Motion Animation | | |
| 5 | D&T | Project: Moon Buggy | Project: Boats | Project: Cheesecake | | Project: Stitched Image | Project: Banana Loaf |
| 5 | Art | DRAWING: Draw figures from different viewpoints/accurate proportions | DRAWING: Typography - creating maps to link to the book. | FORM: Sculpture of the main character Artist Study: Alberto Giacometti | COLOUR: Colour to express feeling effect of light on objects and people (landscapes in the book) | PATTERN: Abstract patterns. Artist Study: Robert Delaunay | TEXTURE: 3D model. Artist Study: Vivienne Westwood |
| 5 | Music | Composition notation (Theme: Ancient Egypt) + Blues | Composition notation (Theme: Ancient Egypt) + Blues | | South & West Africa + Composition to represent the festival of colour (Theme: Holi festival) | South & West Africa + Composition to represent the festival of colour (Theme: Holi festival) | |
| 5 | RE | Diwali (Hinduism): symbols | Christmas (Christianity): symbols | Ramadan & Eid Al Fitr (Islam): symbols | Wesak/Vesak (Buddhism): symbols | Baisakhi/Vaisakhi (Sikhism): symbols | Rosh Hashanah (Judaism): symbols |
| 5 | MFL | Phonics Lesson 3 (Extra) & The Date (IN) | Do You Have a Pet? (IN) | Do You Have a Pet? (IN) | My Home (IN) | My Home (IN) | Clothes (IN) |
| 5 | PE | Coach Led: Athletics Teacher Led: Swimming/Gymnastics | Coach Led: Netball/Hockey Teacher Led: Swimming/Dance | Coach Led: Netball/Hockey | Coach Led: Football/Rounders | Coach Led: Football/Rounders Teacher Led: OAA | Coach Led: Athletics Consolidation Teacher Led: OAA |
| 5 | PSHE | What makes up a persons identity? | What decisions can people make with money? | How can we help in an accident or emergency? | How can friends communicate safely? | common to everyday life affect health? | What jobs would we like? |
| 5 | Online Safety | Be Sharp | Be Kind | Be Brave | Be Secure | Be Balanced | Be Alert |
| 5 | | | | | | | |
| 5 | Trips/visits | Woodlands | Woodlands | Science museum | | | |
| 5 | Topic | | Picturing the Past | | We'll Meet Again | Changes | |