



Shepherd Primary Catholic Academy Whole School Curriculum Overview

Year Five						
Subject	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
RE	Ourselves Life Choices	Life Choices Hope	Mission Memorial Sacrifice	Memorial Sacrifice Sacrifice	Transformation Freedom and Responsibility	Freedom and responsibility Stewardship
History		The Anglo Saxons Was the Anglo Saxon period really a Dark Age?	The Vikings Would the Vikings do anything for money?			Journeys What makes people go on a journey? Migration
Geography	Changes in our Local Environment How is our country changing?			Europe- a Study of the Alpine Region Where should we go on holiday?	Journeys- Clothes Where does all our stuff come from?	
Science	Earth and Space	Forces	Materials	Separating Mixtures	Types of Change	Life Cycles
English	Biographies (Roald Dahl) First Person Recount (Rosa Parks) Poetry	Warning Stories (Myths and Legends) Locational Writing (Narnia)	Playscripts (The Lion, The Witch and The Wardrobe)	Stig of the Dump Descriptive Writing Non-chronological reports (Harry Potter) Instructional writing	The Tale of Beedle the Bard The Boy At the Back of the Class Letters/ Diaries	The Boy At the Back of the Class
Maths	Number: Place Value Number: Addition and Subtraction Statistics	Statistics Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Fractions (continued) Number: Decimals and Percentages	Number: Decimals Geometry: Properties of Shape	Geometry: Position and Direction Measurement: Converting Units Measurement: Volume

<p>Music</p>	<p>To sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction</p> <p>To hold a part in an instrumental ensemble and/or a 2- part song when others are performing different parts</p> <p>To create a visual plan of a piece they have created, combining accurate visual/graphic notation,</p>	<p>To create a piece of music which is based on the features of an existing piece of music</p> <p>To begin to know some musical styles are found in different historical eras (e.g. Jazz is not found in the 1700s!)</p> <p>To recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound eg String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band</p>	<p>To follow a conductor</p> <p>To play or sing a short piece solo</p> <p>To show a basic understanding of the history of western classical music by distinguishing, through attentive listening to detail, between music from</p> <ul style="list-style-type: none"> * 17th/18th century * 19th century * 20th/21st century 	<p>To understand 5-line stave as way of representing pitch</p> <p>To arrange and combine musical ideas into a carefully planned musical structure</p> <p>Year Five Easter Play</p>	<p>To identify how to improve own performing</p> <p>To memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p> <p>To identify notes on specific lines or spaces on the stave with the relevant letter names for pitch</p> <p>To recognise signs for sharp, flat and natural notes</p> <p>To begin to understand how rhythm and pitch can both be represented on a 5-line stave</p>	<p>To use a variety of different textures and timbres</p> <p>To improvise a more extended solo, e.g. over a blues chord pattern, using a limited range of notes</p>
<p>MFL (Spanish) Use of Spanish Dictionaries to be introduced</p>		<p>Revision of previous learning</p> <p>Buildings on the high street</p> <p>Describing shops in streets and neighbourhoods</p> <p>Directions</p> <p>Adjectives to do with directions</p> <p>Christmas vocab/culture/</p>		<p>Revision of previous learning</p> <p>Asking for places</p> <p>Pause words – well, so,</p> <p>Days of the week- revision</p> <p>Times of the day</p>		<p>Revision of previous learning</p> <p>Hobbies</p> <p>Sports</p> <p>Revision of 1-20 and introduce to 100</p> <p>Comparisons- more</p> <p>Verb- I am going to (link to hobbies)</p>
<p>PE</p>	<p>Invasion games- Hockey</p> <p>Rugby</p>	<p>Outdoor adventure activities</p> <p>Notts County in the Community</p>	<p>Dance</p> <p>Yoga</p>	<p>Invasion games- Tag rugby</p> <p>Gymnastics</p>	<p>Net and Wall- Tennis</p> <p>Athletics</p>	<p>Striking and Fielding</p> <p>Athletics</p>

PSHE	Health and Wellbeing: Mental wellbeing (World Mental Health Day)	Relationships: Safe relationships (Anti-Bullying Week) Relationships: Respecting ourselves and others	Health and Wellbeing: Keeping safe Wider World: Media literacy & digital resilience (Safer Internet Day)	Relationships: Families and friendships	Health and Wellbeing: Physical health (Health and Fitness Week)	Health and Wellbeing: Growing and changing (RSE)
Design and Technology	Textiles Sewing: Cushion making using a sewing machine (Hand sewing – blanket stitch the border)		Mechanical Systems Pulleys and Gears or hydraulics		Food Global Food (seasonality) Soup Kitchen (homeless)	Influential Designer: Throughout one of your DT topics: E.g. Fiona Fairhurst Textiles (swimwear)
Art and Design	Portraits Rosa Parks Flour based batik (linked to cushions/DT)	Portraits Rosa Parks Using tone and shade.		Peter Thorpe Abstract Space Art	Watercolour world map making and incorporating collage to give dimension.	Artist Study: Peter Moore Link to: The Arrival
computing	Coding Purple Mash Unit 5.1 and code.org	Coding Purple Mash Unit 5.1 and code.org Online Safety Purple Mash Unit 5.2	Spreadsheets Purple Mash Unit 5.3 and Microsoft Excel	Safe Searching Purple Mash Unit 5.2 and online searches/practical application	3D Modelling Purple Mash Unit 5.6	Databases Purple Mash Unit 5.4