



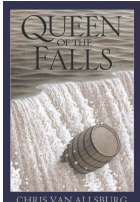

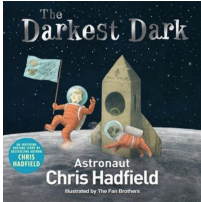
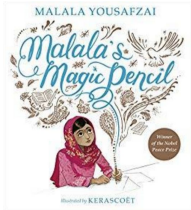
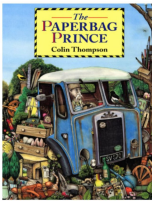
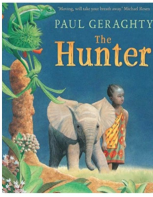













# *Year Five Curriculum*

	<b>Connector 1</b> <b>Go with the Flow</b> 	<b>Connector 2</b> <b>Wonder</b> 	<b>Connector 3</b> <b>Adrift</b> 	<b>Connector 4</b> <b>Think Global. Act Local</b> 
<b>English</b>	 			 
<b>Maths</b>	 <b>See Maths No Problem Overviews</b>			
<b>RE</b>	 <b>See The Way the Truth the Life Overviews</b>			
<b>Science</b>	<u><b>Forces</b></u> Understanding gravity and identifying the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognising that some mechanisms, including levers, pulleys and gears,	<u><b>Earth and space</b></u> Describing the movement of the Earth, and other planets, relative to the Sun in the Solar System and the Moon in relation to the Earth. Explaining night and day.  <u><b>Properties of changes and materials</b></u>	<u><b>Animals including humans</b></u> Describing the changes as humans develop into old age	<u><b>Living things and their habitats</b></u> Describing the differences in the life cycle of a mammal, an amphibian, an insect and a bird Understanding the life process of reproduction in some plants and animals.

	allow a smaller force to have a greater effect.	Comparing and grouping together everyday materials based on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets. Exploring dissolving and separating mixtures whilst conducting fair tests. Knowing how mixtures might be separated, including through filtering, sieving and evaporating and that dissolving, mixing and changes of state are reversible changes.		
History		<p><b><u>The Maya Civilization</u></b> Understanding about the rise and fall of the Mayan Civilisation and where this fits on a timeline alongside other civilisations. Using historical inquiry skills to find out about the complexity and diversity within the society and understanding the significance of the civilisation.</p>	<p><b><u>Invaders and Settlers - Vikings and Anglo Saxons</u></b> Constructing a timeline, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066 and recognise the consequence of significant events on settlements and life in Britain. Comparing early settlements with modern day migration.</p>	
Geography	<p><b><u>Continents - America</u></b> Naming and locating countries and key cities, main rivers, mountains and environmental regions of North America. Explaining how humans have adapted to the physical and human changes. Using atlases, satellite images, aerial views and digital mapping to explore the region of North America.</p>	<p><b><u>Comparing Regions</u></b> Comparing a region of North America, the NW &amp; Greece / Italy. Recognising geographical features which are the same in the 3 places e.g. Rivers, mountains, biomes, climate zones, vegetation belts.</p>	<p><b><u>UK</u></b> Locating key counties and cities of viking settlements on a map. Understanding how key aspects of physical and human geography influenced the location and growth of cities and Viking settlements. how land use, economic activity, trade links and the distribution of natural resources influenced the growth of cities over time. Using a range of fieldwork skills to explore key areas of the Wirral and gain a greater understanding of the area, linked to the Vikings.</p>	

<b>Music</b>	<p>Unit: Livin' On A Prayer Style: Rock</p> <p>Unit: Classroom Jazz 1 Style: Jazz</p>	<p>Unit: Make You Feel My Love Style: Pop Ballads</p> <p>Learning to play Brass and Woodwind instruments</p> 	<p>Unit: Fresh Prince Of Bel Air Style: Hip Hop</p>	<p>Unit: Dancin' In The Street Style: Motown</p> <p>Unit: Reflect, Rewind and Replay Style: Western Classical Music</p>
<b>Art</b>	<p><u>Painting</u> Wet on wet dream catchers</p> <p><u>Artists</u> - North American art</p> <p><u>Colour Focus</u> Tones</p> 	<p><u>Sculpture</u> Bas relief Mayan mask</p> <p><u>Artists</u> - Mayan art work</p> <p><u>Colour Focus</u> Monochromes</p> 	<p><u>Printing</u> One off 3 colour incised tile</p> <p><u>Artists</u> - Emma Majury Gutenberg Printing press</p> <p><u>Colour Focus</u> Neutrals</p> 	<p><u>Mixed Media</u> - using skills taught throughout the year</p>
<b>DT</b>	<p><u>Structures</u> <u>Building Bridges</u> Knowing how simple bridges are constructed using beams, pillars, trusses or piers. Building and testing models to find a strong bridge design. Applying knowledge of how to stiffen and strengthen structures. Creating a prototype from their design criteria, testing and evaluating.</p>	<p><u>Electrical Systems</u> Light Up Signs Creating simple series circuits using LEDs &amp; resistors. Considering ways in which lights in electronic products may be programmed and controlled. Debugging simple 'code block' programs and knowing what a 'microcontroller' is. Making algorithms with simple sets of instructions which describe how a flashing LED is controlled.</p>	<p><u>Food Technology</u> <u>Mini Makers</u> Applying the rules for basic food hygiene and other safe practices e.g. hazards to the use of ovens. Cut, mix, mould and begin to use hobs to heat food with appropriate supervision. Weigh and measure accurately (time, dry &amp; wet ingredients)</p>	<p><u>Mechanisms</u> Moving Toys Exploring and investigating different types of cam mechanisms. Designing following a design specification. Identifying a purpose and have a clear plan of how to create the product, which materials to use and the process. Suggesting alternative methods of making if the first attempts fail.</p>

Computing	 <b>Computer science (Unplugged)</b>	 <b>Computer science (Coding)</b>	 <b>Information Technology</b>	 <b>Digital literacy / eSafety</b>
PE	<p> <b>A1: Invasion games- Hockey    Dance</b>  <b>A2: Net Games- Badminton    Indoor Athletics</b>  <b>Sp1: Invasion games- Netball    Tri Golf</b>  <b>Sp2: OAA    Gymnastics</b>  <b>Su 1: Fielding Games- Cricket    Athletics</b>  <b>Su 2: Tennis    Athletics</b> </p> 			
Spanish	<p> <b>A1: My School, My Subject</b>  <b>A2: Time in the city</b>  <b>Sp1: Out of this world- space</b>  <b>Sp2: Clothes, Colours, Fashion Show</b>  <b>Su 1: Healthy Eating- going to market</b>  <b>Su 2: Going to the Seaside</b> </p> 