

BPS Year 5 Curriculum Overview 2018 - 19

Opportunities to use key curriculum drivers **initiative** **growth** **community (school, local and wider)**

	Autumn Term	Spring Term	Summer Term
Over-arching title	Out of Darkness Comes Light WW1/Remembrance	Crouching tiger, hidden dragon! Chinese culture/Dragons, habitats and life cycles	Eureka! Journey into Space Ancient Greece and its legacies (Greek astronomers)/Space
Super Start	PARENT CRAFT DAY: Poppy Day, share family links "Falling poppies" display (make tissue paper poppies, thread several onto cotton and suspend from ceiling)?	CHINESE NEW YEAR DAY Cooking and craft day – making stir-fry (maybe Cheng Du)	Ancient Greek Visitor (Portals to the Past) Parent Craft Day Greek shields/ swords Build a Trojan horse Laurel leaf crowns
Marvelous Middle	Remembrance Day Assembly INVITE PEOPLE FROM RETIREMENT HOMES Duxford trip (planes, tanks etc., development of technology)	Chinese New Year – build dragons – parents to come in and help. Split over half term Dragon dance on playground	Mini Olympics/Plan own Olympics Assembly /Museum of Greeks/Astronomy/Space
Fantastic Finish	Playscripts – Perform play versions of 'The Best Christmas Present in the World' (each class to do their own performance)	Parent Assembly to share good work – museum in the classroom. Visit to pottery - Conover	Spacedome? JS – Space visitor?? Design and launch Rockets?
SMSC	British social history Empathy/understanding that events can be interpreted in different ways Remembrance Sunday Selling Poppies for the British Legion War today - where are our forces fighting today? Guest visitors – modern conflicts, real-life link Conflict resolution 100 years of RAF and since WW1 ended	Meditation Chinese philosophy Cultural differences – one child policy	Awe and wonder – natural universe Science and God Cultural awareness
British Values	Liberty – link to reasons for war Mutual Respect – England/German Football match on Christmas Day Tolerance – avoiding war today by respecting the views of those with different views/faiths Freedom of speech	Tolerance/mutual respect for Chinese culture Democracy – evaluate Chinese political history Liberty – One child policy	Tolerance/mutual respect for a variety of beliefs

Subject			
English	<p>Texts: Private Peaceful (Michael Morpurgo) The Best Christmas Present in the World (Michael Morpurgo) AUTHOR FOCUS: Michael Morpurgo Archie's War Scrapbook (Marcia Williams)</p>	<p>Texts: The Willow Pattern Story (Allan Drummond) The Firework Maker's Daughter (Philip Pullman) The Magic Paintbrush (Julia Donaldson) Tadpole's Promise (Jeanne Willis/Tony Ross) Thud! (Nick Butterworth) The Bog Baby (Jeanne Willis) The Story of the Little Mole (Werner Holzwarth) Where the Wild Things Are (Maurice Sendak)</p>	<p>Texts: Who lets the Gods out? (Maz Evans) Greek Myths (Marcia Williams) The Iliad and the Odyssey (Marcia Williams) Beasts of Olympus (Lucy Coats) George's Secret Key to the Universe</p>
	<p>Drama Opportunities: Remembrance assembly performance The Best Christmas Present in the World performance WW2 songs performance? Conscientious alley</p>	<p>Drama Opportunities: Willow pattern story Role on the wall / conscientious alley Silent movie</p>	<p>Drama Opportunities: Ancient Greek theatre, Ancient Greek day Space debate</p>
	<p>Writing Opportunities: Newspaper reports about WW1 battles Film narrative/emotive writing – The Piano etc. Diary entry – based on Duxford Emotive poems Emotive letters – Dear Jelly Playscripts – storyboard/script for The Best Christmas Present in the World</p>	<p>Writing Opportunities: The Great Wall of China Narrative version – romance/tragedy. Shakespeare link Narrative poem Non-chronological report</p>	<p>Writing Opportunities: Sci-fi stories Biographies Explanation texts</p>

<p>Science</p>	<p>Why can't I get my flour back? [Reversible and Irreversible Changes]</p> <ul style="list-style-type: none"> • To work scientifically. • To investigate materials • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use Solids, Liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. 	<p>How could it be possible to live forever? [Animal Life Cycles]</p> <ul style="list-style-type: none"> • To work scientifically. • To investigate living things. • Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). • Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop from birth to old age. • Pandas 	<p>How could we travel to another planet? The BPS Space Agency! [Earth and Space, Forces]</p> <ul style="list-style-type: none"> • To work scientifically. • To understand the Earth's movement in space. • To understand movement, forces and magnets (Year 3 cover a lot on magnets, including poles, attract, repel etc. so only need to touch briefly on this) • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as
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air resistance, water resistance and friction that act between moving surfaces.

Can you make water travel upwards?
(Try to build an Archimedes screw)

<p>History</p>	<p>WW1</p> <ul style="list-style-type: none"> investigate and interpret the past To build an overview of world history <p>Use sources of evidence to</p> <p>Air raid practices County Archive Art competition at the Woolpack</p>	<p>How can we portray The Shang Dynasty accurately?</p> <ul style="list-style-type: none"> To understand chronology To communicate historically 	<p>Were the Ancient Greeks ahead of their time?</p> <ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate, including: dates, time, period, era, chronology, continuity, change, century, decade, legacy. <p>Can you make water travel upwards? (Try to build an Archimedes screw)</p>
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Geography	<p>Europe maps, outlines of countries</p> <p>Aerial views vs. maps (WW1 visual maps, reconnaissance missions, planes at Duxford)</p> <p>Selecting maps for a specific purpose</p> <p>Creating own maps of battlefields from aerial views</p> <p>Analysing contour maps etc. to evaluate features of battlegrounds and the impact on tactics and strategy</p>	<p>Where is China?</p> <p>Physical/Human geography</p> <p>Maps, habitats, endangered animals</p> <p>Climate zones, biomes etc.</p> <p>Stowe field trip – data collection, interviews, evaluating data, geographical patterns, sketching. Ordnance survey maps.</p>	<p>The Globe: how to use longitude and latitude effectively. Use of Ordnance Survey maps.</p> <p>Map a new area of Buckingham. As if an alien!?</p> <p>What might they need to know about/locate?</p>
RE	<p>Peace</p> <p>Forgiveness</p>	<p>Confucius</p> <p>Buddhism: The Buddha and his teachings</p>	<p>Science and God (Humanism)</p> <p>Christianity and the Big Bang (Chris George – Thornton College)</p>
PE	<p>Real PE</p> <p>Swimming</p>	<p>Real PE</p> <p>Netball / Hockey</p>	<p>Real PE</p> <p>Cricket / Athletics</p>
Computing	<p>How the Internet Works and Using iMovie</p>	<p>Creating a Computer Game</p>	<p>Animating an Ohbot</p>
Music	<p>WW2 songs</p> <p><i>Which instruments make up a symphony orchestra</i></p>	<p>Musical terminology and exploring rhythm</p> <p>Chinese music</p>	<p>International music</p> <p>Holst – The Planets</p>
PSHCE	<p>Manners Curriculum</p> <p>Philosophy for Children: An introduction</p> <p>Conflict resolution</p>	<p>Manners Curriculum</p> <p>Philosophy for Children: Exploring & Questioning</p>	<p>Manners Curriculum</p> <p>Philosophy for Children: Justifying opinions</p>
Art	<p>WW1 Artwork and British artists</p> <ul style="list-style-type: none"> Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight Use first hand observations using different viewpoints, developing more abstract representations <p>Introduce perspective, fore/back and middle ground</p> <p>PARENT CRAFT MORNING: Paper</p>	<p>Collage</p> <p>Poetry scrolls and watercolours</p> <p>Make clay willow pattern plate</p> <p>Chinese silk printing</p> <p>Dragon batik</p> <p>Claude Lorrain – Landscapes</p> <p>Annemeike Mein – Textile artist focussing on wildlife</p> <p>Use the work of artists to replicate ideas or inspire own work</p> <ul style="list-style-type: none"> Create polystyrene printing blocks to use 	<p>Embroidery badge</p> <p>Jan Beane – creative embroidery</p> <ul style="list-style-type: none"> Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. Weave using paintings as a stimulus / the natural world Experiment with circular embroidery frames

	<p>poppies/'falling poppies' Clay poppies (Science link)</p> <ul style="list-style-type: none"> • Use the work of artists to replicate ideas or inspire own work – Picasso 'Guernica' • Paul Nash – surrealism • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities, using and combining different styles and techniques 	<p>with roller and ink</p> <ul style="list-style-type: none"> • Explore mono-printing • Experiment with screen printing • Design and create motifs to be turned into printing block images • Investigate techniques from paper printing to work on fabrics • Introduce fabric block printing • Create detailed designs which can be developed into batik pieces 	<p>Use the work of artists to replicate ideas or inspire own work</p>
DT	<p>Making a moving toy- STEM day, design, plan, make and evaluate.</p> <p><i>Structures</i></p> <ul style="list-style-type: none"> • Select from a range of tools and equipment explaining their choices • Select from a range of materials and components according to their characteristics <p>For instance:</p> <ul style="list-style-type: none"> • Identify the needs, wants, preferences and values of particular individuals and groups • Develop a simple design specification to guide their thinking • Recognise when their products have to 	<p>Food - making stir fries Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Habitat weaving Chinese silk printing Food Cheng Du tasting/ stir fry Terracotta army Sewing – making a toy</p> <ul style="list-style-type: none"> • Carry out research, using surveys, interviews, questionnaires and web-based resources 	<p>Electrical Systems More complex switches and circuits (including programming, monitoring and control) Moon buggies Make an orrery (model of the solar system)</p> <ul style="list-style-type: none"> • Develop prototypes • Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

	fulfill conflicting requirements <ul style="list-style-type: none"> • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost 		
French			
SMSC Opportunities	See section on page 1	See section on page 1	See section on page 1