

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Question	What does it mean to belong?	If I followed a cloud where would I go?	Can anyone make history?	What makes something beautiful?	How does the past change the future?	How much do we really know about the world?
Focus	Create	Explore	Discover	Create	Discover	Explore
Key Texts	The Malfeasance The Arrival	The Explorer	Escape from Pompeii	Varmints Little People, BIG DREAMS (David Attenborough)	The Great Kapok Tree The History Detective Investigates: Mayan Civilization	
Key Knowledge	<p>Art</p> <p>Know that shape, form and detail can be used to evoke feelings.</p> <p>Know that all art techniques can reflect mood and emotion</p> <p>Know that the styles of other artists can influence their own work.</p> <p>(Edvard Munch)</p>	<p>Geography</p> <p>To know and understand the key aspects of biomes and vegetation belts</p> <p>To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy</p>	<p>History</p> <p>To know that the chronological positions of periods studied sometimes overlap or occur concurrently.</p> <p>To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.</p> <p>To know why there may be different accounts of history.</p>	<p>Art</p> <p>Know that shading can show mood and feeling.</p> <p>Know that colours, tones and tints can enhance the mood of a piece.</p> <p>(Monet and Renoir)</p>	<p>History</p> <p>To know that an ancient non-European society provides a contrast to British history.</p> <p>To know about a historical site that is significant in the locality.</p> <p>Know that they need to question the reliability of sources.</p> <p>To know that there is often not a single answer to historical questions.</p>	<p>Geography</p> <p>To know time zones, change as you travel latitudinally around the globe</p> <p>To know that topography impacts land</p> <p>To know geographical representations can differ in their effectiveness</p> <p>To know how to read 6 figure grid references</p> <p>To know some symbols on an ordnance survey map</p> <p>To know how to plan a route using a map of a local area</p>
Supplementary subjects linked to Learning Journey	Science				DT	
Key Knowledge from supplementary subjects	Science - All Living Things and their Habitats				To know that design criteria can be developed.	

	<p>To know that all animals change through the course of their life time and this is called a life cycle To know how life cycles are different</p> <p>To know that there are differences in the life cycles of a mammal, amphibian, insect and bird</p> <p>To know that all animals reproduce and that reproduction is different in different animals (laying eggs/live birth) To know that plants reproduce by producing seeds which then grow into mature plants</p> <p>To know that plants and animals reproduce and describe the life processes of reproduction in some plants and animals</p>				<p>To know that food is grown, reared and caught in the UK, Europe and wider world.</p> <p>To know that different preparation techniques are used depending on the food type.</p>	
Discrete Subjects	<p>RE Computing PE PSHE</p>	<p>Science RE Music Computing PE PSHE</p>	<p>Science RE DT Computing PSHE PE</p>	<p>Science RE Computing Music PSHE PE</p>	<p>Science RE Music PSHE PE</p>	<p>Science RE Computing PSHE PE</p>
Key Knowledge from discrete subjects	<p>RE</p> <p>To know that different ways can be used to express beliefs, including music, art and drama.</p>	<p>Science - Forces</p> <p>To know that unsupported objects fall towards Earth because of the force of gravity To know how to identify the effects of air resistance,</p>	<p>Science – Earth and Space)</p> <p>To know that the movement of the Earth and planets relative to the Sun. To know that the movement of the Moon relative to the Earth.</p>	<p>Science – Earth and Space)</p> <p>To know that the Sun, Earth and Moon are approximately spherical. To know how to explain day and night and the</p>	<p>Science - Animals, Including Humans</p> <p>To know that humans change as they grow To know how to identify changes from birth to old age</p>	<p>Science - Properties and Changes of Materials</p> <p>To know that that some materials will dissolve in a liquid and describe how to recover a substance from a solution.</p>

	<p>To be able to explain how some forms of religious expression may be used differently by individuals and communities.</p> <p>To know some significant people whose beliefs about God, the world and others have impacted their lives.</p> <p>To know that individuals and communities can express their beliefs in their own ways.</p> <p>Computing</p> <p>To know that they have to make choices when using technology and that not everything is true and/or safe.</p> <p>PE</p> <p>Know that apparatus can be used to create and perform sequences individually and with a partner.</p> <p>Know that a set criteria can be used to make simple judgments about performances and suggest ways they could be improved.</p> <p>Know that a canon and synchronisation, and matching and mirroring can be used when performing with a partner and a group.</p> <p>PSHE</p> <p>Friendships</p>	<p>water resistance and friction that act on moving surfaces.</p> <p>To know how to recognise that some mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect.</p> <p>RE cont'd</p> <p>To know that different ways can be used to express beliefs, including music, art and drama.</p> <p>To be able to explain how some forms of religious expression may be used differently by individuals and communities.</p> <p>To know some significant people whose beliefs about God, the world and others have impacted their lives.</p> <p>To know that individuals and communities can express their beliefs in their own ways.</p> <p>Music</p> <p>To know that they can choose from a wide range of musical vocabulary to accurately describe, compare and appraise music.</p> <p>To know that pulse, rhythm and pitch fit together.</p> <p>To know that we can record our own compositions.</p>	<p>RE</p> <p>To be able to explain how some features of religious life and practice can make a difference to the lives of individuals and communities.(Focus on Christianity and Islam)</p> <p>To know some features of a mosque and why the mosque is important to Muslims.</p> <p>Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.</p> <p>DT</p> <p>Know that appropriate tools / materials are used with precision.</p> <p>Know that the purpose and appearance of a product can be evaluated.</p> <p>Know that products need to be strong and fit for purpose by being precise.</p> <p>Know that cams can be used to create movement.</p> <p>Know that user and aesthetics are considered</p>	<p>movement of the sun across the sky</p> <p>RE</p> <p>To know what is expected of a person following a religion or belief.</p> <p>To be able to explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>To know that there are a set of behaviours, which can be followed by a person or persons practising a religion or belief.</p> <p>Music</p> <p>To know that they can choose from a wide range of musical vocabulary to accurately describe, compare and appraise music.</p> <p>To know that pulse, rhythm and pitch fit together.</p> <p>To know that we can record our own compositions.</p> <p>To know that we can compose music that combines the musical elements.</p> <p>Computing</p>	<p>To know that there are changes as humans develop to old age.</p> <p>RE</p> <p>To be able to make informed responses to questions of identity and experience in the light of their learning</p> <p>To be able to make informed responses to people's values and commitments (including religious ones) in the light of their learning</p> <p>To know we can learn from great leaders and inspiring examples from our world today.</p> <p>To know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.</p> <p>Music</p> <p>To know that they can choose from a wide range of musical vocabulary to accurately describe, compare and appraise music.</p> <p>To know that pulse, rhythm and pitch fit together.</p>	<p>To know that the uses of everyday materials based on evidence from fair tests.</p> <p>To know that that some changes result in the formation of new materials and that this change is not usually reversible.</p> <p>To know how to compare and group together everyday materials on the basis of their properties.</p> <p>To know how to decide how mixtures might be separated (filtering, sieving, and evaporating).</p> <p>To know how to demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>RE</p> <p>To be able to make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>To know that different texts, including religious texts, can help to guide people to find their own answers to tricky questions.</p> <p>Computing</p> <p>To know how to use technology to control an external device</p> <p>PE</p> <p>Know that there are ways to work effectively with a</p>
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	<p>Managing hurtful behaviour and bullying Families and close positive relationships</p>	<p>To know that we can compose music that combines the musical elements.</p> <p>To know that songs can contain a melody and may contain a harmony.</p> <p>To know how to evaluate their own singing and make improvements.</p> <p>Computing</p> <p>To know how technology works; how computers process instructions and commands, including the use of coding languages.</p> <p>To know their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organize code and the naming of variables.</p> <p>PE</p> <p>Know that actions can be adapted and refined, dynamics and relationships in a dance.</p> <p>Know that different styles of dance can be performed clearly and fluently.</p> <p>Know that are different ways to suggest improvements to their own and other people's work</p>	<p>when choosing and joining textiles.</p> <p>Computing</p> <p>To know how to develop a program that has specific variables identified Coding Y5</p> <p>To know how to combine sequences of instructions and procedures to turn devices on and off.</p> <p>PSHE</p> <p>Families and close positive relationships</p> <p>Safe Relationships</p>	<p>To know how to evaluate a range of digital media, appropriate to task e.g website, prezi, blog, pdfs and recognise key features of layout and design and relate to other curriculum areas (Reading/Writing/Topic).</p> <p>To know how to improve presentation of a document by considering its target audience.</p> <p>PE</p> <p>Know that there are different skills for different situations.</p> <p>Know that are strategies to pass, receive and shoot the ball with some control under pressure.</p> <p>Know that there are ways to contribute when attacking and defending in a range of positions.</p> <p>PSHE</p>	<p>To know that we can record our own compositions.</p> <p>To know that we can compose music that combines the musical elements.</p> <p>To know that music has changed over time and begin to discuss their differences.</p> <p>PE</p> <p>Know that different paces can be used at different points in a running event.</p> <p>Know that there are a range of jumps with different techniques.</p> <p>Know that there are good techniques when throwing for distance and accuracy.</p> <p>Know that stamina and power help people to perform well in different athletic activities.</p>	<p>partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Know that critical thinking is beneficial when approaching a task.</p> <p>Know how to navigate around a course using a map.</p> <p>Know that there are strategies to solving challenges and ways to alter methods in order to improve.</p> <p>PSHE</p> <p>Drugs, alcohol and tobacco</p> <p>Ourselves, Growing and changing</p>
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		PSHE Respecting self and others				
Cultural Capital	Visiting a zoo / farm	Biome debate Practise and perform in a carol service	Create electrical model	Create a class collage Dress up for world book day Perform in a class assembly	Cooking bread / chocolate	Visiting an area of beauty Plan a tour of the local area.
WOW moments	White Post Farm / Twycross Zoo	Create an animal for a biome	Create electronic chariots	Art Gallery – Present work to parents National Space Centre / Sherwood Obsevatory	Design and create bread / chocolate	Plan and go on a walk