



# Bowerham Primary and Nursery School

## Year 5 Yearly Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
<b>Theme</b>		<b>WW1 and Lancaster During WW1</b>		<b>Vikings</b>		<b>Ancient Greece – Who Let the Gods Out?</b>	
<b>Author of Term</b>		Michael Morpurgo – Private Peaceful	Charles Dickens -A Christmas Carol	Tony Bradman – Viking Boy	Variety of Biographies of Notable Women Hena Khan - Amina’s Voice	Frank Cottrell Boyce- The Unforgotten Coat	Maz Evans – Who Let the Gods Out?
<b>Values</b>		<b>Mutual Respect</b>	<b>Appreciation</b>	<b>Love</b>	<b>Unity</b>	<b>Bravery</b>	<b>Friendship</b>
<b>Predictable Interest</b>		Harvest	Bonfire night Christmas Remembrance day	Valentine’s Day Chinese New Year	Easter Mother’s Day International Women’s Day	Sports day Music Celebration	Father’s Day Olympics
<b>Topic</b>	<b>Subjects and Coverage</b>	<p><b>History:</b> Why did WWI begin? What was life in the trenches like? Why did trench warfare happen? How did the war end?</p> <p><b>Art:</b> Complete key drawing activities. Study of Cubism art and Picasso. Create Picasso style drawing on carbon paper using acrylic paint on the edges.</p> <p><b>Computing:</b> E Book Creation</p>	<p><b>History:</b> How did the Lancaster and its people contribute to the war effort? How was Lancaster affected during the war? Who were the key figures in Lancaster’s war effort? What happened to the King’s Own Regiment during the war? How has Lancaster remembered the Great War?</p> <p><b>Art:</b> <b>Linked to Remembrance</b> Sunset scene, silhouette and poppy creation. <b>Linked to Christmas</b> Cubism Christmas Card Chas Jacobs style calendar Different techniques, e.g. dots and scratches</p> <p><b>DT</b> Christmas makes/decorations</p> <p><b>Computing:</b> Music Creation</p> <p><b>Music:</b> The planets and music: comparing classical, film and contemporary music that have been inspired by space and the stars.</p>	<p><b>History:</b> Vikings – Legends and History Exploring Viking legend, gods and goddesses. What do you imagine the Vikings to be like? Where did Vikings come from and why? How did the Vikings try to take over Britain? Raiders or settlers – how should we remember the Vikings? What does the day in the life of a Viking look like? What did Britain learn from the Vikings?</p> <p><b>Art:</b> Hokusai Polystyrene tile block printing to create two motifs that represent the coast, create class print work.</p> <p><b>Computing:</b> Programming with Scratch</p> <p><b>Enterprise:</b> TBC due to CV19 <i>(DT: Enterprise link – make a product for sale)</i></p>	<p><b>Geography:</b> The Coast Identify and locate major coastal towns in the UK and in our locality. Describe the human and physical geography of a range of significant coastal locations</p> <p>Understand the physical processes associated with the formation of coastal features and the impact of human activity on these processes</p> <p>Following first –hand observations, present findings in a range of ways, including drawing scale maps of areas of the coastline with complex keys. They begin to use six-figure references to identify and describe locations and are able to use eight cardinal points to give directions or describe routes</p> <p><b>Art:</b> Caroline Saxby Mother’s Day Card – Home is where mum is.</p> <p><b>Computing:</b> Computer Networks &amp; The Internet Data Handling</p>	<p><b>History:</b> A study of Greek life and achievements and their influence on the western world.</p> <p>Who were the Ancient Greeks? What do artefacts and archaeologist sites tell us about what life was like in Ancient Greece? How have the Ancient Greeks influenced our modern language? How were the Greeks governed and are there any similarities with how we are governed? How have the Olympics changed over time? What is the most important legacy of the Greeks and why?</p> <p><b>Computing:</b> App design  Scratch</p> <p><b>Art</b> 3D sculptures of god and goddesses to tell a story linked to a Greek Myth, using modelling materials, combined with using visual literacy skills to communicate emotion and idea.</p> <p><b>Geography:</b> The Americas, major capital cities and major physical and human characteristics</p>	<p><b>History:</b> A study of Greek life and achievements and their influence on the western world.</p> <p>Who were the Ancient Greeks? What do artefacts and archaeologist sites tell us about what life was like in Ancient Greece? How have the Ancient Greeks influenced our modern language? How were the Greeks governed and are there any similarities with how we are governed? How have the Olympics changed over time? What is the most important legacy of the Greeks and why?</p> <p><b>Art</b> Father’s Day Card Aztec Radial designs, with inspirational quote for Father’s Day Card.</p> <p><b>Geography: The Americas</b> North and South American countries, major capital cities and major physical and human characteristics. including mountains</p> <p><b>DT:</b> 3D relief map of South America – Peru focus topography (Modroc) linked to mountains and S America in Geography.</p> <p>South American Food how a variety of ingredients are grown, reared, caught and processed Product testing tasting and comparison</p>
<b>Outcomes</b>		Harvest festival- performance poetry Cubism display	Christmas Decorations & cards Music	Chinese Art	DT and Science projects	App design Scratch design	3D maps South American food
<b>Enrichment</b>		IWM North Museum of Liverpool – First World War Collection (possible trip) Science workshop @ Lancaster University - machines	Pantomime trip Christmas themed room – A Christmas Carol theme Learning walk in Lancaster, visiting King’s Own Regiment display at Museum, Westfield Village, Bowerham Barracks Science workshop @ Lancaster University - space	Enterprise Trip to Standfast & Barracks or Other manufacturer Chinese New Year Workshops Heysham Viking graves Clitheroe Castle – interactive experience Singing festival	Science Week DT Week Poetry Day World Book Day International Women’s Day Trip to coast/Heysham by train/bus	Earth Day St George’s Day Shakespeare Celebrations  Walking trip into town – statues and columns on town hall judges lodgings – Greek architecture influences and features	Banquet with parents?



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<b>Science</b>	<p>Science Week Investigation- Forces</p> <p>Science week – forces experiments, kitchen sink science using eggs</p> <p>Investigating gravity and applying forces</p> <p>Materials and properties of materials</p>	<p>Earth &amp; Space – planets &amp; history of understanding. Orbits, moon cycle, day and night recap</p> <p>Materials investigation –materials suitable for space and space exploration</p>		<p>Living things &amp; their habitat – observing life cycles &amp; reproduction in animals &amp; plants</p> <p>Growing tent</p>	<p>Observe life cycles of plants and animals in the local environment throughout the year</p>	<p>Recap on KS2 Science</p>
<b>PE</b>	<p>Swimming</p> <p>Indoor Athletics</p> <p>Orienteering</p>	<p>Swimming</p> <p>Invasion games – Netball</p> <p>Gymnastics</p>	<p>Swimming</p> <p>Gymnastics</p> <p>Hockey</p>	<p>Swimming</p> <p>Tag Rugby</p>	<p>Swimming</p> <p>Cricket</p> <p>Dance unit</p>	<p>Swimming</p> <p>Rounders</p> <p>Dance unit</p>
<b>RE</b>	<p><b>Christianity</b> (God)</p> <p>Key Question: Why is it sometimes difficult to do the right thing?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• Sin</li> <li>• Adam and Eve’s disobedience</li> <li>• Temptation and morality</li> </ul>	<p><b>Islam</b></p> <p>Key Question: Why is the Qur’an so important to Muslims?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• The Qur’an</li> <li>• The Night of Power</li> </ul>	<p><b>Hindu dharma</b></p> <p>Key Question: What might Hindus learn from stories about Krishna?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• Krishna</li> <li>• Holi</li> </ul>	<p><b>Christianity</b> (Jesus)</p> <p>Key Question: What do we mean by a miracle?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• Miracles of Jesus</li> <li>• Pilgrimage</li> </ul>	<p><b>Christianity</b> (Church)</p> <p>Key Question: How do people decide what to believe?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Use of symbols and metaphors</li> </ul>	<p><b>Judaism</b></p> <p>Key Question: Do people need laws to guide them?</p> <p>Coverage:</p> <ul style="list-style-type: none"> <li>• The Torah</li> <li>• The synagogue</li> </ul>
<b>PSHEE</b>	<p>Core Theme 3</p> <p>Living in the Wider World</p> <p>Rights and Responsibilities</p> <p>The Environment</p> <p>Money</p>		<p>Core Theme 2</p> <p>Relationships</p> <p>Feelings and Emotions</p> <p>Healthy Relationships</p> <p>Valuing Difference</p>		<p>Core Theme 1</p> <p>Health and Well Being</p> <p>Healthy Lifestyles</p> <p>Growing &amp; Changing</p> <p>Keeping Safe</p>	
<b>Music</b>	<p>Singing for harvest</p> <p>Charanga – Classroom Jazz</p>	<p>The Planets and Music influenced by the Stars</p>	<p>Charanga- Fresh Prince of Belair</p> <p>Singing Festival Practice</p>			
<b>MFL</b>	<p>Introducing myself and others- talking in full sentences.</p>		<p>Food and application to Conversing in a shop.</p>	<p>Families and their personalities</p>	<p>Food</p> <p>Families and their personalities</p> <p>Sports and hobbies</p> <p>Vocab and use of language for French Trip- create an information booklet</p>	
<b>Maths</b>	<p><a href="#">Year 5 Maths Curriculum</a></p> <p>Also – ‘real life maths’ enterprise project</p>					
<b>English</b>	<p><a href="#">Year 5 Literacy Curriculum</a></p>					