

Year 5 Wider Curriculum

	Autumn	Spring	Summer
Science	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>Earth and space Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Properties and changes of material Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of 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 	<p>Forces Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

		<p>materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> • 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 and the action of acid on bicarbonate of soda. 	
Geography	<p>Could I live in North America? Why does the world have different time zones?</p> <p>Locational Knowledge Locate North America on maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Latitude, longitude, The Greenwich / Prime meridian</p>	<p>How are lifestyles affected by location?</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (e.g. Greece)</p> <p>Human and Physical Geography Economic activity: the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical Skills Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and GRAPHS , and digital technologies.</p>	<p>Does climate affect economic activity?</p> <p>Human and Physical Geography Climate zones Economic activity: the distribution of natural resources including energy, food, minerals and water</p>
History	<p>Who were the Anglo-Saxons? changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire 	<p>What influence have the Ancient Greeks had on our life today?</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>How did the blitz of WW2 affect Leeds?</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

	<ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture 	<p>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<ul style="list-style-type: none"> • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Art	<p>Can you predict an artist's mood using a painting?</p> <ul style="list-style-type: none"> • To learn about great artists, architects and designers in history. • To create sketch books to record their observations and use them to review and revisit ideas • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. 	<p>How can you make a sketch look realistic?</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To learn about great artists, architects and designers in history. • <i>Improve their mastery of drawing.</i> • <i>Use a range of techniques to record their observations in sketchbooks.</i> 	<p>Do you need to be an artist to be a sculptor? Plan, design, make and adapt models.</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
I.T.			
D.T.	What could be healthier? – Cooking and nutrition	Automata toys – Mechanisms	Stuffed toys – Textiles

	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical Knowledge</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products [for 	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
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MFL			
Music			
P.E.			
R.E.			
PSHE			
Citizenship			