



Year Five Curriculum Overview

The following curriculum overview may be subject to change. At Gorsey Bank we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information about what your child is learning please visit our Year Five page of the school website and Twitter Feeds which are regularly updated throughout the year.

Year Five 2021 - 2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|-------------------|--|--------------------|--|------------------------|
| Theme | Hope | | Creativity | | Identity | |
| Science | Materials Forces and Magnets | | Earth and Space | | Living Things and their Habitats Animals including Humans | |
| Computing | Engaging- Programming – solving problems, inputs/outputs Connecting – e-safety and search engines Digital Wellbeing | | Creating- Using ICT- position pictures and input sounds Digital Wellbeing | | Engaging- Using ICT- Collaborating on shared documents Digital Wellbeing | |
| History | The Titanic | | Egyptians | | The Aztecs | |
| Geography | Human and Physical processes Ecosystems of China | | Compare contrasting locations Develop fieldwork skills. | | Describe and understand key aspects of physical geography Use maps, atlases, globes and digital mapping to locate countries and describe features studied | |
| D&T | Design and evaluate a product informed by research Use tools and equipment to perform practical tasks | | Understand seasonality of ingredients Understand how key events and individuals have helped shaped the world Understand and use electrical systems in products | | Generate, develop, communicate and model ideas Apply knowledge of computing to control a product Understand and use mechanical systems in products | |
| Art | Develop and share ideas through sketchbooks and in finished products Use experiences to inspire their artwork | | Develop and share ideas through sketchbooks and in finished products Learn about the great artists, architects and designers in history | | Develop and share ideas through sketchbooks and in finished products Improve mastery of techniques | |
| Languages | French | | French | French | French | |
| RE | If God made the world, why isn't it perfect? If God is everywhere, why go to a place of worship? | | Does Worship make people happy? What does religion say to us when life gets hard? | | Why do people have special ways of celebrating births and growing up? What does it mean to be a person of faith in today's society? | |
| PE | Football Health related fitness | Dance Lacrosse | Gymnastics Netball | Dance Tag Rugby | Gymnastics Rounders | Athletics Badminton |
| Music | Musical Notation Play and perform in solo and ensemble contexts | | Appreciate and understand high-quality live and recorded music from different traditions, musicians and composers Develop an understanding of the history of music Whole class brass tuition | | Listen to and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts | |
| SMSC | Mental Health and Wellbeing: Developing positive coping strategies | | Mental Health and Wellbeing: Developing positive coping strategies | | Mental Health and Wellbeing: Developing positive coping strategies | |
| | Anti-bullying: KiVa | | Anti-bullying: KiVa | | Anti-bullying: KiVa | |
| | British Values: Introduction and Rule of Law | | British Values: Democracy and Mutual Respect | | British Values: Individual Liberty and what do British Values mean to us> | |
| | Everyday Life: E-safety and SRE (Talking about puberty) | | Everyday Life: E-safety and SRE (Male and Female Changes) | | Everyday Life: E-safety and SRE (Puberty and Hygiene) | |