



Broadwood Primary School

Year 5

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	<u>Children of the Benin Kingdom</u> <i>By Dinah Orji</i> Quotes "The day a Benin father start telling his child that marks the beginning of pride, dignity and self-esteem in the life of that child" <u>Little People, Big Dreams: Black Voices.</u> For Black History Month "I have a dream." <u>Kick</u> <i>By Mitch Johnson</i> "The problem with being a dreamer is that occasionally you'll have nightmares – you've just got to make sure they don't ever spook you enough to want to wake up." <u>The Highwayman</u> <i>By Alfred Noyes</i> "'I'll come to thee by moonlight, though hell should bar the way."	<u>Cosmic</u> <i>By Frank Cottrell-Boyce</i> "What I remember is being on the moon. I remember every second. Every stone. Every star we saw. Sometimes it feels like I never really came back." <u>A Planet Full of Plastic</u> <i>By Neal Layton</i> "Our world is drowning in plastic and it's a big problem." <u>The Shakespeare Collection</u> <i>Retold by Angela McAllister</i> "All the world's a stage."  Shakespeare Theatre Company.  World Book Day Performance.	<u>The Explorer</u> <i>By Katherine Rundell</i> "The birds here make the birds in England look like they're dressed for a job interview." <u>Wonder</u> <i>By R.J. Palacio</i> "You can't blend in... when you were born to stand out!" <u>Geographic: Biomes</u> <i>By Izzi Howell</i> 'Discover the Biomes of our planet from lush rainforests and sweltering deserts to deep oceans and fast flowing rivers.' <u>A Different Sort of Normal</u> <i>By Abigail Balfe</i> "This is for ANYONE who has ever felt out of place. You don't have to be the 'odd one out'. You're unique and that's just great."
Science	<u>Properties and the uses of Materials</u> 1: How can we compare and group materials? 2: Which materials did the builders use when constructing our school and why?	<u>Earth and Space</u> 1: What's in space? 2: How do the planets move? 3: How does the position of the Sun in the sky change?	<u>Living Things and their Habitats – Plant and Animal</u> <u>Life Cycles</u> 1: How do flowering plants produce seeds? 2: Do all plants have the same number of reproductive

	3: Which liquid is the thickest? 4: Who invents things? 5: Can the same container keep cold things cold and hot things hot? 6: Which materials are absorbent, permeable or waterproof? 1-6: Unit Checkout – Knowledge Catcher. <u>Separating Mixtures and Changing Materials</u> 1: How can we separate mixtures? 2: What happens when we mix liquids and solids? 3: What makes a difference to how fast sugar or salt dissolves? 4: How can we clean up contaminated water? 5: What makes a change non-reversible? 6: How much gas can be produced by a non-reversible change? 1-6: Unit Checkout – Knowledge Catcher.	4: What causes day and night? 5: How does the Moon move? 6: What patterns can we find in data about the planets? 1-6: Unit Checkout – Knowledge Catcher.  Links to the Class Text (Cosmic) and Computing (Data Handling and Programming – Mars Rover).  Science Week. <u>Forces</u> 1: What is the friction between different surfaces? 2: Why do some objects fall faster than others? 3: How does the size of the canopy affect the time it takes a parachute to fall? 4: How does the shape of an object affect its movement in water? 5: How does the number of pulleys affect the force needed to lift a load? 6: How does the length of the lever affect the force needed to lift a load? 7: How do gears work? 1-7: Unit Checkout – Knowledge Catcher.  Links to DT (Mechanical Systems).	parts? 3: How can we grow over plants without using seeds? 4: How do birds change over their lifetime? 5: Do all mammals have the same gestation period? 6: How do amphibians change throughout their lifecycle? 7: Do all insects go through the same lifecycle? 1-7: Unit Checkout – Knowledge Catcher.  Links to the Class Text (The Explorer).  Visit to Scotswood Garden. <u>Animals, including Humans - Human Growth</u> 1: How do newborn babies change into teenagers? 2: How do girls become women? 3: How do boys become men? 4: What is the human lifecycle? 1-4: Unit Checkout – Knowledge Catcher.  Links to PSHE (Growing and Changing).  Cap-a-Pie's Brain Health.
History  Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.	<u>Benin Kingdom</u> What are the achievements of the Benin Kingdom? 1: How did the Benin Kingdom begin? 2: What was life like for the Edo people in the Benin Kingdom? 3: How were trade links established and what goods were traded? 4: What was the transatlantic slave trade? 5: What can the Benin Bronzes teach us about the Benin Kingdom? 6: Unit Checkout - What are the achievements of the Benin Kingdom?  Links to Class Text (Children of the Benin Kingdom).  Outdoor Learning with Mr. Mingstones.	<u>Medieval Monarchs</u> Who was the greatest medieval monarch? 1: Why was there a succession crisis in 1066? 2: Who was responsible for the death of Thomas Becket? 3: Which king was worse, John or Richard? 4: What makes a great medieval monarch? 5: How did power change during the medieval period? 6: Unit Checkout - Who was the greatest medieval monarch?	<u>Changing Britain</u> What did the British civil rights protests in the twentieth century have in common? 1: How have people fought for civil rights in Britain? 2: What was the Bristol Bus Boycott? 3: What was the Grunwick Strike? 4: Why were there protests about Section 28? 5: How did the Wheelchair Warriors fight for their rights? 6: Unit Checkout - What did the British civil rights protests in the twentieth century have in common?

Geography	<u>Slums</u> How far do you agree with the following statement? ‘Governments around the world should clear slums away.’ 1: What is a slum? 2: What are the similarities between Rocinha and Dharavi? 3: What challenges are faced by people living in the slums? 4: What improvements can be made for people living in the slums? 5: What next for Dharavi? 6: Unit Checkout – How far do you agree with the following statement? ‘Governments around the world should clear slums away.’  Links to the Class Text (Kick).  Outdoor Learning with Mr. Mingstones.	<u>Energy and Sustainability</u> How much do you agree with the following statement? ‘Humans cannot live sustainably.’ 1: What is sustainability? 2: Are fossil fuels sustainable? 3: What are renewable sources of energy? 4: What can we learn from Curitiba? 5: What can we learn from Freiburg? 6: Unit Checkout – How much do you agree with the following statement? ‘Humans cannot live sustainably.’  Outdoor Learning with Mr. Mingstones.	<u>Biomes</u> How much do you agree with the following statement? ‘It is already too late to protect biomes from climate change.’ 1: What are the Earth’s biomes? 2: Why are biomes where they are? 3: Why are biomes under threat? 4: What are the features of your favourite biome? 5: How can we persuade people to protect biomes? 6: Unit Checkout – How much do you agree with the following statement? ‘It is already too late to protect biomes from climate change.’  Links to the Class Text (The Explorer and Geographic: Biomes).
Computing  Online safety is taught and revisited in each half-term.	<u>Computing Systems and Networks – Search Engines</u> 1: Searching Basics 2: Inaccurate Information 3: Web Quest 4: Information Poster 5: Web Crawlers 6: E-Safety L1 – Online Protection  Link to PSHE (Melva’s Quest). <u>Programming – Music</u> 1: Tinkering with Scratch Music Elements 2: Scratch Soundtracks 3: Planning a Soundtrack 4: Programming a Soundtrack 5: Evaluation a Soundtrack 6: E-Safety L2 – Online Communication  Link to Music.	<u>Data Handling – Mars Rover</u> 1: Mars Rover 2: Binary Code 3: Computer Architecture 4: Using Binary – Numbers 5: Using Binary – Text 6: E-Safety L3 – Online Reputation  Links to Science (Earth and Space).	<u>Stop Motion Animation</u> 1: Animation Explored 2: Exploring Stop-Motion 3: Planning my Stop-Motion Project 4: Stop Motion Creation 5: Editing My Stop Motion Project 6: E-Safety L4 – Online Bullying <u>Programming – Micro:bit</u> 1: Tinkering with BBC Micro:bit 2: Programming an Animation 3: Polling Program 4: Programming a Pedometer 5: Programming a Scoreboard 6: E-Safety L5 – Online Health  Links to PE (Athletics).
PSHE	<u>Me and My Relationships</u> 1: Collaboration and Challenge! <i>(Discuss what collaboration and teamwork is)</i>	<u>Being my Best</u> 1: It all adds up! <i>(Understand the importance of food, water, oxygen etc for the human body and its health)</i>	<u>Valuing Difference</u> 1: Qualities of friendship <i>(Define key qualities on friendship and discuss why they might end)</i>

	2: Give and take (<i>Describe strategies to resolve conflict</i>) 3: How good a friend are you? (<i>Respond to a wide range of feelings in others</i>) 4: Relationship cake recipe (<i>Identifying what makes a relationship unhealthy</i>) 5: Our emotional needs (<i>Recognising emotional needs and how they change in different circumstances</i>) 6: Being assertive (<i>Identifying assertiveness skills</i>) <u>Melva: The Quest for Baranabus Boggle</u> 1: To start conversations with peers and grown-ups about worries and anxieties 2: To learn the difference between ‘good’ and ‘bad’ worrits and how they each affect us 3: To consider why some people make us feel good and others make us feel bad 4: To build empathy and critical thinking skills to understand how Barnabus is feeling and why he’s been behaving strangely 5: To understand how the things other people say or do can make us feel or behave 6: To understand how worrits can trigger our Fight / Flight / Freeze responses, and the different ways this can affect our bodies or make us behave 7: Identify things we can say or do to help other people when they are experiencing worrits 8: To recap what Melva and Barnabas learnt and achieved during their journeys up the mountain.  Link to Computing (Computer Systems and Networks).	2: Different skills (<i>Identify own strengths and talents</i>) 3: My community (<i>Suggest ways of improving the school community</i>) 4: Independence and responsibility (<i>Identify people who are responsible for helping them stay healthy and safe</i>) 5: Star qualities (<i>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</i>) 6: Basic first aid, including Sepsis awareness.  Outdoor Learning with Mr. Mingstones. <u>Keeping Safe</u> 1: Spot bullying (<i>Demonstrate strategies to deal with both face-to-face and online bullying</i>) 2: Play, like, share 1 (<i>What is safe/ unsafe to share online?</i>) 3: Play, like, share 2 (<i>Recognise that people aren't always who they appear on line, explain the risks</i>) 4: Decision dilemmas (<i>Suggest what someone would do when faced with a risky situation</i>) 5: Would you risk it? (<i>Identify risk factors</i>) 6: Vaping: healthy or unhealthy (<i>Describe some risks of vaping</i>)	2: Kind conversations (<i>Demonstrate respectfulness</i>) 3: Happy being me (<i>Develop an understanding of discrimination and injustice</i>) 4: The land of the Red People (<i>The benefits of having a diverse society</i>) 5: Is it true? (<i>Understand the information we get online is not always true</i>) 6: Stop start stereotypes (<i>understand that some people can get bullied because of their gender</i>)  Links to Class Text (Wonder). <u>Growing and Changing</u> 1: How are they feeling (<i>Distinguish between good and not so good feelings</i>) 2: Taking notice of our feelings (<i>Understand what kinds of touch are acceptable or unacceptable</i>) 3: Dear Ash (<i>Explain the difference between a safe and an unsafe secret</i>) 4: Growing up and changing bodies (<i>Identify some products that they may need during puberty and why</i>) 5: Changing bodies and feelings (<i>Know the correct words for the external sexual organs</i>) 6: Help! I’m a teenager – get me out of here! (<i>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</i>)  Link to Class Text (Wonder) and Science (Human Growth).  Cap-a-Pie’s Brain Health.
Art	<u>Structure and 3D – Interactive Installation</u> 1: What is installation art? 2: Space and scale 3: Everyday amazing 4: Creative concepts 5: Viewer experience 5: Unit Checkout – Knowledge Catcher.	<u>Drawing – Depth, Emotion and Movement</u> 1: Expressing movement 2: Showing emotion through line 3: Showing depth through mark making 4: Composition for printing 5: Printing 5: Unit Checkout – Knowledge Catcher.	<u>Painting and Mixed Media – Portraits</u> 1: Poem portrait 2: Developing drawings 3: Self-portraits 4: Changing faces 5: Mixed media portraits 5: Unit Checkout – Knowledge Catcher.

		 Links to PSHE.	 Links to Class Text (Wonder).
Design and Technology	<u>Cooking and Nutrition – Developing Recipes</u> 1: Chili Chicken Wraps 2: Gnocchi Bake 3: Spaghetti Bolognese 4: Chicken Korma 5: Chicken Chow Mein 5: Unit Checkout – Knowledge Catcher.  Delivered as part of the Little Chef Project.	<u>Mechanical Systems: Gears and Pulleys</u> 1: Gears 2: Improving your gear design 3: Pulleys 4: Eco gadget bike project: market research 5: Eco gadget bike project: design 5: Unit Checkout – Knowledge Catcher.  Links to Science (Forces).	<u>Structures: Bridges</u> 1: Arch and beam bridges 2: Spaghetti truss bridges 3: Building bridges 4: Finalising bridges 1-4: Unit Checkout - Knowledge Catcher.
Music  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<u>What shall we do with the drunken sailor?</u> 1: Sing a sea shanty expressively and with a strong beat. 2: Learn a cup rhythm game, keeping to the beat of the song. 3: Progression snapshot 1. Make a video recording of children singing. 4: Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid. 5: Create accompaniments with bass notes and chords. 6: Rehearse and perform What shall we do with the drunken sailor? <u>Why we Sing?</u> 1: Learn about Gospel songs and spirituals. 2: Singing in a Gospel style – phrasing and articulation. 3: Exploring Gospel music further. <u>Introduction to songwriting</u> 1: Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor. 2: Writing the lyrics of a hook. 3: Create a tune for your hook.	<u>Madina tun Nabi</u> 1: Get to know the song and where it comes from. 2: Get to know the song and learn more about Islamic music and the Nasheed. 3: Progression snapshot 2. Make a video recording of children singing. 4: Learn to sing Verse 1, play the drone, and improvise. 5: Learn to sing Verse 2 and play the chorus chords. 6: Practise all of the elements, bringing them together in a performance of the piece. <u>Building a groove</u> 1: Create a drum groove. 2: Create a bassline. 3: Create a riff-based melody. <u>Época</u> 1: Getting to know Época. 2: Exploring the history of Argentine tango. 3: Exploring the accordion, bass, and drum kit.	<u>Balinese Gamelan</u> 1: Gamelan beleganjur. 2: The kecak vocal chant. 3: Making connections... create and perform. <u>Composing in Ternary Form</u> 1: Section A – A happy little walk. 2: Section B – A strange encounters 3: Ternary form (ABA) – The full story. <u>Ukulele with ‘Perri’ teachers</u> 1-6: Lessons to follow Newcastle Music Service Ukulele programme.  Delivered by ‘Perri’ at Newcastle Music Service.
Religious Education	<u>Why do people have to stand up for what they believe in?</u> 1: What does freedom look like? 2: How have beliefs been challenged in the past? 3: How can light represent standing up for what you believe in? 4: Should we celebrate Bonfire Night?	<u>What happens when we die? (Part 1)</u> 1: Why do some people believe in a soul? 2: How do some people make up for bad deeds? 3: If there’s a heaven, what might it be like? 4: What is the purpose of a funeral? 5: How do some people seek forgiveness in their lives? 6: How do some people remember those that have died?	<u>Who should be in charge?</u> 1: How are laws created? 2: How is a leader chosen? 3: Where do religious laws come from? 4: How did Guru Nanak choose a successor? 5: When can someone become a leader? 6: How can religious texts be leaders?

	5: What can inspire people to stand up for their beliefs? 6: How can we stand up for what we believe in? 6: Unit Checkout – Knowledge Catcher. Why do people have to stand up for what they believe in? <u>Why doesn't Christianity look the same?</u> 1: Why did some people believe Jesus was the Messiah? 2: How did Christianity develop? 3: What is Roman Catholicism? 4: How have historical changes impacted Christianity? 5: How can being part of a Christian community give a sense of belonging? 6: Does everyone have the same picture of Jesus? 6: Unit Checkout – Knowledge Catcher. Why doesn't Christianity look the same?	6: Unit Checkout – Knowledge Catcher. What happens when we die? (Part 1) <u>What happens when we die? Part 2</u> 1: If there is a soul, where does it go? 2: What is samsara? 3: How might someone reach moksha? 4: How can people find comfort after death? 5: What is nirvana? 6: What does enlightenment look like? 6: Unit Checkout – Knowledge Catcher. What happens when we die? (Part 2)	6: Unit Checkout – Knowledge Catcher. Who should be in charge? <u>Why are some places in the world significant to believers?</u> 1: What can make a place significant? 2: How can religious events make a place significant? 3: What makes the Harmandir Sahib significant to many Sikhs? 4: How can a river be a goddess? 5: Can relics make a place significant? 6: Who can visit significant places? 6: Unit Checkout – Knowledge Catcher. What happens when we die?
Physical Education	<u>Autumn 1 – Invasion Games: Tag-Rugby and Gymnastics</u> Gymnastics – Unit 1: 1: The key steps to perform a round-off. 2: To create and perform a partner sequence using symmetry. 3: To create and perform a partner sequence using asymmetry. 4: To perform a counter-balance with a partner. 5: To perform smooth transitions between counterbalances using different levels. 6: To evaluate each other's work and suggest improvements.  Record and evaluate performances using the iPads.  Delivered alongside NEPSSS. Invasion Games - Tag-Rugby: 1: To use defensive positions to mark and tag an attacker. 2: To pass a ball accurately and consistently while on the move. 3: To defend as part of a team to deny space to the	<u>Spring 1 – Striking and Fielding: Cricket and Swimming</u> Striking and Fielding - Cricket: 1: To work with a partner to score runs. 2: To throw accurately over short distances to get batters out. 3: To follow the path of the ball to catch as a wicketkeeper. 4: To overarm bowl with accuracy whilst using a run-up. 5: To play a forward defensive shot. 6: To set a field in a game to limit the runs scored by a batter.  Delivered alongside Chance to Shine. Swimming: 1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.  Providers from Elswick Swimming Pool. <u>Spring 2 – Net/Wall Games: Tennis and Target Games: Dodgeball</u> Net and Wall Games - Tennis:	<u>Summer 1 – Striking and Fielding: Rounders and Dance</u> Striking and Fielding - Rounders: 1: To judge how far you can run based on the distance of a hit. 2: To throw over short distances with power and accuracy to get batters out. 3: To follow the path of the ball to make sure it is fielded consistently. 4: The backwards hit rule and using it tactically as the backstop. 5: To hit the ball into gaps to maximise the chance of scoring. 6: To set a field in a game to limit the scoring of a batter.  KS2 Rounders Festival. Dance – Unit 1: 1: What a non-locomotor movement is and using it in our dance. 2: To perform both non-locomotor and locomotor movements together. 3: To create new and exciting group patterns.

	attacking team. 4: To use a pop pass over short distances to create an explosive run. 5: To move the ball quickly using the ‘magic diamond’ formation. 6: To use the 3 step and pass rule with some confidence.  Year 5 and 6 Invasion Games (Tag-Rugby) Competition. <u>Autumn 2 – Gymnastics and Invasion Games: Netball</u> Gymnastics – Unit 2: 1: To use space creatively along an L-shaped pathway. 2: To refine our round-off technique. 3: To refine over-the-shoulder roll and attempt a handstand finish. 4: To smoothly link two cartwheels to perform a double cartwheel. 5: To transition into a bridge with control. 6: To develop a 6-element partner sequence incorporating asymmetry. Invasion Games – Netball: 1: To choose the appropriate pass for different scenarios. 2: To find space to receive in a game. 3: To use different dodging techniques to outwit a defender and get free. 4: To practice and perform pivoting and quick turns. 5: To get into closer shooting positions. 6: To react and move quickly in isolation and in games	1: To recap and perform a range of different shots with accuracy and control. 2: To move quickly to the ball to perform a volley. 3: To play an overhead shot and know when you might use it. 4: To use different court formations during doubles play. 5: To refine court movement to hit the ball before the second bounce. 6: To perform a diagonal serve to begin a game in competitive situation. Target Games - Dodgeball: 1: To quickly pick up a ball from the ground and throw it accurately. 2: To use the snatch catch effectively. 3: To develop smaller dodging movements like the weave and leg lift. 4: To use the block and catch tactic. 5: To use counter-attacking tactics in dodgeball. 6: The hand up rule and using it in a game.  Year 5 Dodgeball Competition.	4: a simple Line Dance routine. 5: To create our own 3-step line dance with a partner. 6: To work collaboratively within our group to improve our performance.  To perform a Dance to Year 6. <u>Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)</u> Athletics: 1: To run for speed & distance on our own and as part of a team. 2: Pacing our run over longer distances. 3: Different jumping styles and exploring which ones we can jump further with 4: To use the push-throw technique. 5: To exchange a baton within a restricted area. 6: To design a running, jumping or throwing activity for others using the STEP principle.  Sports Day. Outdoor Adventurous Activities (OAA): 1: To explore different ways of communicating with a blindfolded partner. 2: To follow a designated route at maximum speed and complete a task safely. 3: To use memory methods to recall different objects whilst navigating. 4: To use clear communication to recreate a shape as a team. 5: To use imagination and creative thinking to create the tallest marshmallow tower. 6: To send and interpret messages using Morse code.  Orienteering trip for all (linked to Geography).  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.  Additional Swimming in Summer 2 for a Target Group.
British Sign	<u>Talk about the Day</u>	<u>Ordering Food</u>	<u>Sports</u>

Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	1: Getting up 2: Travelling to school 3: At home 4: Meal times 5: Bath time 6: Talk daily routines <u>Talk about School</u> 1: School subjects 2: Talk about like and dislikes 3: Ask about school subjects 4: School equipment 5: Ask and offer equipment  Links to PSHE and school routines.	1: Breakfast foods 2: Sandwich fillings 3: Fruit 4: Snacks 5: Eating out <u>Ordering Drinks</u> 1: Order drinks 2: Order ice cream 3: Ask about likes and dislikes 4: Take orders 5: Money  Links to DT (Cooking and Nutrition) and school dinner time routines.	1-4: Assessment 5: Football and Rugby 6: Netball and Basketball <u>Talk about Sports</u> 1: Swimming 2: Athletics, Cricket and Rounders 3: Talk about favourite sport 4: Equipment 5: Study of a deaf role model – Evelyn Glennie.  Links to PE.
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