



## Creative Curriculum Yearly Overview: Year 5

Topic	Advent	Lent	Pentecost
<b>Theme</b>	<b>Vicious Vikings! Could you become a Viking?</b>	<b>Blast to the Past The Industrial Revolution: Revolutionary or Revolting?</b>	<b>Oceans Apart Why do natural disasters happen?</b>
<b>Key Vocabulary</b>	Invaders Valhalla Runes Longboats Longhouses Pagan Settlements Wattle and Daub Vikings Anglo-Saxons Resistance Kingdoms	Industrial Revolution Workhouse Patent Locomotive Railway Economic Colonialisation Empire Lunar Module Orbit	Volcanoes Tectonic Plates Earth Quakes Climate Zones Adaption Tsunami The Water Cycle Topographical Population Climate change Natural Disasters Ordinance Survey
<b>Key text</b>	Goldfish Boy by Lisa Thompson The Legend of Baldur (Saga)	Street Child by Berlie Doherty Victorian Poetry	Kenzuke's Kingdom by Michael Morpurgo Extracts from Treasure Island
<b>Literacy</b>	<b>Recount:</b> Beowulf (Storytelling book pg 251) <b>Recount:</b> When the Vikings Came (History Storytelling book g 93) <b>Explanation Text:</b> Yule Tide (Pagan festivals)  <b>CC Assessment question – Could you become a Viking? – Information Text</b> linked to the Vikings and information from themed day	<b>Recount:</b> The Highwayman poem <b>Information report:</b> Write a fact file about local history in Slough <b>Recount:</b> Apollo 13. Write a diary entry of one of the astronaut (Science storytelling book pg 213)  <b>CC Assessment question – The Industrial Revolution: Revolutionary or Revolting? – Discussion Text</b>	<b>Recount:</b> Baldur (Storytelling book pg 309) <b>Persuasion:</b> Pick up your Plastic – based on David Attenborough, linking with climate <b>Recount:</b> Linked to an extract from KENZUKE'S KINGDOM. Write a letter from Michael to his parents/diary entry  <b>CC Assessment question – Why do natural disasters happen? - Discussion Text</b>

<b>Maths</b>	<b>Maths No Problem</b> <ul style="list-style-type: none"> <li>- Numbers to 1, 000,000</li> <li>- Whole number addition and subtraction</li> <li>- Whole number multiplication and division</li> <li>- Whole number worded problems</li> </ul>	<b>Maths No Problem</b> <ul style="list-style-type: none"> <li>- Graphs</li> <li>- Fractions</li> <li>- Percentages</li> <li>- Decimals</li> <li>- Roman numerals</li> </ul>	<b>Maths No Problem</b> <ul style="list-style-type: none"> <li>- Geometry</li> <li>- Position and movement (co-ordinates)</li> <li>- Area and perimeter</li> <li>- Volume</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Belonging</li> <li>• Loving</li> </ul>	<ul style="list-style-type: none"> <li>• Mission</li> <li>• Memorial Sacrifice</li> <li>• Sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>• Transformation</li> <li>• Freedom &amp; Responsibility</li> <li>• Stewardship</li> </ul>
<b>History</b>	<b>Anglo Saxons and Vikings</b> <ul style="list-style-type: none"> <li>• <i>develop a chronologically secure knowledge and understanding of British, local and world history,</i></li> <li>• <i>be able to make connections, contrasts and trends over time and develop the appropriate use of historical terms</i></li> <li>• <i>They should understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• Roman withdrawal from Britain</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion</li> </ul>	<b>Local history study</b> <ul style="list-style-type: none"> <li>• <i>A study of an aspect of history dating from a period beyond 1066 that is significant locally</i></li> <li>• <i>Impact of railway expansion on Slough</i></li> <li>• Industrial Revolution</li> <li>• Birth of Barnardo's charity</li> <li>• NSPCC</li> <li>• Impact of the railways and industrial change on Slough over time</li> </ul>	

	<ul style="list-style-type: none"> <li>• Viking raids and invasion resistance by Alfred the Great Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>		
<b>Geography</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics – Viking Invasions</i></li> </ul> <p><b>Human geography</b></p> <ul style="list-style-type: none"> <li>• <i>types of settlement and land use, economic activity including trade links</i></li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics – Mapping the leading towns and cities in the Industrial Revolution.</i></li> <li>• <i>Comparing physical geography of country side to city life</i></li> </ul>	<p><b>Focus on geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• <i>Use maps, atlases and globes to locate countries and describe features</i></li> <li>• <i>Use the eight compass points, four and six-grid reference, symbols and key to build knowledge of wider world</i></li> <li>• <i>locate the world's countries, using maps to focus on Europe South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></li> <li>• <i>Comparing Slough to Brazil</i></li> <li>• <i>Natural disasters</i></li> <li>• <i>Climate change</i></li> <li>• <i>Using maps to find locations</i></li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• <i>about great artists in history.</i></li> <li>• <i>to improve their mastery of art and design techniques, including drawing</i></li> <li>• <i>Runes</i></li> <li>• <i>Illuminated letters</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>to improve their mastery of art and design techniques, including drawing, using different materials pencil, charcoal, paint</i></li> <li>• <i>Sketching and drawing trains looking at perspective and movement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>to improve their mastery of art and design techniques, including drawing, using different materials pencil, charcoal, paint</i></li> <li>• <i>Using different methods to create images</i></li> </ul>

			Japanese artwork - Hokusai's 'Great Wave' -Printing
<b>DT</b>	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of functional, products that are fit for purpose</li> <li>• generate, develop, model and communicate their ideas through discussion and annotated sketches</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials and components</li> <li>• Design, build and test Viking Longhouses</li> </ul>	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of functional, products that are fit for purpose</li> <li>• generate, develop, model and communicate their ideas through discussion and annotated sketches</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials and components</li> <li>• Design, build and evaluate working conveyor belts as if in a factory</li> </ul>	<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of functional, products that are fit for purpose</li> <li>• generate, develop, model and communicate their ideas through discussion and annotated sketches</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• select from and use a wider range of materials and components</li> </ul> <p>Design, build and evaluate erupting volcanoes</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Properties and change of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Earth and Space</li> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Animals including humans</li> </ul>
<b>Computing</b>	E-Safety – Digital Footprints Handling Information Text and communication	E-Safety Control – simulating real systems Digital Art	E-Safety Key Skills – How computers connect Programming - Variables
<b>Music</b>	Ukulele	Ukulele	Ukulele
<b>MFL</b>	Spanish	Spanish	Spanish
<b>PE</b>	<ul style="list-style-type: none"> <li>• Games</li> <li>• PE skills</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Tag Rugby</li> <li>• Netball</li> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Athletics</li> </ul>
<b>Trips</b>	Viking workshop in school 24 <sup>th</sup> September 2019	The Curve Slough Museum	National Gallery Heart Dissection

		Brunel	
<b>Information/websites for parents</b>		<a href="http://www.sloughhistoryonline.org.uk/">http://www.sloughhistoryonline.org.uk/</a>	