# Les Voies School Year 5 Curriculum Overview Map

| Subejct | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **English** | **School Brochure**<br>Text: Back to School, Mallory by Laurie B. Friedman<br>Write to explain<br>Write to describe | **Letters and speeches**<br>Text: From Hereabout Hill by Michael Morpurgo<br>Structure<br>Formality/Register<br>Write to Persuade | **People, Pets and Poems**<br>Text: The Company of Animals by Michael Rosen<br>Rhyming<br>Structure<br>Vocabulary | **People, Pets and Poems**<br>Text: The Highwayman - Alfred Noyes<br>T.S.Eliot - Cat Poems<br>Structure - Narrative Poems<br>Vocabulary<br>Other times and places | **What's Through the Wardrobe?**<br>Text: The Lion, The Witch and the Wardrobe by CS Lewis<br>WWII Literature<br>Theme Analysis<br>Emotive Language | **Book Review**<br>Write a The Lion, The Witch and The Wardrobe inspired story |
| **Maths** | **Staged curriculum - topics will bary based on student need and gaps in knowlege.** | | | | | |
| **Science** | **Biology**: Living things and their habitat | **Physics**: Earth and Space | **Chemistry**: Properties and changing materials | **Biology**: Animals including humans | **Physics**: Forces | **Chemistry**: Materials |
| **Computing** | **Online bullying & Digital Capture/Editing**<br>Picture perfect<br>Using photos to tell a story<br>iPads & basic editing | **Creating and Presenting Designs** | **Self-image and identity &**<br>Databases<br>What is your favourite...<br>Surveys and answers<br>Mapping software<br>Where in the world? | **Real or Not?**<br>How to tell if something is real or not! | **Health, Well-being and Lifestyle & Input/Output Devices**<br>Computer parts! | **Game Making**<br>Intro to coding e.g. code.org |
| **History** | **How do we know what happened**<br>in the past?<br>What is History?<br>The Stone Age and Maud Cunnington<br>Stone Age Guernsey<br>Local neolithic sites | **Who were the Ancient Egyptians**<br>and why did they love the River Nile?<br>Technology, culture and chronology<br>Tutankhamun's discovery<br>The River Nile and it's importance | **Who had the greatest impact on Britain?**<br>Roman, Saxon and Norman Empires/ Invasion of Britain<br>Comparison of the empires, invasions and their successes | | **Which Tudor monarch was the worst?**<br>Who were all of the Tudor monarchs?<br>What was life like during the Tudor period?<br>Rank each Tudor monarch<br>Propoganda | **Who has the right to rule?**<br>Divine Power, Acclaimation<br>Gunpowder plot<br>Monarchs and religion (Protestants, Catholics and Puritians) |
| **Geography** | **Weather and Climate; Why Can't We Sunbathe in December?**<br>- Identify different types of weather<br>- Know that weather changes across the world<br>- Have a basic understanding of why weather differs across the world - tilting axis | **Mapping and Map Skills; Where Are We?**<br>- Guernsey locational knowledge (Parish, SPP, landmarks, school)<br>- Locate and identify other Channel Islands<br>- Positional language<br>- Key map features | **Earth; Was Our World Ever Just One Land?**<br>- Land mass and oceans<br>- Locational knowledge | **Space; Is It a Bird, Is It a Plane?**<br>- The Solar System | **Globalisation; How Does Our Food Get to Our Plate?**<br>- Local farming, locally grown and local produce<br>- Know the origins of staple foodstuffs<br>- Experience in growing and producing | **Development; How Is This 100% Recycled When It's Brand New?**<br>- UNICEF<br>- Fairtrade<br>- Natural and Manmade resources<br>- Reduce, Reuse, Recycle<br>- Sustainability |
| **RPSHE** | **Health & Wellbeing including RE**<br>Growing and Changing | **Relationships including RE**<br>Families and Friendship | **Health & Wellbeing including RE**<br>Keeping ourselves safe & healthy | **Relationships including RE**<br>Positive Relationships | **Living in the Wider World Inc RE**<br>Belonging to a Community | **Economic Literacy**<br>Financial wellbeing |
| **PE** | **Team Building Games & Health Related Fitness** | **Coordination and Striking Games**<br>- Short tennis<br>- Badminton<br>- Table tennis<br>- Golf<br>- Racketball | **Team Sports**<br>- Football<br>- Tag rugby<br>- Indoor hockey<br>- Invasion games | **Ball Games**<br>- Basketball<br>- Tchoukball<br>- Volleyball<br>- Netball | **Base Games**<br>- Rounders<br>- Softball<br>- Quick cricket<br>- Kick ball | **Athletics & Outdoor Pursuits**<br>- Sailing<br>- Surfing<br>- Athletics<br>- Climbing<br>- Orienteering |
| **Art & Design** | **Line**<br>Explore the formal element 'line' by completing a series of activities that experiment with ways of recording a line. | **Tone**<br>Exploration of the formal element 'tone' by completing a series of activities that experiment with ways of appling a tonal range with graded pencils 2B. | **Colour**<br>Investigate basic colour theory of primary and secondary colours. Learn about warm and cool colour schemes and apply solid flat colour. | **Texture**<br>Explore the formal element 'texture' using various techniques and materials. | **Shape**<br>Explore the formal element 'shape' by engaging in compositional placement activities. Learn the difference between shape catagories. | **Technical Application**<br>Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media. |
| **OAA** | **Sea swimming (Bathing pools)**<br>JASS - Get Active - Stay Active (Sport)<br>Familiarisation with open water<br>Building confidence in open water | **Community projects**<br>JASS - Me and My World<br>Environmental and FUNdamental activities<br>Identifying effects of litter<br>Wildlife effects | **Bouldering**<br>JASS - My Interests (Skill development)<br>Hand and Feet positioning<br>Figure of 8<br>Belaying | **Teamwork and Leadership**<br>JASS - Adventur<br>Cooperation and Teamwork skills<br>Map Orientation and grid navigation<br>Route planning<br>Trust, observational and listening skills | **Forestry and Woodland Activities**<br>JASS - Adventure<br>Nature trails<br>Bug hunts<br>Team den building<br>Tree swings<br>Nature art | **Intro to sailing (Part 1)**<br>JASS - Get Active.Stay Active (Physical Activity)<br>Safety equipment familiarisation<br>Boat control<br>Wind direction and sails<br>Knots and how to tie them |
| **Food Technology** | **What is the Eatwell plate?**<br>Recognising Food groups<br>Water and Hydration- why is it important?<br>Kitchen routines<br>Food Safety<br>Example Recipes- Sandwiches, smoothies, Fruit kebabs | **What is the Eatwell plate?**<br>Undertanding Kitchen routines<br>What are the main food groups?<br>Getting to know the basic kitchen equipment<br>Example Recipes-Muffins, Scones, Tomato Soup | **What are Cereals?**<br>Wheat, Oats and Barley<br>Understanding Dairy- Milk, cheese, yoghurt and butter<br>Eggs- Recognising the parts- separating an egg<br>Example Recipes- Eggs, flapjacks, Potato skins | **Recognising Meat** - 4 main meats eaten<br>Fruit and vegetables- Over and under the soil<br>Identify the uses for potatoes<br>Preparing Rice<br>Example Recipes- Wedges, kebabs and curry | **Cereals- When they are planted and harvested**<br>Dairy- Milk, cheese, butter-<br>Know where they come from<br>Eggs- Know which poultry we eat eggs from<br>Meat- Name the animals and parts where meat is eaten<br>Example Recipes- Pancakes, Egg fried rice, BBQ Chicken wings | **World food- Food produced in UK**<br>Potatoes- Planted and harvested<br>How Rice is grown and harvested<br>Example Recipes- vegetable rice, burger and chips, fishcakes |