

### Year 5 Topic 6 Overview

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Science</b> Properties of materials & changes in state	To be able to compare and group material based on their properties	To know that some materials are soluble, and some are not	To know that some reactions are reversible and mixtures can be separated	To know that some reactions are irreversible	To understand how a materials properties impact its uses	To use knowledge of materials to design an experiment to separate mixtures
<b>Vertical links</b>	To compare data and make conclusions		To know that some materials change state when they are heated or cooled		To identify different materials and their purpose	
<b>Horizontal links</b>						To be able to design a piece of artwork
<b>History</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>Geography</b> Volcanoes & Earthquakes	To know the structure of the Earth	To know how volcanoes are formed	To know what an earthquake is and why they happen	To understand the magnitude of earthquakes	To understand the key aspects of earthquakes through the study of the Haiti earthquake	To understand the key aspects of earthquakes through the study of the Haiti earthquake
<b>Vertical links</b>	To describe and understand key aspects of physical geography including mountains and the water cycle	To describe and understand key aspects of physical geography including mountains and the water cycle				
<b>Horizontal links</b>						



<b>Art and Design</b> Colour – Pastels	To know and use a range of techniques	To know how to colour mix	To evaluate existing art	To use a range of techniques to recreate a painting	To explore ideas for a painting	To create own natural disaster inspired art
<b>Vertical links</b>		To make secondary colours using primary colours To explore colour mixing		To recreate an artist's work using a range of brush techniques To paint a picture based on a landscape		
<b>Horizontal links</b>				To know the environmental features of a region		
<b>Design Technology</b> Structures – earthquake proof buildings	To research different earthquake proof buildings	To identify stronger and weaker shapes	The use research and develop design criteria to inform the design of an earthquake proof building	To create an earthquake proof building	To create an earthquake proof building	To evaluate their ideas and products against their own design criteria
<b>Vertical links</b>				To create spaghetti bolognaise		To evaluate their bolognaise based on existing products of a different nutritional value
<b>Horizontal links</b>		To explore 3D shapes		To know what an earthquake is and why they happen		To evaluate existing art



<b>Religious Education</b> Islam – behaving as a Muslim, religious practices and communities	To know how Muslims express their beliefs through the way they live their lives	To know what is expected of a Muslim who has committed themselves to Islam	To know what is expected of a Muslim who has committed themselves to Islam	To know what is expected of a Muslim who has committed themselves to Islam	To know what differences Muslims make to their communities	To know how Muslims express their beliefs through the way they live their lives and what is expected of a Muslim who has committed themselves to Islam
<b>Vertical links</b>		To know how Muslims celebrate Ramadan To know what codes, rules and tradition Christians follow To know what is expected of a Hindu who has committed themselves to Hinduism	To know what is expected of a Hindu who has committed themselves to Hinduism	To know what is expected of a Hindu who has committed themselves to Hinduism	To know what differences Hindus make to their communities To know how Hinduism is practiced and passed on in their communities	To know how Hindus express their beliefs through the way they live their lives and what is expected of a Hindu who has committed themselves to Islam
<b>Horizontal link</b>					To understand why they are motivated to make a positive contribution to supporting others	
<b>Computing</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						



<b>Physical Education</b>	To develop throwing and catching skills and apply them to the relevant situation	To develop bowling accuracy and perform the skill within the rules of the game	To develop batting skills, identify when they are successful and what they need to do to improve	To develop fielding techniques and begin to use these when under pressure	To understand the need for tactics and identify when to use them	To apply skills and knowledge to compete in a tournament, using tactics identified
Rounders		To return the ball using a backhand groundstroke when under pressure	To use a variety of shots to keep a continuous rally going	To develop the underarm serve and understand the rules of serving	To develop the volley and understand when to use it	To apply rules, skills and principles to play against an opponent
Tennis	To return the ball using a forehand groundstroke when under pressure					
<b>Vertical links</b>	To develop throwing and catching skills with accuracy and apply these to a striking and a fielding game To develop racquet and ball control	To develop bowling and learn the rules of the skill within this game To develop returning the ball using a forehand and understand when to use it	To develop batting techniques and understand where to hit the ball To develop the backhand and understand when to use it	To develop fielding techniques and apply them to game situations	To play different roles in a game and begin to think tactically about each role To keep a continuous rally going showing increased technique	To apply skills and knowledge to compete in a tournament To use and apply rules and simple tactics and understand and use rules to manage a game
<b>Horizontal links</b>						
<b>PSHE</b> Changing Me	To be aware of their own self-image	To explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally	To describe how boys' and girls' bodies change during puberty	To understand that sexual intercourse can lead to conception and that is how babies are usually made	To identify what we are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	To name and understand the changes humans go through and how conception occurs
<b>Vertical links</b>	To have an accurate picture of who they are as a person in terms of their characteristics and personal qualities	To know how the circle of change works and to be able to apply it to changes they want to make in their lives To describe how a girl's body changes for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby	To identify changes that have been and may continue to be outside of their control that they learn to accept		
<b>Horizontal links</b>	To understand puberty	To understand puberty	To know the difference between sexual and asexual reproduction	To know the life cycle of a human		



<b>Music</b> Rewind, Reflect and Replay	To introduce Brazilian music using body percussion	To use body percussion to create a rhythm	To know about the composer Rachel Portman and to revise musical terminology (semibreve)	To revise musical terminology (treble and base clefs, quavers and quaver rests), revisit a chosen song	To revise musical terminology and revisit a chosen song	To revise musical terminology and perform a chosen song
<b>Vertical links</b>	To play a percussion instrument (djembe)		To reflect on previous units and improve performance			To perform having analysed a previous performance
<b>Horizontal links</b>						
<b>MFL</b> To the seaside	To understand nouns for items to take to the beach	To recall some sentence starters and use them to talk about the seaside	To understand and use sentences about visiting the seaside	To create extended sentences about visiting the seaside	To read and understand facts about the seaside	To apply language skills to learn another language
<b>Vertical links</b>		To know and use sentence starters		To use adjectives and nouns linked to the seaside		To know the detective language skills
<b>Horizontal links</b>	To know what nouns are					