



**Sacred Heart RC Primary School**

**'Where Every Heart is Sacred'**

**Class 5 Curriculum Overview**

Term/ Driver	Sacred Heart Special	Maths and PFEQ	Literacy	History	Geography	Art	DT	Computing	Science	PSHE	RE and Caritas	Music	PE	MFL
<b>Autumn 1</b>  How do communities come together?  Family and Community	Marriage & family should be supported and strengthened. Society needs to be fit for families to grow and develop in.	Numbers and Place Value Addition and Subtraction	Narratives – creating characters, settings and plot.  Non-narrative material – using simple organizational devices. <b>Communities</b>  Guided Reading Fantastic Mr Fox	Chronologically secure knowledge of world history – volcanoes in history. The decade volcanoes (16 significant volcanoes recognized by IAVCEI). <b>How did the affected communities come together?</b>	Volcanoes around the world – Vesuvius, St Helen, Mount Etna, Krakatoa, Mauna Loa El Rodeo - Guatemala  <b>How does tragedy affect family and community?</b>	Vesuvius in Eruption, Krakatoa Volcano (Joseph Wright)  Observe different volcanic artwork.  <b>How can people live there?</b>	Create a model volcano and eruption (vinegar and bicarbonate soda).  Design a Stone Age axe.  Create a model of Stonehenge  Food and Farming (making healthy food)	PowerPoint Volcano – study of volcanoes on different continents and the effects on community and people.	States of matter  Changes in properties  How does a volcano erupt?	Being me - Understanding my place in the class, school and global community.  <b>How do I contribute positively to the school community?</b>	People The family of God in Scripture <b>Called</b> Confirmation: a call to witness	Listen with attention to detail and recall sounds with increasing aural memory. <b>We are family.</b>	Play competitive games applying attack and defence – <b>working together as part of a team.</b>	Songs and Games about myself, vocab based around numbers, colours, days of week etc Follow simple instructions in Spanish.
<b>Autumn 2</b>  Do I appreciate what I have?  Dignity of the human person	Everyone's life and dignity must be respected and supported. As a school we must enhance the life and dignity of the human person.	Multiplication Division Measurement	Narratives – creating characters, settings and plot.  Non-narrative material – using simple organizational devices. <b>Appreciation</b>  Guided Reading Flat Stanley	Changes in Britain from the Stone Age to the Iron Age  <b>Are people more appreciative when they have to fight for resources?</b>	Skara Brae – Name and locate geographical regions in the UK and create a map of Skara Brae using grid references.  <b>Why is it important to appreciate how the world has changed?</b>	Stone Age cave paintings. Study cave paintings in Lascaux in Southwest France.  <b>What do you do for entertainment?</b>	Design a Stone Age axe.  Create a model of Stonehenge  Food and Farming (making healthy food)	Databases – How do you display dignity.  Create a database for people in your class displaying personal qualities.	Animals including humans  (Focus on Stone Age animals – bison deer).	Celebrating difference - Anti-bullying (cyber and bullying included) and diversity at work.  <b>What can I do to look after myself and others?</b>	Gift <b>Is a gift something that I can see? How do you act when you receive a gift?</b>	Use dynamics and tempo – create a song about the Stone Age.	Compare performance with previous ones and demonstrate improvement to <b>achieve personal best.</b>	Family  All about me  Navidad - Christmas
<b>Spring 1</b>  How are we building a world fit for God's children?  Dignity of Work	Work gives dignity to life and must be carried out in such a way that the basic rights of workers are respected. The economy must be a means to an end not the end goal.	Fractions Time	Narratives – creating characters, settings and plot.  Non-narrative material – using simple organizational devices <b>World</b> Guided Reading Bill's New Frock	Natural resources - Cotton Industry in North America and its effects on Manchester.  <b>Why were the working conditions unfair?</b>	North America – Mexico, USA and Central America.  <b>Current politics in USA</b>	Edward Hopper – 20 <sup>th</sup> Century American artist focusing on realism at work and landscapes.	Select different materials to create a Manchester worker bee.  <b>Why is the worker bee now a symbol of Manchester?</b>	Digital Literacy and citizenship	Sound  <b>What sounds are in the workplace? Should people be working in these conditions?</b>	Healthy me – how to maintain physical, mental and emotional well-being, making informed choices.  <b>Why is it important to be healthy at school?</b>	Community  Giving and receiving  <b>We must learn to be appreciative.</b>	Clap pulse and pattern together. Play one pattern against another. <b>Perform a song about the world we live in.</b>	Develop flexibility, strength, technique, control and balance through gymnastics. <b>Fit and healthy.</b>	Rutina diaria - Daily routine
<b>Spring 2</b>  How do I make sure everyone is loved?  Option for the Poor and Vulnerable	Respond to the cries of the poor and put their needs first. This preferential option must be seen in action in our daily lives	Decimals Money Time	Narratives – creating characters, settings and plot.  Non-narrative material – using simple organizational devices <b>Love</b> Guided Reading Battle of Bubble and Squeak	A local history study – How has land use in Gorton changed over the years?  <b>How do we look after people in Gorton?</b>	Types of settlement and land use – North West England comparing rural and urban areas.  <b>Charities in Manchester</b>	Franz Marc – observational drawings of animals using materials and mark making techniques.	Create an urban/rural model.	Scratch	Habitats/ Life in habitats – link to local habitats and typical animals found in the local area.  <b>How can I care for animals and their habitats?</b>	Relationships – maintain, physical, mental and emotional <b>well-being</b>	Self-discipline  <b>Learn to put others first</b>	Read and play 4 and 8 beat rhythm notation. <b>Link composition to looking after the world (Feed the world).</b>	Take part in outdoor and adventurous activity challenges.  <b>Working together within a team.</b>	A estudiar -- Let's study
<b>Summer 1</b>  I am responsible for caring for God's creation  Stewardship	We are responsible and accountable to God as stewards of the earth. We must look after it for future generations.	Measurement Geometry Position and direction	Narratives – creating characters, settings and plot.  Non-narrative material – using simple organizational devices <b>Creation</b> Guided Reading Beetle Boy	The Ancient Egyptians - in depth study  <b>What did the Egyptians give to us?</b>	Physical Geography of Ancient Egypt – River Nile and surrounding settlement  <b>Why is the River Nile such an important creation?</b>	Create an Egyptian art work using influence from Pablo Picasso and Georges Braque.	Egyptian masks	Makey Makey kit	Electricity  <b>How do I not use too much electricity? Why is it important?</b>	Relationships and sex education	New life  Building bridges  <b>Why should I learn to forgive?</b>	Create a rhythmic or binary phrase about the Ancient Egyptians.	Play competitive games through Racket sports And Striking sports.  <b>Responsibility</b>	La Ropa – the clothes

<p><b>Summer 2</b> How do you treat everybody the same?</p> <p><b>Rights and Responsibilities</b></p>	<p>Everyone has the right to food, healthcare, housing, education and employment. We all need to strive and secure these rights for others, both locally and globally</p>	<p>Geometry Statistics</p>	<p>Narratives – creating characters, settings and plot.</p> <p>Non-narrative material – using simple organizational devices</p> <p>Equality Guided Reading Beetle Boy</p>	<p>The mills of Manchester. Who owned them? Who worked in them?</p> <p>Was everybody treated fairly in the mills?</p>	<p>Greater Manchester – name and locate towns/cities in Greater Manchester. Where were the mills?</p> <p>Are we doing enough to look after people in Greater Manchester?</p>	<p>Victorian Manchester – Focus on work from Ford Madox Brown. Explore photo transfer and scraffito.</p> <p>Look at working conditions in the artwork.</p>	<p>Sewing – cross stitch/ stitching techniques.</p>	<p>Comic strip</p>	<p>Food and farming – appreciation (countries around the world – why do people not have access to basic food and hygiene?)</p>	<p>Looking after me Why is it important to look after yourself as well as others.</p>	<p>God’s people Everyone should be treated the same</p>	<p>Create an ostinato responding to other stimuli – Artwork from Madox Brown.</p>	<p>Compare performance with previous ones and demonstrate improvement to achieve personal best through Athletics.</p>	<p>El tiempo – the weather</p>
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