

### Medium Term Plan Curriculum Overview

Year 5	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	A study of Greek life and achievements and their influence on the western world		
Geography	To describe and understand key aspects of physical geography	<p>To describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps and graphs</p>	
Science	<p>Describe the movements of the planets in relation to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth, Moon as spherical bodies.]</p>	<p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>	<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>

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	Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky		
Art	To create sketch books to record observations.  To learn about great artists	To create sketch books to record observations  To improve mastery of art and design techniques	To create sketch books to record observations  To improve mastery of art and design techniques
Computing	Select use and combine a variety of software on a range of digital devices to design content.		
PSHE	Express their opinions and views confidently and listen and show respect for the views of others.  Understand what democracy is and about the basic institutions that support it locally and nationally.	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	

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<p>Music</p>	<p>Pupils should play and perform in solo and ensemble contexts.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		
<p>RE</p>	<p><u>Judaism</u> Journey of Life Beliefs and Questions Religion and the Individual</p>	<p><u>Christianity</u> Journey of Life Inspirational Christians</p>	<p><u>Islam</u> Belief and Questions</p>
<p>DT</p>			<p>Pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>□ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>

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			<p>□ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
MFL			