

Year 5 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

3 Guiding Principles 8 Conditions of learning Future skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Belonging Fun & excitement Teamwork (Think, pair, share)	Self Worth Heroes Respect (Engaged learning)	Spirit of adventure Independence (Responsible for own learning)	Engagement Curiosity & creativity Resilience	Leadership & responsibility Communication	Purpose Confidence to take action Self-motivation (improving work)
ATL Driving question	As Radio Djs how can we demonstrate how the Romans made influential changes to Britain?	As land developers, how do rivers and canals create and enhance settlements, such as Banbury?	As teachers, how does our solar system define time?	As talk show hosts, how did the Vikings and Anglo Saxons influence Britain today?	As archeologists How can we use artifacts to show the impact of the civil war on local History?	As influencers, how can we positively impact climate change?
ATL Assignment	Radio show Q and A style	Create a settlement with river and a canal plan - present as a case to get a company to go with them as designers	Create an orary and use this to teach a class of younger pupils	Debate on whether you would prefer to be a viking or an anglo saxon	Powerpoint	A viral video
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Radio DJ, Historians, Activists, History Teacher, Events Manager, Librarian, Writer, Journalist	Land developer, Engineers, councillors, property developer, limnologists	Astronaut, astronomer, meteorologist, electrician, pilot	Historian, Archivist, gallery curator, talk show host	Museum curator, veteran, archeologist	Renewable energy engineer, influencers, climate change activist, environmental lawyer
Employability: Gatsby 5 (Encounters with employers/employees)	Radio DJ	Land developer into school to share job role	Interview a teacher (secondary science?)	Museum representative	Archeologist	Influencer
Deeper Learning Competencies	Communication: Begins to communicate concepts to others in scripted oral or written presentations. Child speak: I am beginning to deliver scripted spoken or written presentations.	Collaboration: Respectfully share their own viewpoint/Child speak: I can share my own ideas and opinions in a polite and respectful way	Communication: With guidance, students target their message for an intended, familiar audience Child speak: With adult support, I can target my message for a specific audience.	Critical thinking: Identify the evidence that supports particular points in an explanation. Child speak: I can identify the evidence that supports particular points in an explanation.	Learning to learn: Students begin to use digital tools in a personalised learning environment Child speak: I am beginning to use digital resources for my own learning.	Communication: Use a given appropriate tool for communication needs Child speak: I can use a digital resource, which an adult has demonstrated to me, to communicate my message.
Cultural Capital, trips and visitors	Fly a kite, Roman day, Oxfordshire museum visit, Virtual visit to Roman Baths	Poo sticks and wild art, visit the canal, bring up a butterfly	Go stargazing, perform to an audience, Space centre	Viking day	Barbury Museum	Science Oxford pond diggers, Sulton Courtyard
Poetry	Escape to Pompeii	Sensational poems inspired by the 5 senses	Planetarium	Beowulf	Dark sky club	From the wind blew in
Tool text	Just reading project - Who let the Gods out?	Once upon a raindrop	Just reading project - Odyssey	The forest of the moon and the sword	The forest of the moon and the sword	From the forest to the sea
Reading comprehension	Punctuation, Prefixes and suffixes and clauses	Speech, Modal verbs and adverbs	Fronted adverbials and conjunctions for cohesion	Adverbials and expanded noun phrases	Parenthesis and tenses	Alliteration, metaphors, similes
SPaG	There's a boy in the girl's bathroom (PoR)	Floodland (PoR)	Cosmic disco (PoR)	The viewer (PoR)	The London Eye mystery (PoR) - To entertain (Mystery Narrative based on story)	Varmints (PoR)
Writing	To inform - Autobiography (Point of view of character in the book)	To entertain (Description of settlement) ATL based	To persuade (Speech/presentation as teacher to children)	To inform (Reports on Viking/Anglo Saxon)	To discuss (Newspaper on climate change)	To discuss (Newspaper on climate change)
Oracy	Place Value, addition and subtraction, negative numbers	give well-structured descriptions, explanations and narratives for different purposes	Gain, maintain and monitor the interest of the listener	Participate in discussions and debates Ask relevant questions to extend their understanding and knowledge	listen and respond appropriately to adults and their peers	Gain, maintain and monitor the interest of the listener
Maths	Forces	Multiplication and division, Fractions A	Multiplication and division, Fractions B	Decimals and percentages, perimeter and area, statistics	Shape, position and direction, decimals	Decimals, converting units, volume
Stand alone Science	Romans	Living things (olants, life cycles)	Space	Properties of materials	Animals	Changes of materials
ATL Science				Vikings and Anglo Saxons	Civil war	
ATL Geography		Canals and rivers				Ethics Christianity Islam Humanism
Religious Education	Rites of passage Christianity/Islam/Hinduism	Pilgrimage Christianity/Islam	Diversity/Christianity Islam Humanism	Founders, prophets and roots/Christianity Islam/Buddhism	Creation and Environment/Christianity Islam/Humanism	
Computing	Audacity audio recording for radio show Data and information - Flat-file databases Introduction to spreadsheets. Cells, data, simple formulae to solve mathematical problems.	Programming A - Selection in physical computing Working with micro:bits Bridge sensor	Computing systems and networks - Sharing information IT Communicate and collaborate to create and modify a document - collaborate with students at Dashwood on simple google slides about how you could colonise another planet and what you would need. Use video/audio/animations to make the presentation stand out.	Creating media - Vector drawing Create, edit - movie, video, photo, group - objects, evaluate Create vector images of viking or anglo saxon characters	Scratch - make a maze game, draw and code sprites Civil war inspired game? Bitmap graphics compared to vector images	Creating media - Video editing Camera angles, storyboards, editing, re-shooting, evaluating impact Video the catapult project - design stages and different approaches, along with final test. Put together in Movie.
Music	Getting Started with Music Tech: How Does Music Bring Us Together? (charanqa)	Ukelele	Gustav Holst 'Mars' from 'The Planets' (ten pieces)	Emotions and Musical Styles: How Does Music Connect Us with Our Past? (Charanqa)	Exploring Key & Time Signatures: How Does Music Improve Our World? (charanqa)	Introducing Chords: How Does Music Teach Us about Our Community? (charanqa)
Spanish	Phonetics/My family	The date	The weather	Do you have a pet?	Home	Romans/Habitats
Art	Food technology: what could be healthier?	Structures: bridges	Drawing: I need space	Protect the Egg! engineering challenge	Sculpture: Interactive installation	Painting and mixed media: Portraits Mechanisms: Pop up books
STEM (Creator Space)						
Forest school						
PE	Fitness and hockey	Yoga and basketball	OAA and football	Tennis and discoball	Animals	Gymnastics and athletics
PSHE/RSE	Me and my relationships	Valuing difference	Keeping myself safe	Richis and respect	Dance and badminton	Being my best
Financial Education	Calculations	Value for money	Financial risks	Choosing jobs	Young enterprise	Growing and changing Food and money