



Chilton Academy

Year 5 Curriculum Learning Enquiry and Skills Overview

	Science	History	Geography	Art	DT	Computing	RE / SMSC	Music / MFL	PE	PSHE / RSE
Autumn	Materials - <i>Which materials would be most effective to make a warm jacket?</i> Prediction / Conclusions	Who is Britain's most significant explorer?	Travel the Globe <i>If the whole world has been discovered, why is MH370's location still unknown?</i>	Can you create your own Mola inspired piece of art? Painting	Gears, levers, pulleys How can we transport food safely from the top of a mountain?	Excel to compare data on traveling distances	What do Christians believe about God? How can we show God's love at Christmas?	Music Express unit: <i>Our community</i> Christmas Concert & performances MFL – On Holiday, Eating Out	Badminton What a racket, Gymnastics Unit 5, Wide Attack, Gymnastics Coach,	
Spring	Space Explanation / Forces Fair Test / Results <i>Is it right for Humans to explore other planets?</i>	Space Race - How did this competition between Russia and the USA shape Space Travel?		How can you use textiles to create art (batik, silk painting, 3D fabric weaving) Textiles	Tim the Egg – How can we make sure he lands safely?	What is cyber-bullying?	What do we know about the bible and why is it important to Christians? Why is the last supper so important to Christians?	Music Express unit: <i>Solar System</i> Composer – Gustav Holst Easter Concert & performances MFL – A School Trip	Beat the Clock, Masquerade, Cricket, Swimming	
Summer	A + H How do a dandelion's reproductive parts / cycle compare to a.....? Explanation		Rainforests - Is it ever ok to explore natural habitats for Human gain?	How is the rainforest represented in art? Drawing		Weedos – Can you create a moving space buggy to explore planet Mars?	What do Sikhs believe and how are these beliefs expressed?	Music Express unit: <i>At the Movies</i> Music through the ages: Jazz MFL – Seasons – The Environment	Grid Rugby Coach, Running, Throwing and Jumping Challenge, Arc Rounders	

Topics highlighted in this colour are the main learning focus for the term and should have extended time spent on them.

Numbers identified in red link to a Separate Skills Document and should be the focus of Teaching and Learning.

These subjects (where possible) should be linked within contexts, however subject specific skills should remain the focus for learning.

These subjects stand-alone within the Year Groups' Learning Journey.

