

Curriculum map 2019-2020

Year 5

Year 5 Curriculum Map 2018-19	Autumn			Spring			Summer		
	Religion	Domestic Church Ourselves	Baptism/ Confirmation. Life choices Judaism.	Advent/ Christmas Hope	Local Church Mission	Eucharist Relating Memorial service	Lent/Easter- Sacrifice	Pentecost- Serving. Transformation	Reconciliation- Freedom and Responsibility
Learning challenge Big Question	<p><b>Autumn topic 1</b> <i>Why is Brazil called a Country of Contrasts? (Geography driver)</i></p> <p><i>Can you feel the force? (Science Driver)</i></p>	<p><b>Autumn topic 2</b> <i>What is so special about the rainforests? (Geography Driver)</i></p> <p><i>Will we ever send another human to the Moon? (Science driver)</i></p>	<p><b>Spring topic 1</b> <i>Why do people like to go to Greece on holiday? (Geography Driver)</i></p> <p><i>When do we use chemical changes in our lives? (Science driver)</i></p>	<p><b>Spring topic 2</b> <i>What is the legacy of the Ancient Greeks? (History driver)</i></p> <p><i>When do we use chemical changes in our lives? (Science driver)</i></p>	<p><b>Summer topic 1</b> <i>Were the Anglo Saxons really smashing? (History driver)</i></p> <p><i>Do all animals and plants start life as an egg? (Science driver)</i></p>	<p><b>Summer topic 2</b> <i>Who were more victorious - the Vikings or the Anglo-Saxons? (History driver)</i></p> <p><i>How different will you be when your parents are as old as your grandparents? (Science driver)</i> <i>(Link to Journey in Love)</i></p>			

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<p><b>Science Skills/Knowledge</b></p>	<p><i>Can you feel the force? (Science driver)</i></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<p><i>Will we ever send another human to the Moon ? (Science driver)</i></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><i>When do we use chemical changes in our lives? (Science driver)</i></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><i>When do we use chemical changes in our lives? (Science driver)</i></p> <ul style="list-style-type: none"> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	<p><i>Do all animals and plants start life as an egg? (Science driver)</i></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<p><i>How different will you be when your parents are as old as your grandparents ? (Science driver)</i></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>
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Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

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<p><b>History Skills/Knowledge</b></p>				<p><b>What is the legacy of the Ancient Greeks?</b></p> <p>A study of Greek life and achievements and their influence on the Western world.</p>	<p><b>Who were more victorious- the Anglo-Saxons or the Vikings?</b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p>	<p><b>Who were more victorious- the Anglo-Saxons or the Vikings?</b></p> <p>Anglo-Saxon laws and justice</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England</p> <p>further Viking invasions and Danegeld</p> <p>Edward the Confessor and his death in 1066</p>
<p>Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>						

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<p><b>Geography Skills/Knowledge</b></p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p><i>Why is Brazil called 'A Country of Contrasts'?</i></p> <p>locate the world's countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.</p> <p>Use of compass, grid refs, symbols and keys on maps.</p> <p>Compare human and physical geography of a region in the UK and a region of South America. (Brazil) - Rio and London</p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p><i>What is so special about rainforests?</i></p> <p>Human geography - trade/economy/settlements/natural resources.</p> <p>Physical - hills mountains etc.</p> <p>Land use patterns and how this has changed over time.</p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p><i>Why do people like to go to Greece on holiday?</i></p> <p>Comparing Greece to UK - physical/human features.</p> <p>Climate. Label maps - river, seas, mountains, towns, city.</p> <p>Hotels, Beaches, weather , food, culture, history etc</p> <p>Create maps: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use mathematical knowledge to work out how long ago events happened</p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p>Mapping of Anglo-Saxon settlements - reading more complex map references use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Continuous topics - Southern Hemisphere news</b></p> <p>Identify journeys made by the Vikings using maps.</p> <p>Identify Viking settlement towns (e.g. Derby/Rugby) note key human and physical topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Since Vikings)</p>
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**Continuous Geography: What is in the news in the Southern hemisphere?**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<p><b>Texts</b></p>	<p><b>Link to Topic</b> Journey to the River Sea</p> <p>For Forest - Grace Nichols</p> <p>Non-chron report - Brazil: A country of contrasts.</p>	<p><b>Black History Link</b> Floella Benjamin - Coming to England</p> <p>Firework: Cinquains</p> <p>Igniting Writing: Planet Marco</p> <p>Apollo 11</p> <p>Planet Unknown</p> <p>Persuasive letter - regarding rainforest destruction</p>	<p><b>Discrete</b> Street Child</p> <p>Igniting Writing - Jet Safety</p> <p>Instructional / explanation writing - how to filter dirty water</p>	<p><b>Link to Topic</b> Odysseus - CLPE text (short stories)</p> <p>Greek Life - non-chron writing</p>	<p><b>Link to Topic</b> BRITISH MUSEUM</p> <p>British Museum recount</p> <p>Beowulf</p> <p>Life Cycle of a plant</p> <p>Life cycle of a dragonfly / stick insect / silk worm</p>	<p>King Alfred</p> <p>Life cycle of a bird</p> <p>Journey to Jo'Burg (link with PSHE)</p> <p>Battle of Hastings - newspaper report</p>
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<p><b>English Writing / Drama</b></p>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Debate</li> <li>• Discussion</li> <li>• Poetry</li> <li>• Non-Chronological report</li> <li>• Explanation texts (science)</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Report writing</li> <li>• Persuasive letter</li> <li>• Adverts</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Newspaper report</li> <li>• Discussion</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction ( non-chronological reports)</li> <li>• Narrative writing</li> <li>• Explanation</li> <li>• Kennings</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Legends -(narrative writing)</li> <li>• Newspaper report</li> <li>• Explanation texts</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Non-chronological reports</li> <li>• Historical Biography (King Alfred)</li> </ul>
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Maths	Linked to topic Maps measure	Linked to topic Data handling measure	Linked to topic Maps measure	Linked to topic Timelines measure	Linked to topic timelines	Linked to topic measure
<b>Computing</b>	<p><b>Linked to topic</b> Productivity - databases using EXCEL - relate to Brazil and South America info. Databases - gather data on different Countries, Languages etc Excel data To design questions using key words, to search a large pre-prepared database. To add to a database and recognise the need for accuracy and how this will affect the information and answers to questions. To make queries using and/or to search data when looking for relationships and patterns in data (complex searches) To check for accuracy by checking data, using different views, search tools, and graphing. To use graphs to provide supporting evidence for their conclusions and copy and paste it into other documents. To create a database planning own fields, rows and columns. To enter formulae into a spreadsheet and modify the data</p>	<p><b>Linked Space Topic</b> Using the Internet - research for space project. Blogging Ipad skychart space app To insert hyperlinks - connect to network, linked pages. To write for an intended audience appropriately and publish to a blogging site. To understand the potential risk of writing a blog that is public. To know how to manage the risk and to explain the rules for staying safe when blogging. To understand that some blogs can be malicious, inappropriate or offensive and what to do if that happens. To know not to publish other people's pictures or information. To know that content put online is extremely difficult to remove. Children understand the function of a search engine and the importance of using correct search criteria.</p>	<p><b>Discrete teaching</b> Create music using garage band  To explore the types of music that can be made. To explore recording music, starting and stopping at different points. To explore the drum machine. To plan a simple piece of music. To produce a piece of music. To use loops to extend a piece of music.</p>	<p><b>Discrete teaching</b> Binary Code  Understand that data in computers is stored and transmitted as a series of 0s and 1s. Represent different numbers using binary code. Understand the a 'bit' is one digit in binary and a group of 8 'bits' is called a byte</p>	<p><b>Discrete teaching</b> Programming -Scratch Create software for a specific purpose. Create software to accomplish a given goal. Solve problems by decomposing them into smaller parts To understand input and output. To design an interactive game. To use sequences and repetitions in code. To refine procedures to improve desired outcomes. To combine procedures to solve more complex problems.</p>	<p><b>Discrete teaching</b> Computer Networks Understand that the internet is a connection of computers.  How to spot a fake website  To undertake complex searches using + and OR and find the phrase in inverted commas. To recognise the issues of copyright and importance of acknowledging sources. Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate To be able to describe how they found information and the choices they made in its presentation To talk about personal safety when using the Internet and know how to keep safe and what to do if they find inappropriate materials</p>

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<p><b>Online safety curriculum</b></p>	<p>Privacy and security</p> <p>Self-image and self-identity link to RE ourselves</p> <p>Internet legends</p> <p>online profile</p>	<p>Copyright and ownership linked to ICT music</p>	<p>Online reputation and digital footprint</p> <p>Linked to class google page</p>	<p>Online relationship and communications</p> <p>Online Bullying</p>	<p>Health and well-being link to Science</p>	<p>Information Literacy</p>
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<p><b>MFL</b> (there will be some overlap for the next few years across year groups until MFL is embedded across Ks2)</p>	<p>Luc est le professeur, Le vrai professeur and Luc et Sophie font les devoirs</p> <p>Respond to usual greetings Understand and respond to classroom commands Understand the difference between commands for one person or more than one Recognise school subjects and say the one they like or dislike and express an opinion about school subjects.</p> <p>The imperative form, the negative form and the verbs ending in "er", feminine and masculine nouns, and comparative sentences will be covered.</p>		<p>Quel temps fait il? and J'adore le football!</p> <p>Different types of weather, Be able to say what the weather is like, Say I'm hot or cold, Say that depending on the weather you would wear certain clothes Recognising the four different seasons.</p> <p>Expressions using "avoir" are used; Irregular verbs like Faire and Vouloir are also introduced.</p> <p>Hobbies and sports activities. Be able to understand and recognise some leisure activities, Say if they do or don't and like or not one of these activities.</p> <p>Preparation of the trip: all linked to the exchange.</p>	<p>C'est délicieux et J'ai les cheveux noirs et longs.</p> <p>Food and drinks in France. be able to ask for something to eat or drink, be able to say if they like it or not.</p> <p>The grammatical rule of: au or à la depending if it is masculine or feminine is introduced. Ex: Une glace à la fraise, une glace au chocolat.</p> <p>Traditions of meals / food in France</p> <p>Description of a character, Describe those using adjectives and nouns.</p> <p>And also looking at the agreement between feminine, masculine and plural and to know the difference between a boy and girl description.</p>		
<p><b>Creative arts</b> <b>Art</b></p>	<p><b>Linked to topic</b> Organise line, tone, shape and colour to represent figures and forms in movement? Express emotions accurately through their painting and sketching. - <b>Samba dancing silhouettes</b></p>	<p><b>PAINTING:</b> colour wheel Identify and draw simple objects, and use marks and lines to produce texture? /Do they use their sketch books to compare and discuss ideas with others. - <b>Sketching techniques / drawing / colouring of rainforest animals</b> Keep notes in their sketch books as to how they might develop their work further.</p>		<p><b>Link to topic</b></p> <p><b>DRAWING:</b> Greek designs involving people and patterns for vases/pots.</p> <p>Usesketch books to compare and discuss ideas with others. Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p><b>Link to topic</b></p> <p><b>COLLAGE</b> - Arts week project</p> <p>Mouldable materials - clay Viking artifacts Textiles- jewellery making/weapons.</p>	<p><b>Link to topic</b></p> <p><b>PRINTING:</b> T-shirt printing - Linked to RE - Stewardship topic (hands holding world/tree/message - stewards of creation etc)</p> <p>Create an accurate print design that meets given criteria. Experiment with different styles which artists have used?</p>

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<p><b>Creative Arts</b> <b>DT</b></p>	<p><b>3D/ TEXTILES</b> Making winding mechanisms</p> <p>Planning prototypes and evaluate</p> <p>Can they come up with a range of ideas after they have collected information?</p>	<p><b>3D/ TEXTILES</b> Rainforest creatures using sculpture - dragonflies and birds</p> <p>(Linked to Science)</p> <p>(Linked to Geography - rainforest)</p> <p>Can they come up with a range of ideas after they have collected information?</p>		<p><b>Linked to topic</b></p> <p><b>TEXTILES</b> - weaving (Greeks)</p> <p><b>Food and Nutrition</b> - Greek salad / filo feta pastry - healthy and variety savoury dishes</p> <p>How to be hygienic and safe</p>	<p><b>Linked to topic</b></p> <p><b>3D/ TEXTILES</b> - Viking Longships (construction used recycled materials and range of tools)</p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Are their measurements accurate enough to ensure that everything is precise?</p>	
<p><b>Expressive Arts</b> <b>Music</b></p>	<p>Charanga - Fresh Prince of Belair</p> <p>Samba Band</p> <p>Breathe in the correct place when singing</p> <p>Maintain a part whilst others are performing their part</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>Change sounds or organise them differently to change the effect</p> <p>Compose music which meets specific criteria</p> <p>Suggest improvements to their own or others' work preferences</p>		<p>Miss Winham - Charanga</p> <p>Unit Dancing in the Street / Classical Jazz 1</p> <p>Recorders</p> <p>Maintain a part whilst others are performing their part</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>Change sounds or organise them differently to change the effect</p> <p>Compose music which meets specific criteria</p> <p>Suggest improvements to their own or others' work preferences</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Explain why they think their music is successful or unsuccessful</p> <p>Choose the most appropriate tempo for a piece of music</p>	<p>Passion Play - singing /percussion</p> <p>Breathe in the correct place when singing</p> <p>Maintain a part whilst others are performing their part</p>	<p>Music History Art Week</p> <p>Describe, compare and evaluate music using musical vocabulary?</p> <p>Contrast the work of famous composers and show</p> <p>Choose the most appropriate tempo for a piece of music</p>	<p>Miss Winham - Recorders (Link to History- Anglo-Saxon music)</p> <p>Use their notations to record groups of pitches (chords)?</p> <p>Use a music diary to record aspects of the composition process</p>
<p><b>Expressive Arts</b> <b>Dance</b></p>	<p><i>Brazil- Salsa Dancing</i></p>	<p><i>Brazil- Salsa Dancing</i></p>	<p><i>Gymnastics</i></p>	<p><i>Gymnastics</i></p>	<p><b>Athletics</b></p>	<p><b>Team Games</b></p>

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<b>P.E.</b>	Dance - Salsa Brazil link  Tag rugby Football	Circuit Training  Games (Invasion)  Basketball, netball	Games (Invasion)  Quick sticks Handball Gymnastics	Net Games  Short tennis	Striking & fielding  Cricket Rounders	Athletics
<b>PSHE</b>	Multicultural week Healthy schools week  RE ourselves and Life choices	SCARF curriculum - Friendship / bullying week  NSPCC workshop and assembly (Childline)	Life Bus	Lent - Sacrifice  SCARF curriculum - drugs	Re Freedom and Responsibility	SRE Journey in Love / All that I am (RE) Link to topic Describe the changes as humans develop to old age
<b>Trips / Visits</b>		Bugman - rainforest workshop	Science Museum - Space galleries	British Museum - Ancient Greece and Anglo-Saxon galleries	Viking Day - Drama Hut	