

Curriculum map

Year 5

Year 5 Curriculum Map 2021-22	Autumn			Spring			Summer		
	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	Universal Church-World: Stewardship. Islam.
Religion									
Learning challenge Big Question	Autumn topic 1 <i>Why is Brazil called a Country of Contrasts? (Geography driver)</i> <i>Can you feel the force? (Science Driver)</i>	Autumn topic 2 <i>What is so special about the rainforests? (Geography Driver)</i> <i>Will we ever send another human to the Moon? (Science driver)</i>	Spring topic 1 <i>Were the Anglo Saxons really smashing? (History driver)</i> <i>When do we use chemical changes in our lives? (Science driver)</i>	Spring topic 2 <i>Who were more victorious - the Vikings or the Anglo-Saxons? (History driver)</i> <i>When do we use chemical changes in our lives? (Science driver)</i>	Summer topic 1 <i>How important is Eweka's story? Exploring Benin's big picture of the past. (History Driver: Benin)</i> <i>Do all animals and plants start life as an egg? (Science driver)</i>	Summer topic 2 <i>How important is Eweka's story? Exploring Benin's big picture of the past. (History Driver: Benin)</i> <i>How different will you be when your parents are as old as your grandparents? (Science driver)</i>			

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<p>Science Skills/Knowledge</p>	<p><i>Can you feel the force? (Science driver)</i></p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p><i>Will we ever send another human to the Moon? (Science driver)</i></p> <p>Describe the movement of the Earth and other planets relative 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 and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><i>When do we use chemical changes in our lives? (Science driver)</i></p> <p>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</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>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p><i>When do we use chemical changes in our lives? (Science driver)</i></p> <p>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</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><i>Do all animals and plants start life as an egg? (Science driver)</i></p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<p><i>How different will you be when your parents are as old as your grandparents? (Science driver)</i></p> <p>describe the changes as humans develop to old age</p>
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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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- identifying scientific evidence that has been used to support or refute ideas or arguments

<p>History Skills/Knowledge</p>			<p><i>Were the Anglo Saxons really smashing?</i></p> <p>Chronological understanding Use dates and historical language in their work. Daw a timeline with different time periods outlined which show different information.</p> <p>Knowledge and Interpretation Describe historical events from the different period/s they are studying/have studied. make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. Have a good understanding as to how crime and punishment has changed over the years.</p> <p>Historical enquiry Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p>	<p>Who were more victorious- the Anglo-Saxons or the Vikings?</p> <p>Chronological understanding Use dates and historical language in their work. Daw a timeline with different time periods outlined which show different information.</p> <p>Knowledge and Interpretation Explain the role that Britain has had in spreading Christian values across the world. Begin to appreciate that how we make decisions has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today.</p> <p>Historical enquiry Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne - compare beliefs and behaviour with another period.</p> <p>Understand continuity and change.</p>	<p>How important is Eweka's story? Children should make links between Benin and a bigger picture of Africa's past as well as its changing relationship with Britain in order to consider the significance of the arrival of the Eweka Dynasty in the 12th century</p> <p>Chronological understanding Use dates and historical language in their work. Daw a timeline with different time periods outlined which show different information.</p> <p>Knowledge and Interpretation Describe historical events from the different period/s they are studying/have studied. make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Historical enquiry Test out a hypothesis in order to answer a question</p> <p>1. What is Africa's Big Picture? How our knowledge of the past is constructed from a range of sources.</p> <p>2. If objects could speak</p>	
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<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>						
<p>Geography Skills/Knowledge</p>	<p>Continuous topics - Southern Hemisphere news</p> <p>Why is Brazil called 'A Country of Contrasts'? Geographical enquiry Collect information about a place and use it in a report.</p>	<p>Continuous topics - Southern Hemisphere news</p> <p><i>What is so special about rainforests?</i> Geographical enquiry Collect information about a place and use it in a report. Map land use. Find possible answers to their own geographical</p>	<p>Continuous topics - Southern Hemisphere news</p> <p>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</p>	<p>Identify journeys made by the Vikings using maps.</p> <p>To learn about settlements and the environmental impact. Identify Anglo-Saxons / Viking settlement towns (e.g. Derby/Rugby) note key human and physical topographical</p>	<p>Continuous topics - Southern Hemisphere news</p>	<p>Continuous topics - Southern Hemisphere news</p>

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	<p>Map land use. Find possible answers to their own geographical questions. Make detailed sketches and plans; improving their accuracy later. Plan a journey to a place in another part of the world, taking account of distance and time. Brazil - 4 and 6 figure grid references</p> <p>Physical geography Explain why many cities of the world are situated by rivers. Explain how a location fits into its wider geographical location; with reference to physical features. Human geography Explain why people are attracted to live by rivers. Explain how a location fits into its wider geographical location; with reference to human and economical features. Geographical Knowledge Name and locate many of the world's major rivers on maps. Name and locate many of the world's most famous</p>	<p>questions. Make detailed sketches and plans; improving their accuracy later. Plan a journey to a place in another part of the world, taking account of distance and time. Physical geography Explain how the water cycle works. Explain why water is such a valuable commodity. Human geography . Can they explain what a place might be like in the future, taking account of issues impacting on human features? Human geography Explain what a place might be like in the future, taking account of issues impacting on human features.</p>	<p>build their knowledge of the United Kingdom and the wider world (locate local landmarks - church, library, school, park etc) Create own maps using primary and secondary sources of evidence (Anglo-Saxon village).</p>	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Since Vikings) Collect, record and analyse evidence and draw conclusions. (data on land use) Vikings - identify significant places and environments</p>	<p>(Link to Maths) - Identify time zones across the world.</p>	<p>Children's scrap book of Southern hemisphere current news.</p>
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	mountain regions on maps. Locate and name the main countries in South America on a world map and atlas.					
<p>Continuous Geography: <i>What is in the news in the Southern hemisphere?</i></p> <p>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>						
Texts	<p>Link to Topic (7.5 weeks) Journey to the River Sea (5 weeks)</p> <p>Black History Link Floella Benjamin - Coming to England (2 weeks)</p> <p>Link to Topic The Destruction of the Amazon Rainforest (1 week)</p>	<p>Discrete (7 weeks)</p> <p>Black History Link Journey to Jo'burg (4 weeks)</p> <p>Link to Topic The Great Kapok Tree / For Forest - Grace Nichols (2 weeks - link to Rainforests in geography)</p> <p>Link to Topic Planet Unknown (1 week)</p>	<p>Link to Topic (5.5 week)</p> <p>Beowulf - Michael Morpurgo (3 weeks)</p> <p> kennings (1 week)</p> <p>Anglo - Saxon non-fiction text selection (1.5 weeks)</p>	<p>Link to Topic (6weeks)</p> <p>Book Week: Real Life Storytellers (1 week)</p> <p>Link to Topic The Varmints by Helen Ward (3 weeks) - link to changing landscapes / environment (Geography)</p> <p>Link to Topic Viking Non-Fiction Book selection: Sagas / Jotun (Literacy Shed) (1- 2 weeks) (PASSION PLAY REHEARSALS)</p>	<p>Link to Topic (6 weeks) The Children of the Benin Kingdom by Dinah Orji (3 weeks)</p> <p>Benin Non-fiction text selection / British Museum recount (1 week)</p> <p>Link to Topic Dark Sky Park: living on the edge of nature - poetry collection 1 week</p> <p>Life Cycles non-fiction text collection</p>	<p>Link to Topic (7 weeks)</p> <p>PHSE / Historical Links: Street Child by Berlie Doherty (5 weeks)</p> <p>Link to Topics Dark Sky Park: living on the edge of nature - poetry collection 1 week</p>
English For detail see English Curriculum map	<ul style="list-style-type: none"> • Narrative writing • Debate • Discussion • Non-Chronological report Brazil: A country of contrasts. • Explanation texts (science) 	<ul style="list-style-type: none"> • Poetry writing • Report writing • Persuasive letter 	<ul style="list-style-type: none"> • Narrative writing • Description • Newspaper report • Poetry: kennings • Non-fiction (non-chronological reports) 	<ul style="list-style-type: none"> • Non-fiction (non-chronological reports) • Narrative writing • Explanation texts in Science - how to filter dirty water 	<ul style="list-style-type: none"> • Narrative Writing • Newspaper report • Non-fiction (non-chronological reports) • Recount • Poetry 	<ul style="list-style-type: none"> • Narrative Writing • Poetry • Letters/Diary • Drama

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	<ul style="list-style-type: none"> Persuasive letter - regarding rainforest destruction 					
<p>Maths For detail see Maths Curriculum map</p>	<p>Discrete teaching Linked to Computing - Databases (Numerical data facts linked to Brazil - Using Excel to create pie charts and graphs based on population/languages spoken etc. Excel Formula (Sum)</p>	<p>Discrete teaching Linked to Science - distance from the sun, moon and other planets / size of the sun and moon.</p>	<p>Discrete teaching Links to Science - Weighing materials to be sieved/filtered etc. Using measuring containers/reading different types of scales</p>	<p>Discrete teaching Link to Computing - Binary code</p>	<p>Discrete teaching Link to Computing - Algorithms Link to Geography - time zones</p>	<p>Discrete teaching Linked to Science - Graphs relating to life expectancy and gestation period of different mammals.</p>

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<p>Computing</p>	<p>Linked to topic <u>Productivity - databases using EXCEL - relate to Brazil and South America info.</u> Databases - gather data on different Countries, Languages etc Excel data South American information tables using formulas to calculate points Produce bar graphs And pie charts 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.</p> <ul style="list-style-type: none"> To use graphs to provide supporting evidence for their conclusions, copy, and paste it into other documents. To create a database 	<p>Linked Space Topic <i>Using the Internet - research for space project. Blogging</i> 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.</p> <ul style="list-style-type: none"> To know not to publish other people's pictures or information. <p>To know that content put online is extremely difficult to remove.</p> <p><i>Children understand the function of a search engine and the importance of using</i></p>	<p>Discrete teaching Create music using garage band</p> <p>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>Discrete teaching Binary Code</p> <p>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>Discrete teaching Programming -Scratch</p> <p><i>Create software for a specific purpose. Create software to accomplish a given goal.</i> <i>Solve problems by decomposing them into smaller parts</i></p> <p>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>Discrete teaching Computer Networks</p> <p><i>Understand that the internet is a connection of computers.</i></p> <p>How to spot a fake website</p> <p>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</p> <ul style="list-style-type: none"> To be able to describe how they found information and the choices they made in its presentation <p>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>planning own fields, rows and columns.</p> <p>To enter formulae into a spreadsheet and modify the data, (simple calculations + -/ X total)</p> <p>Use 'SUM' to calculate the total of a set of numbers in a range of cells</p> <p>Discrete Science experiments data in Excel and graphs</p>	<p><i>correct search criteria.</i></p>				
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<p>Online safety</p>	<p>Privacy and security (passwords/sharing information/in-app purchases)</p> <p>Self-image and self-identity (link to RE Ourselves)</p> <p>Internet legends online profile</p>			<p>Online relationship and communications (online communities)</p> <p>Online Bullying - (blocking abusive users, helpline services etc)</p>	<p>Health and well-being link to Science (I can describe ways technology can affect healthy sleep and describe some issues. Describe strategies, tips or advice to promote healthy sleep with regard to technology.)</p>	
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<p>MFL</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>Creative arts Art</p>	<p>Link to topic Brazil DRAWING</p> <p>Art inspired by Romero Britto - Pop art (Link to Brazil topic)</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? Can they explain why they have chosen specific materials to draw with ? Can they express their emotions through their painting and sketches?</p>	<p>Link to topic Rainforest DRAWING/ PAINTING: Rainforest animals in movement using pointillism.</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they explain why they have chosen specific materials to draw with?</p>	<p>Linked to topic Anglo-Saxons 3D/TEXTILES: Anglo-Saxon Weaving Do they experiment with and combine materials and processes to design and make 3D form? Can they use textile skills as part of a project?</p>	<p>Link to topic 3D/TEXTILES Jewellery - Viking artefacts - making/coins using clay.</p> <p>Mouldable materials - clay Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?</p>	<p>PAINTING: Girl with a Pearl Earring</p> <p>Can they express emotions accurately through their painting and sketches? Do they successfully use shading to create mood and feeling? Can they express their emotions accurately through their painting and sketches? Tint, tone, shade - colour mixing.</p>	<p>PRINTING: Benin art</p> <p>Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials?</p>

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<p>Creative Arts DT</p>	<p>3D / TEXTILES And MECHANICAL COMPONENTS Link to Forces Topic (Science) Making winding mechanisms Making parachutes Can they make up a prototype first? Can they refine their product after testing it?</p>			<p>Food and Nutrition - (link to Science) Make Viking Biscuits Can they describe what they do to be both hygienic and safe? How have they presented their product well? Stiff and flexible sheet materials Viking Longships (construction used recycled materials and range of tools) Are their measurements accurate enough to ensure that everything is precise? How have they ensured that their product is strong and fit for purpose? Can they make up a prototype first? Can they use a range of joining techniques?</p>		
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<p>Expressive Arts Music For detail see Charanga scheme</p>	<p>Charanga - Livin' on a Prayer</p>	<p>Classroom Jazz 1 Recorders and Ukuleles Choose the most appropriate tempo for a piece of music. Explain why they think their music is successful or unsuccessful. Describe, compare and evaluate music using musical vocabulary.</p>	<p>Charanga Unit Dancing in the Street</p>	<p>Passion Play - singing / percussion Just Play Learn to practice and perform using keyboard, guitar, ukulele, recorder Choose the most appropriate tempo for a piece of music. Explain why they think their music is successful or unsuccessful Describe, compare and evaluate music using musical vocabulary.</p>	<p>Music History Looking at the Music Timeline Key focus: Baroque Music - Vivaldi Contrast work of famous composers and show comparisons. Charanga Unit: How does Music Connect with us with the past and with the environment?</p>	<p>Recorders / Ukeules $\frac{1}{2}$ Use their notations to record groups of pitches (chords) Use music diary to record aspects of the composition process. ARTS WEEK - Music from around the world (developing listening skills, comparing pieces, Performance, Composition)</p>
<p>Expressive Arts / Dance</p>	<p>Zumba Dancing - Brazil link (Sports coach)</p>		<p>Passion Play - dancing /drama / singing</p>			
<p>P.E. For detail see <i>Get Set for PE and PE skills progression map</i></p>	<p>Fitness (Get Set for PE)(teachers) Dance (coach)</p>	<p>Yoga (Get Set for PE) (teachers) Football (Sports coach)</p>	<p>Gymnastics (Get Set for PE)(teachers) Quick sticks / Handball (Sports coach)</p>	<p>Rounders (Get Set for PE))(teachers) Net Games / Short tennis (Sports coach)</p>	<p>Athletics (Get Set for PE))(teachers) Striking & fielding Cricket (Sports coach)</p>	<p>Outdoor and Adventurous Activities (Get Set for PE))(teachers) Golf (Sports coach)</p>
<p>PSHE</p>	<p>TENTEN RESOURCES Module 1 : Creating and Loved by God Unit 1 Session 1: Calming the Storm Unit 2 Session 1: Is God Calling You?</p>	<p>TENTEN RESOURCES Module 1 : Creating and Loved by God What is puberty? Changing bodies. Boy/girls discussion groups.</p>	<p>TENTEN RESOURCES Module 2: Created to Love Others Unit 2 Session 1: Under Pressure Session 2: Do you Want a Piece of Cake? Session 3: Self Talk</p>	<p>TENTEN RESOURCES Module 2 Created to Love Others Unit 3 Session 1 Sharing Isn't always caring Session 2 Cyberbullying</p>	<p>TENTEN RESOURCES Module 3: Created to Live in a Community Unit 1 Session 1 Trinity House Session 2 Catholic Social Teaching Unit 2</p>	<p>Link to science topic: Describe the changes as humans develop to old age Road safety</p>

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	<p>NSPCC Speak out Stay SAFE</p>	<p>Firework safety Multicultural week Antibullying / Friendship week</p>	<p>Life Bus Safer Internet Day</p>	<p>Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance</p>	<p>Session 1: Reaching Out</p>	
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