

Curriculum map

| Year 5 Curriculum Map | Autumn | | | Spring | | | Summer | | |
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| 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 | Universal Church-World: Stewardship. Islam. |
| 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> 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> | <p><i>Will we ever send another human to the Moon? (Science driver)</i> Describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies 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> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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> 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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> 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> | <p><i>How different will you be when your parents are as old as your grandparents? (Science driver)</i> 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 recognizing 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
- identifying scientific evidence that has been used to support or refute ideas or arguments

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| <p>History Skills/Knowledge</p> | | | <p>Were the Anglo Saxons really smashing?</p> <p><i>Place the time being studied on a time line / know key dates, characters and events of time studied</i></p> <p><i>Know and sequence key events of the period being studied</i></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>Anglo-Saxon laws and justice - make comparisons between different periods in the past.</p> | <p>Who were more victorious- the Anglo-Saxons or the Vikings? (Consider difference between fact, fiction and opinion)</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne - compare beliefs and behaviour with another period.</p> <p>Understand continuity and change.</p> <p>Viking raids and invasion</p> <p>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>Examine causes and results of significant events and the impact on people.</p> <p>Compare aspects of life with the same aspects in another period.</p> | <p>How important is Eweka's story? The Ancient Kingdom of Benin</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 what story would they tell? - To have a coherent narrative of Africa's past.</p> <p>Select information from historical materials.</p> <p>-Identify questions about what caused an event.</p> <p>3. Why was Benin worth visiting in Tudor and Stuart times? How our knowledge of the past is constructed from a range of sources.</p> <p>- To have a coherent narrative of Africa's past.</p> <p>Select information from historical materials. Address historically valid questions about similarity and difference.</p> <p>4. Telling a good story: Why is the story of Eweka so important? Address historically valid questions about the significance of different times in Benin's past.</p> | |
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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.

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| Geography Skills/Knowledge | Continuous topics - Southern Hemisphere news | Continuous topics - Southern Hemisphere news | Continuous topics - Southern Hemisphere news | | Continuous topics - Southern Hemisphere news | Continuous topics - Southern Hemisphere news |
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| | <p>Why is Brazil called 'A Country of Contrasts'?</p> <p>Use maps and atlases in different scales to identify features of a place (Locate continents of the world, the countries in South America and the major cities in Brazil)</p> <p>Identify the equator, northern / southern hemisphere, tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>Key physical and human characteristics of Brazil (mountains and rivers).</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>Follow a route on a map (London to Manaus) Computing Link</p> <p>Use a database to interrogate and amend data collected - Brazil population/language spoken etc Computing Link</p> | <p>What is so special about rainforests?</p> <p>Human geography - trade/economy/settlements</p> <p>Recognise how and why people may seek to manage environments sustainably.</p> <p>Land use patterns and how this has changed over time.</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 build their knowledge of the United Kingdom and the wider world (locate local landmarks - church, library, school, park etc)</p> <p>Brazil - 4 and 6 figure grid references</p> <p>Create own maps using primary and secondary sources of evidence (Anglo-Saxon village).</p> | <p>Identify journeys made by the Vikings using maps.</p> <p>To learn about settlements and the environmental impact.</p> <p>Identify Anglo-Saxons / 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> <p>Collect, record and analyse evidence and draw conclusions. (data on land use)</p> <p>Vikings - identify significant places and environments</p> | <p>(Link to Maths) - Identify time zones across the world.</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.

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| <p>Texts</p> | <p>Link to Topic (8 weeks) Journey to the River Sea (6 weeks)</p> | <p>Discrete (7 weeks) Black History Link Floella Benjamin - Coming to England (2 weeks)</p> <p>Black History Link Journey to Jo'burg (3 weeks)</p> <p>Link to Topic The Great Kapok Tree / For Forest - Grace Nichols (1 weeks - link to Rainforests in geography)</p> <p>Link to Science</p> <p>Science Museum recount (1)</p> | <p>Link to Topic (6 week) Rainforest letter (1 week)</p> <p>Beowulf - Michael Morpurgo (3 weeks)</p> <p> kennings (1 week)</p> <p>Anglo - Saxon non-fiction text selection - King Alfred (1 week)</p> | <p>Link to Topic (6 weeks) Anglo - Saxon non-fiction text selection - Sutton Hoo (1 week)</p> <p>Link to Book Week (1 week) Real Life Storytellers (Bug Club book)</p> <p>Link to Topic Anglo-Saxon Boy by Tony Bradman (3 weeks)</p> | <p>Link to Topic (6 weeks) The Children of the Benin Kingdom by Dinah Orji (5 weeks)</p> <p>Benin Non-fiction text selection / British Museum recount (1 week)</p> | <p>Link to Topic (7 weeks) Benin Non-fiction text selection / British Museum recount (1 week)</p> <p>PHSE / Historical Links: Varmints/Kensuke's Kingdom (3 weeks).</p> <p>Link to Topics Dark Sky Park: living on the edge of nature - poetry collection (1 week)</p> <p>Life Cycles non-fiction text collection (2 week)</p> |
| <p>English Writing / Drama For detail see English Curriculum map</p> | <ul style="list-style-type: none"> • Narrative writing • Debate • Discussion • Non-Chronological report Brazil: A country of contrasts. • Explanation texts (science) • Persuasive letter - regarding rainforest destruction | <ul style="list-style-type: none"> • Poetry writing • Report writing • Persuasive letter • Descriptive writing | <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 | <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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| <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. | <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 correct search criteria.</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>Data Information Flat file Databases</p> <p>To use a form to record information To create a database using cards To explain how information can be recorded</p> <p>To compare paper and computer-based databases To explain what a field and a record is in a database To navigate a flat-file database to compare different views of information</p> <p>To outline how you can answer questions by grouping and then sorting data To explain that data can be grouped using chosen values</p> <p>To explain that tools can be used to select specific data To choose which field and value are required to answer a given question To outline how 'AND' and 'OR' can be used to refine data selection</p> <p>To explain that computer programs can be used to compare data visually I can select an appropriate chart to visually compare data</p> | <p>Creating Media Intro to Vector Drawing</p> <p>To identify that drawing tools can be used to produce different outcomes To recognise that vector drawings are made using shapes To experiment with the shape and line tools</p> <p>To create a vector drawing by combining shapes To identify the shapes used to make a vector drawing To explain that each element added to a vector drawing is an object</p> <p>To use tools to achieve a desired effect To use the zoom tool to help me add detail to my drawings To explain how alignment grids and resize handles can be used to improve consistency</p> <p>To recognise that vector drawings consist of layers To identify that each added object creates a new layer in the drawing To change the order of layers in a vector drawing</p> | |
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| | <ul style="list-style-type: none"> To create a database planning own fields, rows and columns. <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>To refine a chart by selecting a particular filter</p> <p>To use a real-world database to answer questions</p> <p>To ask questions that will need more than one field to answer</p> <p>To refine a search in a real-world context</p> | | |
| Online safety curriculum | <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> | |
| <i>E safety continuous</i> | | | | | | |

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| <p>MFL (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>Creative arts Art</p> | <p>Discrete teaching</p> <p>DRAWING: Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Brazilian artist case study - Romero Britto</p> | <p>PAINTING: colour wheel</p> <p>Primary, secondary and tertiary colours</p> <p>Art week Mosaic Collage of Scouts/Guides badges</p> | <p>Linked to topic (Anglo-Saxons)</p> <p>TEXTILES: Anglo-Saxon Weaving</p> <p>Close observational Drawing: Can they identify and draw simple objects, and use marks and lines to produce texture?</p> | <p>Link to topic</p> <p>TEXTILES -Making Viking Longships</p> | <p>Link to topic</p> <p>COLLAGE - Arts week project</p> <p>PAINTING: Girl with a Pearl Earring/ Benin painting</p> <p>Can they express emotions accurately through their painting and sketching?</p> <p>Tint, tone, shade - colour mixing.</p> | <p>Link to topic</p> |

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| <p>Creative Arts DT</p> | <p>3D / TEXTILES Link to Forces Topic (Science) Making parachutes (Planning prototypes and evaluate) Make mechanisms using K-Nex (scissors, wheelbarrow, hockey stick, etc.) Create a well used in the rainforest using pulleys.</p> | | | <p>Food and Nutrition - (link to Science) <u>Make Viking Bread</u> How to be hygienic and safe 3D/ TEXTILES - Viking Longships (construction used recycled materials and range of tools)</p> | | <p>3D / Textiles Making our own Benin Bronze plaques out of clay.</p> |
| <p>Expressive Arts Music For detail see Charanga scheme</p> | <p>Charanga - Livin' on a Prayer</p> | <p>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 / Ukeleles Use their notations to record groups of pitches (chords) Use music diary to record aspects of the composition process.</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 Get Set scheme and PE progression map</p> | <p>Netball (Get Set for PE) Invasion Games Tag Rugby</p> | <p>Dance (Get Set for PE) Invasion Games Basketball</p> | <p>Gymnastics (Get Set for PE) Invasion Games Football</p> | <p>Rounders (Get Set for PE) Invasion Games Hockey</p> | <p>Athletics (Get Set for PE) Striking & fielding Tennis / Rounders</p> | <p>Outdoor and Adventurous Activities (Get Set for PE) Striking & fielding Tennis / Rounders</p> |
| <p>PSHE</p> | <p>TENTEN RESOURCES Module 1 : Creating and Loved by God Unit 1 Session 1: Calming the Storm Unit 2</p> | <p>TENTEN RESOURCES Antibullying / Friendship NSPCC Speak out Stay SAFE Session 1: Under Pressure</p> | <p>TENTEN RESOURCES Module 2: Created to Love Others Unit 2 Session 2: Do you Want a Piece of Cake?</p> | <p>TENTEN RESOURCES Module 2 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 Session 2 Catholic Social</p> | <p>Link to topic: Describe the changes as humans develop to old age Puberty LKS2.1.2.3 What is Puberty? Y4 unit</p> |

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| | <p>Session 1: Is God Calling You?</p> <p>VOTES FOR SCHOOLS</p> | | <p>Session 3: Self Talk</p> | <p>Unit 4 Session 1: Types of Abuse Session 2: Impacted Lifestyles Session 3: Making Good Choices Session 4: Giving Assistance</p> | <p>Teaching Unit 2 Session 1: Reaching Out</p> | <p>LKS2.1.2.4 Changing Bodies Y4 unit</p> <p>LKS2.1.2.5 Boy/Girl Discussion Groups Y4 unit</p> |
| <p>Trips / Visits</p> | | <p>Science Museum - Space</p> | <p>Andy - rainforest workshop</p> <p>Safer internet day - Life bus visit</p> | <p>Viking Day - Drama Hut</p> | <p>St George's Cathedral</p> <p>Ashburton Library Visit</p> | <p>British Museum</p> <p>Benin - workshop</p> |