The Meadows Primary Academy

Year 5

Curriculum Map

A broad and balanced curriculum

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict and Leadership in History**
Autumn 1

Areas of Learning

As **Historians** we will:
- Explore the weaponry of the three time zones of the Stone Age
- Discuss the importance of Ancient Egyptians in the history of conflict
- Compare the weaponry of the Ancient Egyptians to the weaponry of the Stone Age
- Examine the cause of the first battle of the Ancient Egyptians (Battle of Meggido – 1457BC)
- Investigate the impact of the first battle of the Ancient Egyptians (Battle of Meggido – 1457BC)
- Introduce the social dynamics of the Ancient Greeks
- Compare and contrast the weaponry of the Ancient Greeks to the weaponry of the Ancient Egyptians and the Stone Age
- Understand how the Battle of Marathon influenced the rise of the Ancient Greeks
- Investigate the relationship between the importance of city states in the Ancient Greek battle against Sparta

As **Scientists** we will:
- Explore the adaptations and evolution of the human skeleton throughout the Stone Age for survival
- Explore the adaptations made by the human skeleton to survive in changing environments

As **Geographers** we will:
- Use eight points of a compass to navigate in the style of a Stone Age 'hunter, gatherer'
- Use keys and symbols to read an atlas
- Use maps, atlases and globes to locate countries that are being explored
- Analyse and describe the features of countries being investigated

through continuous provision

As **Artists** we will:
- Master the skill of drawing by completing cave paintings (Stone Age)
- Discuss opinions of Ancient Egyptian drawings including Hieroglyphics
- Create sketchbook observations of Egyptian drawings

As **Writers** we will:
- Write descriptive sentences about the Stone Age round houses and their previous 'Hunter, Gatherer' lifestyle (1 week)
- Write a diary as an Egyptian soldier (3 weeks)
- Write non-Chronological reports of the Battle of Sparta (3 weeks)

As **Computer Scientists** we will:
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals

As **Musicians** we will:
- Listen to a song finding and moving to the pulse
- Appraise music discussing what we can hear in it and using musical language to discuss
- Improvise and compose music

As **Mathematicians** we will:
- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- Add whole numbers with more than 4 digits, including using formal written methods (columnar addition)
- Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)
- Add and subtract numbers mentally with increasingly large numbers.
- Assessment and tidy-up week

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will understand how events in history affect and influence our lives today.	As we explore all possibilities we will identify how people survived in treacherous condition and how they lived.	As members of a community we will identify similarities and differences between our lives and that of those in the past.

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict and Leadership**
Autumn 2

Areas of Learning

As **Historians** we will:
- Investigate the internal struggles of the Celts in the Iron Age
- Compare and contrast the Celt's weaponry with previous weaponry studied
- Explore the reasons for the Roman invasion of the Celts
  - Investigate the failed invasion and what went wrong (55BC)
  - Analyse their successful invasion, battle and ruling (54BC)
- Investigate Roman soldiers and weaponry.
- *Science link* – examine the properties of materials to make Roman weapons
- How is the Battle of Actium related to the demise of the Ancient Egyptian as a super power civilisation?

As **Scientists** we will:
- Examine the properties of materials using various tests

As **Geographers** we will:
- Identify and describe features of volcanoes
- Explore the reasons for volcanic eruptions Describe and understand key aspects of Mount Vesuvius (Rome) and related seismic activity
- Understand the effects of volcanic eruptions on society (i.e. Pompeii)

As **Artists** we will:
- Create photograph picture books of our trip to a Roman ruin and house in Wroxeter
- Sculpt a volcano

As **Writers** we will:
- Write a newspaper report on the Roman invasions (3 weeks)
- Persuasion (2 weeks)
- (2 weeks)

As **Computer Scientists** we will:
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

As **Linguists** we will:
- Name some francophone countries and some towns in France
- Learn the days of the week
- Learn some phrases about weather
- Revise language for direction
- Add to our repertoire of songs and rhymes.

As **Mathematicians** we will:
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Multiply and divide whole numbers by 10, 100 and 1000.
- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite numbers
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will understand how events in history affect and influence our lives today.	As we explore all possibilities we will identify how people survived in treacherous condition and how they lived.	As members of a community we will identify similarities and differences between our lives and that of those in the past.

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict of the Earth**
Spring 1

Areas of Learning

As **Geographers** we will:
- Explore the climate zones of a mountain
- Locate geographical zones of the world
- Understand the significance of geographical zones
- Describe and understand key aspects of an earthquake
- Describe and understand key aspects of a climate zone
- Describe and understand key aspects of a vegetation belt
- Describe and understand key aspects of a river
- Describe and understand key aspects of the water cycle
- Describe and understand key aspects of biomes
- Use a wide range of geographical sources in order to investigate places and patterns

As **Scientists** we will:
- Look at nutrition, transportation of water and nutrients in the body.
- Look at changes of state, evaporation, condensation, and the water cycle.
- look at sources, vibration, volume and pitch (sound – link to music)
- Look at the movement of the Earth and the moon.
- Explain day and night.

As **Writers** we will:
- Retrieve, record and present information from non-fiction texts about geographical zones
- Write a persuasive text about the importance of looking after the land (
- Present what the children have learnt through a formal debate

As **Computer Scientists** we will: (unit 5.3)
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

As **Artists** we will:
- Learn about great artists in history
- Use water colours to create geographical images
- Improve mastery of water colour painting

As **Mathematicians** we will:
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will understand the challenges faced by people living in a variety of climate zones (e.g. by an active volcano).	As we explore all possibilities we will investigate the choices that people who live in a variety of geographical zones have.	As members of a community we will explore how people adapt to survive in a variety of geographical locations.

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict**
Spring 2

Areas of Learning

As **Historians** we will:
- Explore the reasons that the Anglo-Saxons conquered the Romans and took over the UK (410AD)
- Discover the creation of Anglo-Saxon kingdoms (600AD)
- Understand the importance of Lindisfarne in the make-up of Anglo-Saxon dynasty (635AD)
- Analyse the impact of the Viking attack on Lindisfarne (793AD)

As **Scientists** we will:
- Look at contact and distant forces, attraction and repulsion, comparing and grouping material
- Look at sources, seeing, reflections and shadows for light
- Look at the effect of diet and exercise and drugs – PSHE DAY

As **Writers** we will:
- Develop out descriptive writing techniques
- Focus on developing a character description
- Focus on developing a setting description
- Build-up to write a full, descriptive story.

As **Computer Scientists** we will: (unit 5.4)
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

As **Mathematicians** we will:
- Read, write, order and compare numbers with up to three decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will understand how events in history affect and influence our lives today.	As we explore all possibilities we will identify how people survived in treacherous condition and how they lived.	As members of a community we will identify similarities and differences between our lives and that of those in the past.

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict**
Summer 1

Areas of Learning

As **Historians** we will:
- Explore the Mayan decline and the impact of the Spanish invasion (800AD)
- Investigate the reasons that the Vikings decided to live peacefully (870AD)
- Discover the reasons for the break out of WW1
- Explore the weaponry used in WW1
- Understand the challenges that children faced in WW1
- Understand the challenges that soldiers faced in WW1
- Discuss the impact of WW1 on the UK

As **Scientists** we will:
- Look at sources, seeing, reflections and shadows
- Look at the movement of the Earth and the moon
- Explain day and night

As **Designers** we will:
Understand and apply the principles of a healthy and varied diet.
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

As **Writers** we will (n/f focus):
- Develop our non-fiction writing by writing a non-chronological report about events in history
- Use journalistic features to write a newspaper report about the start of WW1.
- Write a persuasive letter from the point of view of a soldier in the trenches in WW1

As **Computer Scientists** we will:
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

... be discerning in evaluating digital content.

As **Mathematicians** we will:
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). (2 weeks)

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will understand how events in history affect and influence our lives today. We will also begin to understand the lives and conditions of soldiers in the trenches in WW1.	As we explore all possibilities we will identify how people survived in treacherous condition and how they lived.	As members of a community we will identify similarities and differences between our lives and that of those in the past. We will also show empathy and compassion for the conditions of soldiers in the trenches and discuss how we would feel in those conditions.

Medium Term Planning – Meadows Primary Academy

Topic Name – **Conflict**
Summer 2

Areas of Learning

As **Scientists** we will:
Identify and name plants and animals
Look at water transportation in plants.
Look at classification keys
Compare and group rocks and describe the formation of fossils

As **Artists** we will:
- Learn about the great artists, architects and designers in history.
- Improve mastery of techniques (painting with water colours)

As **Designers** we will:
Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- Look at circuits, the effects of the voltage in cells and the resistance and conductivity of materials

Continuous provision

As **Writers** we will:
- Master the ability to use enhanced vocabulary to describe settings, characters and story chapters.
- Use a text (Fastest Boy in the World) to provide a base for our writing.
- Continue to edit and improve our writing
- Improve our abilities to answer questions based on a piece of text.

As **Computer Scientists** we will:
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

As **Musicians** we will:
Listen with attention to detail and recall sounds with increasing aural memory.
Play and perform in ensemble contexts, using voice with increasing accuracy, control and expression.

As **Mathematicians** we will:
- Solve problems involving converting between units of time.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].

Core Drivers		
Respect **Knowledge of the World**	Positivity **Possibilities**	Collective Responsibility **Community**
As we develop our knowledge of the world we will begin to understand the complexity of the eco-system around us (plants).	As we explore all possibilities we will explore the effect that an artist has on world culture.	As members of a community we will continue to show respect for our environment.