

Year 5 Curriculum Map 2018/2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Value of the Term	Respect	Hope	Love	Truth	Forgiveness	Kindness
Learning to Learn	Collaborative	Resilient	Creativity	Reflective	Risky	Communicative
Core Subjects						
English Texts and Outcomes	The Lost Happy Ending	Rose Blanche	Street Child	There's a boy in the girls' bathroom	The Journey	The Matchbox Diary
Maths Overview	Numbers - place value. Addition and subtraction Statistics	Multiplication and division Perimeter and area	Multiplication and division Fractions	Fractions, decimals and percentages.	Decimals Geometry - properties of shapes	Geometry - position and direction Converting units Volume
Science	Properties and changes of materials		Forces	Cycle 1 - Electricity (Year 6 unit) Cycle 2 - Earth and Space	Animals including Humans	Living things and their habitats
RE	<p>Discovery RE</p> <p>Belief into action</p> <p>How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> <p>Prayer and worship</p> <p>What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Understanding Christianity</p> <p>Was Jesus the Messiah?</p>	<p>Discovery RE</p> <p>Beliefs and moral values</p> <p>Are Sikh stories important today?</p> <p>Religion: Sikhism</p> <p>Hindu beliefs</p> <p>How can Brahm be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Understanding Christianity</p> <p>What did Jesus do to save human beings?</p>	<p>Discovery RE</p> <p>Prayer and Worship</p> <p>What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> <p>Beliefs and moral values</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus to lead a good live?</p> <p>Religion: Hinduism.</p>	<p>Understanding Christianity</p> <p>What would Jesus do? What does is mean if God is holy and living?</p>
Thematic Curriculum						
Topic Title	Our Changing World	An unknown journey	They made a difference		Journeys	Enterprise

Starting Hook	Create a natural disaster scene - orienteering to find survival items.	Imperial War Museum	Famous person/local hero e.g David Walliams? Paul Stevenson? Juda?		Orienteering - visit outdoor centre	Craft carousel
Fabulous Finale	Design and make a survival kit	Air Raid in school	Plan, run and advertise campaign	Children to run a charity event.	Hike or Bike ride	Enterprise fair
School Trip/ External Visitor	RNLI speaker/other speaker sharing natural disaster story?	Glenside museum and war memorial - 11/11/18	We The curious - science link		Walk around the local area and take pictures to devise a digital map and hand drawn map - welly walk.	
History	Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History.</p> <p><u>Skills</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Changes in an aspect of social history.</p> <p><u>Skills</u></p> <p>Regularly address and devise questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Changes in an aspect of social history.</p> <p><u>Skills</u></p> <p>Regularly address and devise questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History</p>	

<p>Geography</p>	<p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of arctic and Antarctic circle.</p> <p>Describe and understand key aspects of physical geography (climate zones) and human geography (energy, food, minerals and water).</p> <p>Use maps atlases and globes to locate countries and describe features studied.</p> <p>Use fieldwork.</p>	<p>Name and locate counties and cities of the UK.</p>			<p>Use the eight points of a compass, four and six-figure grid references. Symbols and key to build knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, 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>Computing</p>	<p>Data - temperature and weather conditions - creating graphs. Media - weather forecast</p>	<p>Media - create a podcast about war</p>	<p>Online Safety</p>	<p>Impact of technology</p>	<p>Programming - create games that involve routes and journeys.</p>	<p>Data - spreadsheets on profit and loss.</p>
<p>DT</p>		<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>(Creating a meal under ration conditions)</p>				<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of tools and</p>

						<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Additional Art/Music	Design an emergency kit.	Learn war songs.	Persuasive Rap/Chant	Marketing poster	French songs	Craft skills
PSHE	Being Me and My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
French	Understand, say and recognise (by reading out) a few familiar spoken words and phrases. Imitate correct pronunciation.	Understand, say and recognise directions, weather and numbers to 30	Understand, say and recognise dates, pocket money, numbers to 100,	Understand, say and recognise family vocabulary, likes and dislikes	Understand, say and recognise sports vocabulary, healthy eating and 'Four Friends' story.	Understand, say and recognise animal vocabulary

Health and Wellbeing

Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history
Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory

	♣ develop an understanding of the history of music.	♣ develop an understanding of the history of music.			♣ use and understand staff and other musical notations	♣ use and understand staff and other musical notations
PE	Games/Play Activities		Gymnastics		Net & wall	
	<p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p>Experience small sided and simplified versions of different types of games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition.</p> <p>Develop team games - working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles.</p>	<p>Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practise adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions.</p> <p>Experience working within prescribed areas, considering and developing rules and scoring systems.</p> <p>Develop an understanding of selecting more relevant actions, continuity when linking movement actions.</p>	<p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p>Experience small sided and simplified versions of different types of games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition.</p> <p>Develop team games - working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles.</p>			
Each term, the class teacher will follow the REAL PE scheme in a second PE lesson						