

Year 5 Curriculum Map

2018-19

| | Term 1 | | Term 2 | | Term 3 | |
|---------|---|---|---|---|--|---|
| | 1 st half | 2nd half | 1 st half | 2nd half | 1 st half | 2nd half |
| Science | Earth and Beyond 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. | Can you feel the Force? Design and make products that use levers, pulleys, gears and/or springs and explore their effects. Explore the concept of gravity and examples of gravity in action in everyday life. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces They might explore resistance in water by making and testing boats of different shapes | Can you feel the Force? Design and make products that use levers, pulleys, gears and/or springs and explore their effects. Explore the concept of gravity and examples of gravity in action in everyday life. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces They might explore resistance in water by making and testing boats of different shapes | Properties and Changes of Materials Demonstrate that dissolving, mixing and changes of state are reversible changes Discuss molecules and how they are formed to create solid liquid and gas and how the bonds break or reform to change state. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes | Living Things and their Habitats 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. | Animals Including Humans Describe the changes as humans develop to old age. Create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies. Draw a timeline to indicate stages in the growth and development of humans. |
| NC Aims | <ul style="list-style-type: none"> help them to answer scientific questions about the world around them | <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics | <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics | <ul style="list-style-type: none"> develop understanding of the nature, processes and methods of science through different types of science enquiries | <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding | <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding |
| History | Were the Anglo-Saxons really smashing? & Were The Vikings Really Vicious? <i>Viking raids and invasion</i> <i>Resistance by Alfred the Great and Athelstan first king of England</i> <i>Further invasions and Danegeld</i> <i>Anglo Saxon laws and justice</i> | | | | What was life like for the Maya civilization? <i>Timeline of how the Mayan civilization developed.</i> <i>Linked to South America Geography topic.</i> | |

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| NC Aims | understand historical concepts such as continuity and change, cause and consequence The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor How Britain has influenced and been influenced by the wider world What we can learn from artefacts. | | | | How the Mayan civilization developed. The Mayan living conditions with relation to North America. | |
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| | 1 st half | 2nd half | 1 st half | 2 nd half | 1 st half | 2 nd half |
| Geography | <p>Where did the Saxons and Vikings hail from? Why did they move to England?</p> <p><i>Weather conditions and contrasting localities of Northumberland and Scandinavia rainfall etc.</i></p> | | <p>Why is Brazil in the news again?</p> <p><i>Differences in lifestyles for children.</i></p> | | <p>Why should the rainforests be important to us all?</p> <p><i>Eco-systems</i> <i>Impact of capitalisation and deforestation</i></p> | |
| NC Aims | Locate the world's countries, using maps. | | locate the world's countries, using maps, to focus on South America, concentrating on their key physical and human characteristics, countries, and major cities. | locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics. | Human geography including economic activity including trade links and the distribution of natural sources and the distribution of natural resources including energy, food, minerals and water | |

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| RE | <p>Ourselves <i>Created in the image and likeness of God.</i> & Life Choices <i>Marriage commitment and service</i> Judaism & Hope <i>Advent; waiting in joyful hope for Jesus; the promised one.</i></p> | | <p>Mission <i>Continuing Jesus' mission in diocese (ecumenism)</i> & Memorial Sacrifice <i>The Eucharist the living memorial of Jesus' sacrifice</i> Sacrifice <i>Lent a time of aligning with the sacrifice already made by Jesus.</i> & Transformation <i>Celebration of the Spirit's transforming power.</i></p> | | <p>Islam & Freedom and Responsibility <i>Commandments enable Christians to be free & responsible.</i> Stewardship <i>The Church is called to the stewardship of Creation.</i></p> | |
| | <ul style="list-style-type: none"> Non statutory National Curriculum aims available | <ul style="list-style-type: none"> Non statutory National Curriculum aims available | <ul style="list-style-type: none"> Non statutory National Curriculum aims available | <ul style="list-style-type: none"> Non statutory National Curriculum aims available | <ul style="list-style-type: none"> Non statutory National Curriculum aims available | <ul style="list-style-type: none"> Non statutory National Curriculum aims available |
| PE | Athletics | Invasion games | Dance | Gymnastics | Invasion Games | Outdoor adventure |
| NC Aims | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> perform dances using a range of movement patterns | <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance | <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team |
| Art | Anglo Saxon shields | | <p>Central & South American Artists <i>Joaquin Torres Garcia</i> <i>Leonora Carrington</i> <i>Frida Kahlo</i> <i>Diego Rivera</i> <i>Beatriz Milhazes</i> <i>Carlos Paez Vilaro</i></p> <p>Henri Rousseau <i>"Tiger in a Tropical Storm"</i></p> | | <p>Henry Matisse <i>Leaf patterns</i></p> <p>Andy Goldsworthy <i>3d Sculptures</i></p> | |

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| NC Aims | produce creative work, exploring their ideas and recording their experiences | | | | produce creative work, exploring their ideas and recording their experiences create 3-d sculptures using natural materials from the environment | |
| | evaluate and analyse creative works using the language of art, craft and design | | know about great artists, craft makers and designers research the work of artists who have specialised in plants and animals | | | |
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| | Term 1 | | Term 2 | | Term 3 | |
| | 1 st half | 2nd half | 1 st half | 2 nd half | 1 st half | 2 nd half |
| DT | <i>Anglo Saxon shields</i> <i>History</i> | | <i>Hot and Spicy Meals</i> <i>Geography</i> | <i>Hand Puppets</i> <i>Geography</i> | | |
| NC Aims | • 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 | | understand and apply the principles of nutrition and learn how to cook | | | |
| MFL | <i>Colours</i> <i>Parts of the Body</i> <i>Asking Questions</i> | <i>Zoo Animals</i> <i>Verbs, Quantifiers & Adjectives</i> <i>Christmas Theme</i> | <i>Songs & Poems</i> <i>Members of the Family</i> <i>Asking & Answering Questions</i> | <i>Traditional Stories</i> <i>Pets</i> <i>Easter Theme</i> | <i>Playground Games</i> <i>Hobbies</i> | <i>Numbers</i> <i>Leisure Activities</i> <i>Travelling Aborad</i> |

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| NC Aims | listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verb | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* appreciate stories, songs, poems and rhymes in the language | read carefully and show understanding of words, phrases and simple writing speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing | s; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| Music | <p>“We’ll Meet Again” <i>History</i></p> <p>BBC Primary Music</p> | | <p><i>Classroom Jazz</i> <i>Geography</i></p> <p>Charanga – Y5</p> | | <p><i>Don’t Stop Believin</i> <i>Modern Rock Anthems</i></p> <p>Charanga – Y5</p> | |
| NC Aims | <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, perform, listen to, review and evaluate music across a range of historical periods, | | <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, learn to sing and to use their voices, to create and compose music on their own and with others | | <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, learn to sing and to use their voices, to create and compose music on their own and with others | |
| Computing | <p>Positive and negative influences of technology</p> <p>Internet Safety</p> | <p>Data Bases & Spreadsheets</p> | <p>Communication</p> | <p>Algorithms and Programs</p> | <p>Presentation & Data Retrieving and Organisation</p> | |
| NC Aims | <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Recognise unacceptable and acceptable behaviour Identify a range of ways to report concerns about content | <p>search databases for information using symbols</p> <p>Create formula in spreadsheets</p> <p>Create graphs and tables</p> | <p>understand computer networks including the internet, how they can provide multiple services such as WWW</p> | <p>design write and debug programs by putting them into smaller parts</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>Select use and combine a variety of software on a range of digital devices to design create a range of programs.</p> | |

Year 5 Literacy

2018-19