

Year 5 - Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Fantasy narrative Non-chronological reports Soliloquies The Highway man	Narrative using personification Journals Letters Recounts Instructions	Free verse poetry Narrative adventure leaflets	Fantasy narrative Non-chronological reports Instructions and advertisements Shape poetry Limericks and Kennings	Narrative adventure Signage and emails Non-fiction books Adverts Balanced arguments Poetry	
Mathematics	Place value (including decimals) Written addition and subtraction (including problem solving) Geometry (angles) Geometry and measures (perimeter) Addition and subtraction (statistics)	Mental multiplication and division (including factors and multiples) Division including problems Fractions (compare, order, equivalence) Multiplication and measures (area) Statistics and measure (time)	Place value Roman numerals Counting including negative numbers Addition and subtraction including problems Mental and written multiplication Measures (lengths, masses and capacity) Geometry (reflection and translation) Geometry (angles)	Mental and written division 2D and 3D shape including sorting Calculations with fractions Measures (area and volume) Statistics and measures	Place value Fractions Measures (time and statistics) Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes
Topic title	Alchemy Island	Peasants, Princes and pestilence	Time traveller	Beast creator	Scream machine	
Science	Properties and changes of materials: working Scientifically. Compare and group together everyday materials based on their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and	Explore the growth of bacteria and fungus; find out about and compare the lifecycles of rodents, fleas and bacteria; explore what was contained in a 'Cure Box' and how each item was believed to 'cure' the	Create a timeline of their own life; understand the different stages of human development;	Learn the different classifications of minibeasts and compare and contrast their different habitats; design an experiment to find out about the most preferred habitat for woodlice; find out about the different 'homes' minibeasts	Forces; properties of everyday materials; Mechanisms: Learn about the forces acting on different theme park rides; consider the properties of the materials used to create theme park rides and design a fair test to ascertain the suitability of certain materials for a specific purpose; create a marble 'loop the loop' track and investigate how changing the angle of the track, size of drop and other variables affects the behaviour of the marble; investigate the forces operating on a	

	<p>response to magnets. Use knowledge of solids liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 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. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Demonstrate that dissolving, mixing and changes of state are reversible changes. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Plan different types of scientific enquiries to answer questions, report findings from enquiries including conclusions.</p>	<p>Black Death;</p>		<p>occupy e.g. a wasp's nest, a spider's web etc; create food chains and webs and understand the terms producer, prey and predator; hatch some stick insect eggs; consider how food chains and food webs can be disrupted by poisons or toxins;</p>	<p>simple pendulum and experiment changing any variables e.g. mass, length of string noting the effect that it has on its motion; explore how pulleys can be used and how lifting with the application of less force can be achieved; investigate the effects of air resistance, drag and friction through practical experimentation e.g. consider how different surfaces alter the amount of force required to pull an object across it;</p>
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<p>Computing</p>	<p>Digital photography: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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</p>	<p>Create an interactive presentation about the key events of the 14th Century</p>	<p>Create a digital montage of themselves; use a software package to create an 'aged' version of themselves; Digital portraits</p>	<p>Research and presentation; use the internet to find out about some of the world's deadliest minibeasts; create a top trumps game featuring the world's deadliest minibeasts; find out about the lifecycle of a chosen minibeast and watch time lapse footage of their growth and development; use a presentation package to explain the lifecycle of a chosen minibeast; 'Green Screen' animation using ipads and imovie.</p>	<p>Effective online research; online discussion Study a range of online theme park maps and plans considering the location of the attractions and amenities; predict the outcomes of simple algorithms in a simulation program; model the behaviour of a rollercoaster 'looping the loop' using 'Scratch' programming software; evaluate the effectiveness and usefulness of a number of UK Theme park websites; evaluate theme park promotional material (posters, leaflets etc) and use a desktop publishing program to produce promotional material targeted at a specific audience; make a short video or 'vox pop' describing how they felt after travelling on one of the theme park rides</p>
<p>History</p>		<p>Use a range of sources to sequence the symptoms associated with the Black Death; explore the properties of a range of herbs that were used during the Middle Ages sorting and classifying them into groups based on observable properties; find out about the 'Flagellants' using a range of historical sources; learn about</p>	<p>Changes over the last century; the children will select periods of history that they wish to study.</p>		<p>Theme parks over the years.</p>

		<p>the lives of the rich and poor during the Middle Ages; find out about a knight's role in battle and make detailed drawings of a knight's headwear and armour; learn about the kings who reigned during the period 1300-1400 and create a chronological family tree about the kings and their families; use drama to retell the story of the Peasant's revolt; debate about the introduction of the Poll Tax; chronicle other instances of the plague or Black Death</p>			
<p>Geography</p>	<p>Map reading; Using co-ordinates; Human and physical features Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use the eight points of a compass, four and six-figure grid</p>	<p>Map the origins and spread of the Black Death ; research the geographical and human factors which caused 1340's London to have one of the fastest growing Black Death infection rates;</p>	<p>Consider the changes that have taken place in the local community over time;</p>	<p>Local fieldwork; contrasting locations; Take part in a minibeast hunt around school and record the locations of any finds on a sketch map;</p>	<p>Theme parks in the UK and overseas; Locate the biggest UK theme parks on a map and consider how close they are to transport hubs and links- then plan a journey to one of them using the most appropriate forms of transport; contrast UK theme parks with those from overseas</p>

	references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world				
Art & Design			Use a digital software package to edit close up a close up photograph of a partner's face; explore Dali's use of clock imagery and design and paint a unique clock design of their own; use pencil to draw their own self portrait; use mixed media to create a collage that reflects their hopes, dreams and aspirations; consider what the world will be like in the year 2100;	Make detailed annotated drawings of different minibeasts using hand lenses and microscopes to help; create a mixed media collage on the theme of metamorphosis; make a minibeast factfile illustrating 20 amazing facts that they have learned;	Photography and image editing; Use image editing software to add details and effects to digital portraits to simulate their facial expressions when riding a roller coaster;
DT	Electrical Circuits; designing a board game Understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors 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	Make an ancient looking journal or diary using a range of techniques for joining and binding; create lettered printing blocks using a range of techniques and resources and print words and initials decorating them with illumination techniques; research the rich foods of a king's medieval banquet;	Selecting materials	Model making; create a 3D fantasy beast using a range of fabrics, materials and techniques; use 'junk' materials to create large scale minibeasts in the outdoor environment;	Ride design; Mechanical systems; working Models Investigate roller coaster designs before sketching out a design of their own, considering details and safety features; use a construction kit to make a simple fairground ride that has a spinning mechanism such as a carousel or chairplane; use a construction kit to explore simple cam mechanisms and gears and consider how they are used on fairground rides; design, construct, evaluate and refine a model 'drop ride'; make fairground food (toffee apples, hotdogs and popcorn).
Music	Learning to read and compose music	Composing song lyrics and sound	Learning to read and compose music	Composing song lyrics and sound effects	Composing song lyrics and accompanying music.

		effects				
PHSCE	New Beginnings	Friendship	Going for Goals	Good to be Me	Relationships	Changes
PE	<p><b>Invasion Games</b>  <b>Physical Me:</b> To develop dribbling, passing, receiving, positional and shooting skills.  To participate in a 3 v 3 game using space appropriately in a stick game. To develop dribbling, passing, receiving, positional and shooting skills</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To link together a 4+ actions showing changes in speed and/or acceleration or deceleration whilst demonstrating a high degree of control and fluency. To perform this sequence demonstrating different pathways</p>	<p><b>Invasion Games</b>  <b>Physical Me:</b> To change pace and direction to mark a player and switch to covering space or marking space or covering space and understand the importance of rebounding in the game.</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To link together a 4+ actions showing changes in speed and/or acceleration or deceleration whilst demonstrating a high degree of control and fluency. To perform this sequence demonstrating different pathways</p>	<p><b>Gymnastics</b>  <b>Physical Me:</b> To use different basic actions to move in and out of a range of stable balances with contrasting body shapes and differing points of contact. To be able to work on own to cover space safely</p>	<p><b>Net and Wall Games</b>  <b>Physical Me:</b> To perform a range of FMS for N &amp; W activities maintain balance, start explosively, be stable in a ready position, hit the ball / shuttlecock. To know how to play a simple net and wall game (1 v 1), following simple rules and applying FMS learnt and tactics to make it hard for my player to return the ball.</p> <p><b>Gymnastics</b>  <b>Physical Me:</b> To perform a sequence of at least 4 actions with a focus on contrasting body shapes, symmetry and asymmetry. To demonstrate control fluency and precision in performance</p>	<p><b>Athletics</b>  <b>Physical Me:</b> To safely explore and evaluate the use of arms, rhythm and changeover of baton to gain the quickest time. To explore the use of arms and legs, body position and start position to improve my speed when running.</p>	<p><b>Striking and Fielding</b>  <b>Physical Me:</b> To know how to and can use a bat, racket or part of my body to hit a ball into spaces that are close to me and further away.  To know how to and can strike a ball accurately into spaces away from my opponents, and can apply this in a range of situations.  To be able to work on own and with others to cover space and apply this in a range of situations</p>
French	<p>Greetings conversation  Respond to questions about yourself  All about Me- written activity  Dictionary skills  Map of France and Europe-  Ou habites tu?- learn a song  Locate places and countries A3 map</p>		<p>Roule la galette story  Dictionary activity  Roule la galette story sequencing  Identify nouns, adjectives and verbs in the story  Self assessment  Read and Translate postcards</p>		<p>Class room objects  Dictionary activity  Draw and label items in your pencil case  Va-t'en Grande Monstre Vert story  Make a monster  Nouns and adjectives-changes in spelling  Monster activities</p>	

	Complete individual A4 maps		Traditional French song Number Revision 1-100 Make a number rocket
RE	<p><b>Believing</b>  <b>Why do some people think God exists?</b>          (Christians and non-religious)          Who is Christian/ Muslim/Jewish and what do they believe?          What do different people believe about God?          Do we need to prove God's existence?</p>	<p><b>Expressing</b>  <b>If God is everywhere, why go to a place of worship?</b>          (Christians, Hindus and/or Jewish people)          Which places are special and why?          What makes some places sacred?          Why do people pray?          Should religious buildings be sold to feed the starving?</p>	<p><b>Living</b>  <b>What does it mean to be a Muslim in Britain today?</b>          Where do we belong?          What does it mean to belong to a faith community?          What does it mean to be a Christian/Hindu in Britain today?          What is good and what is bad about being a teenage Muslim in Britain today?</p>

