

YEAR 5 CURRICULUM MAP 23-24

AUTUMN 1 <i>(7 weeks 1 day)</i>	AUTUMN 2 <i>(7 weeks 3 days)</i>	SPRING 1 <i>(5 weeks 1 day)</i>	SPRING 2 <i>(6 weeks)</i>	SUMMER 1 <i>(6 weeks)</i>	SUMMER 2 <i>(6 weeks 4 days)</i>
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ENGLISH (at least 90 minutes per day)

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All objectives for word-reading, comprehension, planning, drafting, writing, evaluating, editing, proof-reading and spelling are taught each half-term and linked to the core text & other subjects

<p style="text-align: center;">MATHS (at least 75 minutes per day) (White Rose scheme of learning; all topics include recap from previous years)</p>					
<p>Number & place value Addition & subtraction Statistics</p>	<p>Multiplication & division Measurement: Perimeter and area</p>	<p>Multiplication & division Fractions</p>	<p>Fractions Decimals & percentages</p>	<p>Decimals Geometry: Properties of shape</p>	<p>Geometry: Position & direction Measurement: Converting units</p>
<p style="text-align: center;">SCIENCE (at least 1.5 hours per week)</p>					
<p>Working Scientifically Identifying and exploring the steps in the scientific method – generating enquiry question, creating a hypothesis, conducting a comparative fair test and drawing conclusions building from Y4</p>	<p>Physics – Earth & space Movement of Earth and the planets building on seasons in Y1 Movement of the Moon Night and day</p>	<p>Biology - Living things, their habitats and life cycles Life cycles of plants & animals building from Y3 Reproductive processes Famous naturalists</p>	<p>Physics – Forces Friction, air resistance and water resistance. Forces & motion of mechanical devices building from forces in Y3 <i>Enquiry types throughout year: research; identifying & classifying; comparative testing; observation over time; pattern-seeking; fair-testing</i> (Properties may go over 7/8 weeks so forces may be shorter).</p>	<p>Chemistry - Properties and changes in materials Compare properties of everyday materials Solubility/dissolving and recovering a substance Separation through filtering, sieving and evaporation Reversible & irreversible changes (creation of new materials) Grouping and comparing materials based on properties building from states of matter and changing states in Y4</p>	<p>Biology - Animals including humans Changes as humans develop from birth to old age (Animals including humans) building from Y2 animals including humans – animals have offspring that grow into adults.</p>
<p style="text-align: center;">GEOGRAPHY (1 hour per week, 3 half-terms per year)</p>					
	<p>Locational knowledge Know the names of a number of European capitals building from capitals in Y3 & Y4</p>			<p>Locational/place knowledge Know the names of and locate North American countries.</p>	<p>Physical geography/fieldwork Know the names of & locate some of the world's deserts building from water cycle in Y3/Y4</p>

				Know key differences between living in the UK & in California, USA building from differences between Spain/UK in Y3	Know how to use graphs to record features such as temperature or rainfall.
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HISTORY (1 hour per week, 3 half-terms per year)

Ancient Greece and its legacy Know the main features & events of Ancient Greece and the legacy of its culture on later periods in British history building from impact of Roman Empire on Britain in Y4		Britain's settlement by the Anglo Saxons and Scots Know how Britain changed between the end of the Roman occupation and 1066 building from the Romans in Y4		
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RE (1 hour p.w)

Beliefs and practises (some elements throughout year) Prayer, worship and reflection (1) <ul style="list-style-type: none"> • Sukkot • Yom Kippur • Rosh Hashanah • Baptism • Mikveh • Pilgrimage • Prayer • Church • Synagogue 	Sources of wisdom Prayer, worship and reflection(2) <ul style="list-style-type: none"> • Rabbi • Torah stories • Shema • Psalm • Lord's Prayer • Jesus' miracles • Hanukah • Christmas 	Identity and belonging <ul style="list-style-type: none"> • Moses • Rabbi • Pope • Mezuzah • Shabbat • Kosher • Challenge of rules 	Symbols and actions <ul style="list-style-type: none"> • Stained glass • Easter • Passover • Kippah, tefflin, tallit (to prayer) 	Human Responsibilities and values <ul style="list-style-type: none"> • Religions in local area • 10 commandments • Tikkun Olam Religious charities	Justice and Fairness Ultimate Questions (creative and expressive curriculum links) <ul style="list-style-type: none"> • Kinder transport • Responses to justice • Tzedkah • Mitzvah • Creation story • Big Bang • Gan Eden, Shoel, Gahennah • Heaven/hell
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ART (1 hour)

<p>Develop skills in using clay including slabs, coils and slips</p> <p>Learn to score and use slip effectively to join pieces of clay together - building from Y1</p> <p>Make Greek pot / vase – links to History</p> <p>Artists – Clarice Cliff & the Ancient Greeks</p>	<p>Pastel techniques</p> <p>Review pastel knowledge - use different sides/edges of pastel, blending, layering, cross hatching - building from Y2</p> <p>Look at the effects of different pressure has Tones</p> <p>Space pastel artwork – links to Science</p> <p>Artists – David Knapp and Degas</p>	<p>Observational drawing</p> <p>Critiquing artwork – commenting on shape, proportion, tone, shade and detail accurately is to look at the source of information.</p> <p>Learn different mark making techniques – light to heavy, hatch, cross hatch, stippling, scribbles, cs and os, wiggles - building from drawing in Y4</p> <p>Sketching Anglo Saxon artefacts – links to History</p> <p>Artists – Vincent Van Gogh and Rembrandt</p>	<p>Collage</p> <p>Look at a variety of different collage artists and the different media that has been used to create artwork.</p> <p>Learn about the art of collage - that materials are stuck down and overlapped - building from Y3</p> <p>Learn about colour and texture and how to create it in a piece of artwork.</p> <p>Artists - Romare Bearden, Pablo Picasso, David Hockney, Georges Braque, Eileen Downes</p>	<p>Colour mixing</p> <p>Revisit primary, secondary and tertiary colours - building from Y4</p> <p>Learn how to make brown</p> <p>Know that colour can express mood and mix colour according to the mood that is required.</p> <p>Know that colour can divide foreground from background.</p> <p>Artists – Jacob Lawrence, Henri Rousseau</p>	<p>Mixed Media</p> <p>Know that mixed media is an artwork where more than one medium has been used.</p> <p>Know how to use a variety of mediums from past experience.</p> <p>Know how to compare and contrast similar medium</p> <p>Create a piece of artwork using mixed media</p> <p>Artist – Eileen Agar</p>
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D&T (1 hour per week, 2 half terms per year)

<p>Structures – Building Bridges</p> <p>Frame structures</p> <p>Strengthening techniques</p> <p>How does a triangular shapes strengthen a structure</p> <p>Know the meaning of the words horizontal and vertical.</p> <p>Links to Science and maths – forces and shape</p>	<p>Electrical systems <i>Block teaching</i></p> <p>Pulleys – how do they work</p> <p>Mechanisms</p> <p>Links to Science – forces and electricity</p>	<p>Textiles</p> <p>Types of stitches (running, back-stitch, blanket stitch).</p> <p>Types of fastening</p> <p>Prototypes</p> <p>Mock-ups</p> <p>Embroidery</p>
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PE (at least 1.5 hours per week)
GetSet4PE scheme

Basketball Gymnastics	Netball Dance	Football OAA	Hockey Tag Rugby	Cricket Athletics	Rounders Tennis
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COMPUTING (1 hour p.w, 6 half terms a year)

<p>Teach Computing - Computing systems and networks - Systems and searching</p> <ol style="list-style-type: none"> To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online To evaluate different ways of working together online 	<p>Teach Computing - Creating media – Introduction to vector graphics</p> <ol style="list-style-type: none"> To explain what makes a video effective To identify digital devices that can record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video 	<p>Teach Computing – Programming A – Selection in physical programming</p> <ol style="list-style-type: none"> To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection <p>To create a program that controls a physical computing project</p>	<p>Teach Computing – Creating Media – Video Production</p> <ol style="list-style-type: none"> Know features of videos Use a digital device to record a video Know a variety of filming techniques. Record a video using a variety of filming techniques. Improve a video by reshooting and editing. Know how to remove unwanted content <p>Resources: iPads, Video Editor app on iPads</p>	<p>Teach Computing - Programming B – Selection in quizzes</p> <ol style="list-style-type: none"> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program 	<p>Teach Computing - Data and information – Flat-file databases</p> <ol style="list-style-type: none"> To use a form to record information To compare paper and computer-based databases To outline how grouping and then sorting data allows us to answer questions To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually <p>To apply my knowledge of a database to ask and answer real-world questions</p>
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MFL (1 hour p.w. 3 half terms per year)

<p>Pets</p> <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. 	<p>What is the date?</p> <ul style="list-style-type: none"> Repeat and recognise the months of the year in Spanish. Ask when somebody has a birthday and say when they have their birthday. 	<p>My home</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in Spanish.
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- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.

Pupils will revisit vocab from 'La Familia' and 'Me Presento' units including indefinite and definite articles and determiners and how gender impacts the above.

- Say the date in Spanish.
- Create a Spanish calendar.
- Recognise key dates in the Spanish calendar.
- Pupils will need to use numbers 1-30 and the days of the week.

- Tell somebody in Spanish what rooms they have or do not have in their home.
- Ask somebody else in Spanish what rooms they have or do not have in their home.

Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language

PSHE (at least 40 minutes per week)

Jigsaw scheme of learning

<p>Being me in my world</p> <ul style="list-style-type: none"> • My year ahead • Being a citizen of my country • Year 5 responsibilities • Rewards and consequences • Our Learning Charter • Owing our Learning Charter 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Different cultures • Racism • Rumours and name-calling • Types of bullying • Does money matter? • Celebrating difference across the world • 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • When I grow up • Investigate jobs and careers • My dream job – why I want it and the steps to get there • Dreams and goals of young people from other cultures • How can we support each other? • Rallying support 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Smoking • Alcohol • Emergency aid • Body image • My relationship with food • Healthy me 	<p>Relationships</p> <ul style="list-style-type: none"> • Recognising me • Safety with online communities • Being in an online community • Online gaming • My relationship with technology – screen time • Relationships with technology 	<p>Changing Me (including Sex Education)</p> <ul style="list-style-type: none"> • Self and body image • Puberty for girls • Puberty for boys • Conception • Looking ahead
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MUSIC (30-45 mins per week)

<p>OUR COMMUNITY</p> <p>Musical focus: Performance Subject link: History</p> <p>The song <i>Jerusalem</i> provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p>SOLAR SYSTEM</p> <p>Musical focus: Listening Subject link: Science</p> <p>Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p>KEEPING HEALTHY</p> <p>Musical focus: Beat Subject link: PE</p> <p>From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p>AT THE MOVIES</p> <p>Musical focus: Composition Subject link: English</p> <p>Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p>KEYBOARDS (instrument focus)</p> <p style="color: green;">building from Y4</p> <p>Play simple melodies and repeating patterns including ostinatos. Learn some of the notes on the keyboard e.g. CDEF & G</p> <p>Compose their own short melody.</p> <p>Improvise a short sequence using given notes.</p>	<p>LIFE CYCLES</p> <p>Musical focus: Structure Subject link: PSHE</p> <p>Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>
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ENRICHMENT (once per term for paid activity)

<p>Visitors/Visits</p> <p>Planetarium- Link to science</p>	<p>Visitors/Visits</p> <p>Anglo Saxon village- West Stow Link to history</p>	<p>Visitors/Visits</p> <p>Local visit to Waterford Heath</p>
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