Year 5 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | The Great, The Bold and The Brave | Go with the flow | Mission to Mars | The Mystery of Materials | Roots, Shoots and Fruits | Whole School Topic |
| History | Finding out about:   * How the Ancient Greeks came into power * How different sources can explain what happened in the past * The Parthenon and what it tells us about the past * The pros and cons of democracy in Ancient Greece * What life was like in ancient Athens * What life was like in ancient Sparta * The differences between lives in ancient Athens and Sparta * The Battle of Marathon | * Knowledge revisit of The Great, the Bold and the Brave Topic | Finding out about:   * The history of space travel | Knowledge revisit of The Great, the Bold and the Brave and Mission to Mars Topics | Knowledge revisit of The Great, the Bold and the Brave and Mission to Mars Topics |  |
| Art and Design | Finding out about Ancient Greek art.  Creating our own piece of art in a Greek style.  Design and make a temple using water colour painting skills. | Explore creating tone and shade with colour pencils.  Draws familiar things from different viewpoints.    Introduce concept of scale and proportion.  Uses line, tone and shade to represent things seen, remembered or imagined.  Uses line, tone and shade to represent things seen, remembered or imagined. | Use of Modroc to create a 3D image of Mar’s surface. |  | Art Installation – masterpiece  Created wallpaper inspired by William Morris using printing techniques. | Collage as part of whole school topic. |
| Science | Forces and Motion   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces | Forces and Motion   * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | Earth and Space   * 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. | Materials   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. * Demonstrate that dissolving, mixing and changes of state are reversible changes. * 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 and the action of acid on bicarbonate of soda. | Lifecycles   * 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 * describe the changes as humans develop to old age |  |
| Physical Education | **Games**  Play invasion competitive games – attack and defend.  *Focus on hockey/football.*  **Swimming** | **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve. Compete  **Swimming** | **Dance – The Hakka!**  Flexibility, strength, technique control and balance, perform using range of movement patterns. Compare performance with previous. – competition. Link actions and sequences.  **Swimming** | **Gymnastics**  Develop flexibility, strength, technique control and balance. Compare performances and improve.  **Games –**  Tennis/volleyball focus. | **Games**  Striking and fielding – cricket.  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. | **Dance –** link to Summer 2  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. |
| Design and Technology |  | * Design, make and evaluate a boat fit for a river journey. |  | Food tech - Bake bread  Design, make and evaluate bread packaging. | Food tech - Plant vegetables in the allotment to cook with once they have grown. | Food tech – Harvest and cook with vegetables grown in the allotment. Design, make and evaluate. |
| PSHE/SMSC | School rules and expectations / aspirations and goals. | Conflict resolution and anti-bullying | Online safety | Drug education | Financial capability | RSE |
| Computing | How to conduct a successful internet search and be discerning in evaluating whether the results are reliable.  Use Chatterkids to animate Greek Gods and embed video into PowerPoint to make Top Trump cards.  How to use the features of Publisher to present a news report. | Create a survey, and data analysis sheet using excel. | Use Thinglink to link videos on Chatterkids about the planets.  Use adobe spark video to explain the phases of the moon / night and day. | Use scratch to design an algorithm for a specific outcome and use this to write a program with a focus on variables. | Use Microbit to code |  |
| Online Safety | Children will be taught how to:   * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| Geography |  | Water cycle.  Key physical features of a river.  Major rivers in the UK, Europe and around the world.  How the shape of a river is always changing.  How it changes the land through which it flows.  Understand the difference between erosion and deposition.  Use maps, atlases, globes and digital technology.  Carry out fieldwork. |  |  | Use of maps and field work linked to Plants topic. |  |
| Music – not taught every half term. | ‘Livin’ On a Prayer’ - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked. Look at Classic Rock as a genre and also listen to and appraise other ‘Rock’ songs. | Mamma Mia - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked.  Unit based on the Abba song from the 1970s. | Classroom Jazz 1 - a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. | ‘Make You Feel My Love’ - a six-week Unit of Work based on this song- an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Children will also listen to and appraise other pop ballads. | ‘Stop!’- a rap song - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked |  |
| RE | How can churches help us understand Christian belief? | Why is light an important sign at Christmas? | How can a Mosque help us to understand the Muslim faith? | How do Christians know what happened at Easter? | What helps Hindus worship? | How do people express their beliefs through art? |
| MFL (Spanish) | Pupils will improve listening, speaking, writing and reading in Spanish.  Children will be taught:   * Descriptions of myself and others with link to colours. * Weather forecast * Numbers 1 to 50 * Know how to pronounce some letter strings * Talk about personal interest * Write a simple note/message or a short letter * Geography of Spain (capital and cities) | | | | | |