



# Year 5 - Curriculum Map – September 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Space The final Frontier	What does friendship mean?	The USA	The Tudors	Natural disasters	Egyptians
English Power of reading	<p><b>Cosmic Cosmic Disco</b></p> <p>Poetry Diary Letter Narrative Leaflet Balanced argument</p> <p>Comprehension</p> <p><b>SPAG</b> -noun, verb, conjunction, pronoun, adverb, preposition and determiner - modal verb -clauses and phrases</p> <p><b>Spelling</b> - ai sound ( ai, ay, a-e, ei, eigh, ey) -i sound spelled y - u sound spelled ou - words from the year 3 and 4 spelling list</p>	<p><b>Savage</b></p> <p>Popular text Description Autobiography Report writing Narrative Play script</p> <p>Comprehension</p> <p><b>SPAG</b> - expounded noun phrases - relative pronouns -paragraphs</p> <p><b>Spelling</b> - G sound spelled gue -k spelled que - sh sound spelled ch - words from the year 3 and 4 and 5 and 6 spelling list</p>	<p><b>Midnight Fox</b></p> <p>Narrative text Description Newspaper Report Letter Poetry Interview</p> <p>Comprehension</p> <p><b>SPAG</b> -brackets, dashes and commas to show parenthesis -commas to clarify meaning - hyphens</p> <p><b>Spelling</b> - S sound spelled sc - suffix ly - suffixes : tion, sion, ssion, cian - words from the year 3 and 4 and 5 and 6 spelling list</p>	<p><b>Treason</b></p> <p>Historical Fictional text Biography Letter Conversation Description Diary Balanced argument</p> <p>Comprehension</p> <p><b>SPAG</b> - apostrophes - adverbials and fronted adverbials - present perfect form and past perfect tense</p> <p><b>Spelling</b> - spelling pattern ough -suffixes: -cious and tious - suffixes : -cial and – tial - words from the year 5 and 6 spelling list</p>	<p><b>Floodland</b></p> <p>Modern writing Newspaper report Short story Recount Non-fiction writing</p> <p>Comprehension</p> <p><b>SPAG</b> - Subject and verb agreement - I and me - changing nouns or adjectives into verbs using suffixes –ate, - ise, -ify and –en</p> <p><b>Spelling</b> - suffixes –able and ible - silent letters - double letters - words from the year 5 and 6 spelling list</p>	<p><b>Egyptian Cinderella</b></p> <p>Persuasion Argument Interview Diary Story</p> <p>Comprehension</p> <p><b>SPAG</b> - using a dictionary and thesaurus - idioms -antonyms</p> <p><b>Spelling</b> -using verb prefixes - dis, de-, mis-, over-, re- and pre- - adding prefixes and suffixes - words from the year 5 and 6 spelling list</p>

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<p><b>Mathematics</b></p>	<p><b>Number and place value</b> -place value to 1,000,000 -rounding</p> <p><b>Multiplication and division</b> -multiply and divide by 10, 100, 1000</p> <p><b>Fraction decimals and percentages</b> -decimal as fraction -read, write order and compare</p> <p><b>Measurement including time</b> -conversions and problem solving</p>	<p><b>Multiplication and division</b> -factors -formal written methods -mental calculations -multiply and divide by 10,100, 1000 - problem solving</p> <p><b>Measurement</b> Using all 4 operations to solve problems</p> <p><b>Geometry: properties of shape</b> -properties of shapes - angles -regular and irregular</p> <p><b>Place value</b> -Place value - negative numbers -rounding -Roman numerals</p> <p><b>Fractions</b> -decimals as fractions -place value -round decimals</p> <p><b>Measurement</b> -Convert between different units</p>	<p><b>Addition and subtraction</b> -formal written methods -mentally -rounding to check calculations -multi-step problems</p> <p><b>Fractions</b> -solve problems</p> <p><b>Measurement</b> -problem solving -perimeter</p> <p><b>Statistics</b> -line graphs -tables including timetables</p> <p><b>Multiplication and division</b> - Multiply and divide by 10, 100, 1000</p> <p><b>Fractions</b> -Compare and order -mixed numbers and improper fractions -convert decimals to fractions -convert between decimal, fraction % -equivalent fractions</p>	<p><b>Multiplication and division</b> -multiples and factors -prime numbers and composite -written methods -multiply and divide by 10, 100, 1000 -square/ cube numbers</p> <p><b>Geometry</b> -reflection, and translation -identify 3-D shapes -acute, obtuse and reflex -measure angles -identify 90, 180, 360 degrees - regular and irregular polygons</p> <p><b>Number</b> - place value -negative numbers -rounding -problems</p> <p><b>Fractions</b> - compare and order -mixed numbers and improper fractions -convert with decimals and % -round -problem solving</p>	<p><b>Number and place value</b> -place value -negative numbers -rounding - problem solving</p> <p><b>Multiplication and division</b> -multiply and divide by 10, 100, 1000</p> <p><b>Fractions</b> -Compare and order -mixed numbers and improper fractions -convert decimals to fractions -convert between decimal, fraction % -equivalent fractions -add and subtract fractions</p> <p><b>Measurement</b> -convert - problem solving</p> <p><b>Addition and subtraction</b> -formal written methods -mentally -rounding to check calculations -multi-step problems</p>	<p><b>Multiplication and division</b> - Multiply and divide by 10, 100, 1000</p> <p><b>Fractions</b> -Compare and order -mixed numbers and improper fractions -convert decimals to fractions -convert between decimal, fraction % -equivalent fractions -add and subtract fractions</p> <p><b>Measurement</b> -convert - problem solving</p>
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				<b>Measurement</b> -convert - problem solving	<b>Statistics</b> -line graphs -tables including timetables	
<b>Science</b>	<b>Earth and Beyond</b>  Relative sizes of sun, earth and moon Day and night Sunrise and sunset Orbit Moon phases Shadows	<b>Forces</b>  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  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	<b>Materials 1</b>  Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal)  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<b>Materials2</b>  Compare and group together everyday materials on the basis of their properties, including their solubility 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  Demonstrate that dissolving, mixing and changes of state are reversible changes  Explain that some changes result in the	<b>Living things and habitats</b>  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	<b>Animals (including humans)</b>  Describe the changes as humans develop to old age

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				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		
<b>History</b>	<p><b>Space Travel – the Apollo missions</b></p> <p><b>What impact did the Anglo-Saxons have?</b></p> <p>-Where did the A-S come from and where did they settle?                      - Vortigern: Strong King or soft touch?                      -What did the A-S believe in?                      - Why did A-S bury wealth and not come back for it?                      -Was Off, King of Mercians, the greatest A-S king?</p>	See PSHE	<p><b>America</b></p> <p>-Locating the Americas Continents                      -Label USA states                      -Key landmarks – natural v man-made                      -Flag and its meaning                      -Role of the president                      -Temperature comparisons between us and them                      - White house</p>	<p><b>The Tudors</b></p> <p>-Key Tudor people                      -Key events [ Battle of Bosworth]                      -Break with Rome                      -Rich and Poor                      -Fashion                      -Weapons                      -Medicine                      -Explorers</p>	<p><b>Natural Disasters</b></p> <p>Famous volcanic eruptions                      Pompeii                      Tsunami</p>	<p><b>The Egyptians</b></p> <p>- Why were people able to prosper in the desert lands of Ancient Egypt?                      -What was life like for different people in Ancient Egypt?                      -Are you surprised by Ancient Egyptian religion?                      -What impresses you about the Ancient Egyptians?</p>
<b>Geography</b>		<p><b>Local Study</b></p> <p>- Local area on maps                      - Human geography- land use and economic development                      - Map our local area</p>	<p><b>Can you come on a great American road trip?</b></p> <p>-Can you be a city detective?                      -What are the North</p>	<p><b>Age of exploration</b></p> <p>Changing of maps – old and new                      Francis Drake</p>	<p><b>Natural disasters</b></p> <p>Volcanoes                      Earthquakes                      Floods                      Tsunami                      Hurricanes</p>	<p><b>Egypt</b></p> <p>Location of Egypt                      Contrasting localities                      Tourism - pyramids</p>

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		<p>-Local area – unique selling points to tourists [2 lessons]</p> <p><b>How is our country changing?</b> - Where is the United Kingdom? - How did the 2012 Olympics change London? -How did WW” change the West Midlands? -Is our local area changing? - How will our local area change in the future?</p> <p>Forest school- Trip to Walderslade Woods</p>	<p>American cities like? -Are you a good city detective? -Are south American cities similar to North America? -What is route 66?</p>		<p><b>Locations</b> <b>Reasons why</b> <b>How these occur</b></p> <p><b>Where should we go on holiday?</b> - Where are the Alps? - How are the Alps formed? -How are homes adapted to suit the Alpine climate? - What are the main industries in the Alps? -How have glaciers and avalanches changed the landscape?</p>	
<b>Art/DT</b>	<p><b>Moving toys</b></p> <p>To investigate toys with moving cam mechanisms. To investigate different types of cam mechanisms. To investigate ways of strengthening structures for a moving toy. To be able to design a moving toy with a cam mechanism. To be able to follow a</p>	<p><b>Art Illusions</b></p> <p>To explore how artists create perspective in their work To be able to use perspective to create realistic interiors. To explore how artists use foreshortening to give perspective. To explore how artists use trompe l’oeil to create illusions. To explore how artists create illusions by</p>	<p><b>DT- Burgers</b></p> <p>To explore different types of burgers and their nutrition facts. To explore how to make burger patties. To explore sauces and side dishes for burgers. To explore burger buns and their suitability. To be able to plan and design a burger to make. To be able to make a</p>	<p>Self portraits History of art – Tudor portraits</p> <p><b>Leonardo Davinci</b></p> <p>To understand who Leonardo da Vinci was and what he was famous for during the Renaissance. To explore Leonardo da Vinci’s portrait paintings and drawings.</p>	<p><b>DT- Bridges</b></p> <p>To explore ways in which pillars and beams are used to span gaps. To explore ways in which trusses can be used to strengthen bridges. To explore ways in which arches are used to strengthen bridges. To understand how suspension bridges are</p>	<p>Papyrus printing Screen printing</p> <p>Create a sarcophagus Silhouette Hieroglyphics</p> <p><b>People in action</b></p> <p>To be able to record from first-hand observation. To study facial expressions relating to movement.</p>

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	<p>design to create a moving toy with a cam mechanism. To be able to evaluate a finished moving toy.</p>	<p>playing with perspective. To explore and create optical art.</p>	<p>burger and evaluate the process.</p>	<p>To explore Leonardo da Vinci's use of perspective and composition in his religious paintings. To explore and understand how to use Leonardo da Vinci's drawing techniques. To explore inventions designed by Leonardo da Vinci. To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day.</p>	<p>able to span long distances. To develop criteria and design a prototype bridge for a purpose. To analyse and evaluate products according to design criteria.</p>	<p>To study the techniques of artists when portraying movement. To be able to create a montage to portray movement. To be able to use printing to create movement art. To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.</p>
<b>Music</b>	<p>Singing Harvest Assembly</p> <p><b>Music Express Solar System</b> 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</p>	<p>Singing for Christmas – sacred carols and secular Christmas songs</p> <p><b>Music Express Our Community</b> The song Jerusalem 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</p>	<p><b>Music Express Life Cycles</b> 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>	<p><b>Music Express Keeping Healthy</b> 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 musical techniques.</p>	<p><b>Music Express At The Movies</b> Explore the music from the 1920's 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><b>Music Express Celebration</b> A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>

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	pieces linked to space.	past and present.				
<b>Special Events</b>	Greenwich Planetarium Harvest festival	Christmas carol service Forest school	American Day	Tudor Day/ Visit Hampton Court Palace Spring arts festival Founders day	Riverside / Capstone Park – looking at landscapes Visit Wakehurst Place to look at plant reproduction	Enterprise Day Egyptian Day Griffin Arts Festival Sports Day
<b>Forest School</b>						<b>Visit Walderslade woods</b> Plan a route Equipment needed What could a clearing be for? Tree survey History- WW2 events -Sarscen stones -tree coppicing Habitats Den building Journey stick Scavenger hun Magic wands Photographic memoryt Acorn hide and seek Future of the woods Writing- ghost story - Poetry - Information
<b>ICT</b>	<b>We are game developers</b>  -Create original artwork and sound for a game -Design and create a computer program for	<b>We are cryptographers</b>  -Semaphore and Morse code -Private information to be encrypted -Encrypt and decrypt	<b>We are artists</b>  -Develop an appreciation of the links between geometry and art -Become familiar with the tools and	<b>We are web developers</b>  -Decide which information is appropriate -Understand some elements of how	<b>We are bloggers</b>  -Become familiar with blogs as a medium and genre of writing -Create a sequence of blog posts on a theme -Incorporate	<b>We are architects</b>  -Understand the work of architects, designers and engineers working in 3D -Develop familiarity with a simple CAD tool

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	<p>a computer game. -Detect and correct errors in their game -Use iterative development techniques</p> <p>E-Safety</p> <p>Creating charts in Excel.</p>	<p>messages in simple ciphers -Security with complex passwords -Understand how encryption works on the web</p> <p>Planning the creation of a mobile app. Use of Word and Publisher.</p>	<p>techniques of a vector graphics package -Turtle graphics -Experiment with tools available -Develop some awareness of computer-generated art, in particular fractal-based landscape</p> <p>E-Safety</p> <p>Functions within Excel (SUM, etc)</p>	<p>search engines select and rank results -Question the plausibility and quality of information -Develop and refine ideas and text collaboratively -E-safety</p> <p>Project managing and app research.</p>	<p>additional media -Comment on the posts of others -Develop a critical, reflective view of a range of media, including text.</p>	<p>-Develop spatial awareness by exploring and experimenting with a 3D virtual environment -Develop greater aesthetic awareness.</p> <p>Designing an interface for an app.</p>
<b>RE</b>	<p><b>Islam Origins</b></p> <p>-Muhammed -Qur'an -Arabic -An Imam -Parents -The prophet Ibrahim</p>	<p><b>Christianity</b></p> <p>-Old and New Testaments -Gospels -Sermon on the Mount</p> <p>Christmas Story</p>	<p><b>Islam Beliefs</b></p> <p>-Salah [ prayer] -Dress -Khalifa [ environment] -Food -Zakah</p>	<p><b>Christianity</b></p> <p>-The great commandment -Christian lifestyle - Serving others -Christian charities</p> <p>Easter Story</p>	<p><b>Islam Worship and Ceremony</b></p> <p>-Mosque -Hajj -Id-ul-Adha -Ramadan -Id-ul Fitre</p>	<p><b>Christianity Beliefs</b></p> <p>-The Creed -The Trinity God the Father and creator -Jesus the Son of God -Life and Death Beliefs about God through NT stories</p>
<b>PSHE</b>	<p><b>Values- 2 year cycle</b></p> <p>Happiness Tolerance Respect Friendship</p> <p><u>British values</u> British institutions -NHS -Education system</p>	<p><b>Values- 2 year cycle</b></p> <p>Love Generosity Friendship Peace Hope</p> <p><u>British values</u> British historical events - <b>British historical</b></p>	<p><b>Values- 2 year cycle</b></p> <p>Patience Trust Humility Responsibility</p> <p><u>British values</u> British politics -Hold a debate -Political differences -Right to hold views without persecution</p>	<p><b>Values- 2 year cycle</b></p> <p>Caring Understanding Independence Positivity</p> <p>Rich and Poor</p> <p><u>British values</u> London's transport system -London Underground</p>	<p><b>Values- 2 year cycle</b></p> <p>Honesty Fairness Courage Perseverance</p> <p>Charitable giving</p> <p><u>British values</u> Great British Writers -Shakespeare -Bronte Sisters</p>	<p><b>Values- 2 year cycle</b></p> <p>Simplicity Compassion</p> <p>Sex Ed / Puberty</p> <p><u>British values</u> Tourism Discuss tourist features of this area</p>

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	<p>-Emergency services -Marks and Spencer, Tesco, Co-op -National Trust</p> <p><b>We're All Stars</b> -Class charter -Identify personal gifts and talents -Explore our feelings when we start something new -Cooperation -Communication -Role models</p>	<p><b>events</b> -First female Prime Minister -<b>Charles Darwin</b> -Nelson on Victory -King John signs Magna Carta -Stonehenge is built -Guy Fawkes is arrested -Fire of London -Julius Caesar invades Britain - Isambard Kingdom Brunel inspects SS Great Britain</p> <p><b>Be Friendly, Be Wise</b> -Different types of friendship [online/offline] - Conflict resolution strategies [online/offline] -Manage anger successfully [online/offline] -Strategies to prevent bullying [online/offline] -First Aid -E-safety</p>	<p>-Know the Prime Minister and the Chancellor of the Exchequer</p> <p><b>Daring to be Different</b> -<b>Respect for others opinions</b> -Agree and disagree with reasoning -Risky choices -<b>Stand up and don't follow the crowd</b> - Assertiveness when it is important -Prevention of bullying strategies</p> <p><b>(On-line and Off-line)</b></p>	<p>-Boris Bikes -London Taxi Service -Red buses</p> <p><b>Dear Diary</b> -Where to go for help -Uncomfortable Feelings -Boost-up or put-down -Friendships ending -Forgiveness -Supporting each other</p> <p><b>(On-line and Off-line)</b></p>	<p>-J.K. Rowling -Spike Milligan</p> <p><b>Joining In and Joining Up</b> -<b>Anti-social behaviour and consequences of crime</b> -<b>Why we need rules and laws</b> -<b>Legal system and local courts</b> - <b>Voting and debating</b> - <b>Our voice in the school community</b> -<b>Project to raise money together</b></p>	<p><b>Living Long, Living Strong</b> -Effective learning -Positive role models - Physical and emotional changes in puberty - Male and female puberty changes -Physical hygiene and getting support during puberty -Well-being</p>
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	<p><b>Prevent</b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. <b>School values</b> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance</p> <p><b>P4C</b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p> <p><b>Mental Health</b> Twelve sessions over the course of the year focusing on recognising feelings, understanding feelings, gauging our feelings, feelings on-line, intense feelings and developing positive coping strategies.</p>					
<p><b>PE</b></p>	<p><b>Dance</b> -Basic motif in small groups -Different ways to use movement to reflect a theme -Different dance relationships. Learn how to use canon -Formations to make dance aesthetically pleasing -Partner balance to develop stillness ideas. -Competition week</p> <p><b>Hockey</b> -Shake hands grip and reverse grip -Dribble with direction and explore reverse stick. -Passing over distance</p>	<p><b>Tri-Golf</b> -Use of the putter -Accuracy in putting -Chipper and elevation of ball -Long distances with accuracy -Shot selection to overcome obstacles. -Round of golf</p> <p><b>Table Tennis</b></p>	<p><b>Netball</b> -Control of footwork when moving at speed -Short distance passing skills on the move. -Long distance passes on the move using signalling and communication. - Creating and moving into a space to receive a ball. -Defending skills when marking the ball -Shooting technique</p> <p><b>Basketball</b> -Rules -Dribble ball techniques -Passing -Shooting</p>	<p><b>Tennis</b> -Forehand shot and the rolling of the ball. -Technique for backhand shot -Volley shot technique -Overarm serve -Court markings and rules -Games</p> <p><b>Football</b> -Rules and different ways of moving -Techniques for dribbling -Turns to change direction and beat defenders -Pass over differences -Correct technique to strike a ball. -Game</p>	<p><b>Badminton</b> -Familiarisation with equipment and court -Terminology -Backhand -Forehand -Serve -Play game</p> <p><b>Cricket</b> -Throwing whilst fielding -Retrieving, catching and returning the ball whilst fielding -Defensive shot -Overarm bowling -Develop rules for Kwick cricket -Game</p> <p><b>Footgolf</b></p>	<p><b>Orienteering</b></p> <p><b>Athletics</b> -How to pace to run a long distance -Standing/running long jump -Sprint -Throwing event techniques -Relay races with baton -Performance</p>

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	whilst on move and how to stop ball. -Attack -Defend and tackle. -Match		-Attack and defend -Game			
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GST Theme "Green and Pleasant Land" highlighted throughout curriculum