



	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</b> <b>Hidden Figures</b> <b>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>Secrets of a Sun King</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>
Mathematics	<p><b>Number and place value</b> -place value to 1,000,000</p>	<p><b>Multiplication and division</b> -factors</p>	<p><b>Addition and subtraction</b> -formal written methods</p>	<p><b>Multiplication and division</b> -multiples and factors</p>	<p><b>Number and place value</b> -place value -negative numbers</p>	<p><b>Multiplication and division</b> - Multiply and divide by 10, 100, 1000</p>

	<p>-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>-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>-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>-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>Measurement</b> -convert - problem solving</p>	<p>-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>Statistics</b> -line graphs -tables including timetables</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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Science	Earth and Beyond	Forces	Materials 1	Materials2	Living things and habitats	Animals (including humans)
	<p>Relative sizes of sun, earth and moon Day and night Sunrise and sunset Orbit Moon phases Shadows</p> <p><u>Skills</u> Take measurements using a range of scientific equipment, with increasing accuracy and precision. Use test results to make predictions. Report and present findings from enquiries, including conclusions and explanations of and degrees of trust in results, in oral and written forms. Identify scientific evidence that has been used to support ideas and arguments.</p> <p><u>Vocabulary</u> Earth, sun, moon(s), planets (<b>names of each</b>), stars, solar system, rotate,</p>	<p>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</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><u>Skills</u> Plan different types of scientific enquiries to answer questions. Take measurements using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) -Walter Lincoln Hawkins: invention of the plastic coating for telephone wires</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><u>Skills</u> Plan different types of scientific enquiries to answer questions. Take measurements using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and</p>	<p>Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p><u>Skills</u> Report and present findings from enquiries, including conclusions and explanations of and degrees of trust in results, in oral and written forms. Identify scientific evidence that has been used to support ideas and arguments.</p> <p><u>Vocabulary</u> Lifecycles – mammal, amphibian, insect bird. Life processes of reproduction – plants, animals, vegetable garden, flower border, sexual/asexual.</p>	<p>Describe the changes as humans develop to old age</p> <p><u>Skills</u> Report and present findings from enquiries, including conclusions and explanations of and degrees of trust in results, in oral and written forms. Identify scientific evidence that has been used to support ideas and arguments.</p> <p><u>Vocabulary</u> Puberty, lifecycle, gestation, growth, reproduce, foetus, fertilisation, baby, toddler, child, teenager, adult, old age, life expectancy, adolecense.</p>

	<p>day/night, phases of the moon- waning gibbous, full moon, waxing gibbous, waxing crescent, new moon, waning crescent, axis, spherical, hemisphere, season, tilt.</p>	<p>graphs, bar and line graphs.</p> <p><u>Vocabulary</u> Gravity, air resistance, water resistance, friction, surface, effect, move, accelerate, decelerate, mechanism, pulley, gear, spring, theory of gravitation.</p>	<p>labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions.</p> <p><u>Vocabulary</u> Properties, hardness, solubility, transparency, electrical conductor, thermal conductor.</p>	<p>associated with burning and the action of acid on bicarbonate of soda</p> <p><u>Skills</u> Plan different types of scientific enquiries to answer questions. Take measurements using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions.</p> <p><u>Vocabulary</u> Properties, response to magnets, dissolve, solution, separate/separating, solids, liquids, gasses, evaporating, reversible changes, mixing, evaporation, filtering, sieving, melting, irreversible.</p>		
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<p><b>History</b></p>	<p><b>Space Travel – the Apollo missions</b></p> <p><b>Katherine Johnson, Dorothy Vaughan, Mary Jackson and Annie Easley - contribution to the space race</b></p> <p><b>Dr. Gladys West - the invention of the Global Positioning System (GPS)</b></p> <p><b>Mae C. Jemison -the first African American woman in space</b></p> <p><u>Skills</u> Use dates to order and place events on a timeline. Compare sources of information available. Evaluate the usefulness of a variety of sources. Present findings in a variety of ways. Provide an account of a historical event based on more than one source. Give some reasons for some historical events.</p> <p><u>Vocabulary</u></p>	<p>See PSHE</p>	<p><b>America</b></p> <ul style="list-style-type: none"> <li>-Flag and its meaning</li> <li>-Role of the president</li> <li>-Temperature comparisons between us and them</li> <li>- White house</li> <li>-Barack Obama</li> <li>-Native Americans</li> </ul> <p><u>Skills</u> Use dates to order and place events on a timeline. Compare sources of information available. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>[Geography]</p> <p>:</p>	<p><b>The Tudors</b></p> <ul style="list-style-type: none"> <li>-Key Tudor people</li> <li>-Key events [ Battle of Bosworth]</li> <li>-Explorers</li> </ul> <p><u>Covered within class text and visit to Hampton Court</u></p> <ul style="list-style-type: none"> <li>-Break with Rome</li> <li>-Rich and Poor</li> <li>-Fashion</li> <li>-Weapons</li> <li>-Medicine</li> <li>-Early African and Indian migrants, 1500-1750</li> <li>-Indian and African migrants from the 1660s</li> </ul> <p><u>Skills</u> Use dates to order and place events on a timeline. Compare sources of information available. Make comparisons between the period of study and the present day. Understand that the type of information available depends on the period of time studied.</p>		<p><b>The Egyptians</b></p> <ul style="list-style-type: none"> <li>- Egypt's location and the importance of the Nile.</li> <li>-Pharaohs</li> <li>-Hieroglyphics and Egyptian art.</li> <li>-Egyptian death</li> <li>-Howard Carter and the finding of Tutankhamun</li> </ul> <p><u>Skills</u> Compare sources of information available. Make comparisons between the period of study and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings in a variety of ways. Provide an account of a historical event based on more than one source. Give some reasons for some historical events.</p> <p><u>Vocabulary</u></p>
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	<p>Prejudice Legacy Oppression Bias Sources of information Evaluate</p>			<p>Evaluate the usefulness of a variety of sources. Present findings in a variety of ways. Provide an account of a historical event based on more than one source. Give some reasons for some historical events.</p> <p><u>Vocabulary</u> Treason Hierarchy Rise and fall Exploration Continuity Leagacy Consequence Battle Sources of information</p>		<p>Legacy Sources of information Evaluate Ancient Artefacts Evidence Archaeologist Civilisation The Inus Valley</p>
<b>Geography</b>	<p>Greenwich Trip</p>	<p><b>Local Study</b></p> <ul style="list-style-type: none"> <li>- Local area on maps</li> <li>-River Medway: its effects on landscapes and people, including the physical features, the processes of erosion and deposition that affect them and an environmental issue, caused by change in an environment</li> </ul>	<p><b>America</b></p> <ul style="list-style-type: none"> <li>-Locating the Americas</li> <li>Continents</li> <li>-Label USA states</li> <li>-Key landmarks – natural v man-made</li> <li>-Flag and its meaning</li> <li>-Role of the president</li> <li>-Temperature comparisons between us and them</li> <li>- White house</li> </ul>		<p><b>Natural disasters</b></p> <p>Volcanoes Earthquakes Floods Tsunami Hurricanes Locations Reasons why How these occur</p> <p><u>Skills</u></p>	<p><b>Egypt</b></p> <p>Location of Egypt Contrasting localities</p> <p><u>Skills</u> Understand and use a widening range of geographical terms e.g. climate zones, biomes etc. Recognise the different shapes of countries.</p>



	<p><u>Skills</u> Identify and describe the significance of the Prime/Greenwich Meridian and time zones.(See Science books)</p>	<p>- Human geography- land use and economic development - Map our local area - Local area – unique selling points to tourists [2 lessons]</p> <p>Forest school- Trip to Walderslade Woods</p> <p><u>Skills</u> Understand weather patterns around the world and relate to climate zones. Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features. Know how rivers erode, transport and deposit materials. Physical features of coasts and begin to understand erosion. Understand how humans affect the environment. Understand why people want to sustain their environment. Recognise different shapes of countries.</p>	<p><u>Skills</u> Recognise the different shapes of countries. Understand weather patterns around the world and relate to climate zones. Recognise different shapes of countries.</p> <p><u>Vocabulary</u> Country Region Climate zones Weather Vegetation belts Physical/human features Population</p>		<p>Understand and use a widening range of geographical terms e.g. climate zones, biomes etc. Recognise the different shapes of countries. Know about the wider context of places. Understand how humans affect the environment. Know about changes to world environments over time. Understand why people want to sustain their environment.</p> <p><u>Vocabulary</u> Rivers Volcanoes Mountains Earthquake Tsunami Climate Water cycle Population Environment Sustain</p>	<p>Know and describe where a variety of places are in relation to physical and human features. Know location of capital cities of UK, seas around UK, European Union countries with high population, large areas and largest cities on each continent. Understand weather patterns around world and relate to climate zones.</p> <p><u>Vocabulary</u> Rivers Regions Vegetation belts Climate zones Transportation Economic development- Physical/human features Biomes Population</p>
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		<p><u>Vocabulary</u>                  Biome                  Climate zone                  Erosion                  Deposition                  Rivers                  Economic development                  County/ region/ country                  Transportation</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 design to create a moving toy with a cam mechanism.                  To be able to evaluate a finished moving toy.</p> <p><u>Skills</u>                  Use research into existing products and</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 playing with perspective.                  To explore and create optical art.</p> <p><u>Skills</u>                  Develop different ideas which can be used and explain choices for the</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 burger and evaluate the process.</p> <p><u>Skills</u>                  Understand the main food groups and the different nutrients that are important for health.</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.                  To explore Leonardo da Vinci’s use of perspective and composition in his religious paintings.                  To explore and understand how to use Leonardo da</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 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>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.                  To study the techniques of artists when portraying movement.                  To be able to create a montage to portray movement.</p>



# Curriculum Map – Year 5

	<p>market research to inform the design of an innovative product. Create prototypes to show ideas. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Produce step by step plans to guide making showing that can apply knowledge of different materials, tools and techniques. Make detailed evaluations about existing products considering the views of others. Build more complex 3D models applying knowledge of strengthening techniques to make stronger and more stable. Understand how to use complex mechanical systems.</p> <p><u>Vocabulary</u> Plan Make Evaluate Build Detail Techniques</p>	<p>materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in work. Evaluate work against their intended outcome. Use line, tone and shading to represent things seen, remembered or imagined in 3-D Experiment with layers. Return to work over a period of time.</p> <p><u>Vocabulary</u> Perspective, realistic , foreshortening, trompe l’oeil, illusions, optical art, observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition:</p>	<p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable. Select appropriate ingredients and use a wide range of techniques to combine them.</p> <p><u>Vocabulary</u> Plan Design Prepare Ingredients Produce Farming Local Safety Cooking Suitable Tasting Looking Smelling Bread/buns Sauces Burgers Evaluate</p>	<p>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><u>Skills</u> Develop different ideas which can be used and explain choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in work. Evaluate work against their intended outcome. Research various artists, discuss processes and explain how used in finished product. Mix colours to express mood, divide foreground from</p>	<p><u>Skills</u> Use research into existing products and market research to inform the design of an innovative product. Create prototypes to show ideas. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Produce step by step plans to guide making showing that can apply knowledge of different materials, tools and techniques. Make detailed evaluations about existing products considering the views of others. Build more complex 3D models applying knowledge of strengthening techniques to make stronger and more stable.</p> <p><u>Vocabulary</u> Plan Make Evaluate Build Model</p>	<p>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> <p><u>Skills</u> Develop different ideas which can be used and explain choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in work. Evaluate work against their intended outcome. Use line, tone and shading to represent things seen, remembered or imagined in 3-D Experiment with layers. Return to work over a period of time.</p> <p><u>Vocabulary</u> Create, printing blocks, relief,</p>
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	Structures Mechanisms Strengthen Moving	perspective, single focal point, horizon, composition, scale, foreground, middle ground, background		background or demonstrate tone. Return to work over a period of time.  <u>Vocabulary</u> Renaissance, perspective, compositions, influence, Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination	3D Materials Structure Research Strengthen Prototype	impressed method., overlays.
<b>Music</b>	Singing Harvest Assembly  <u><b>Music Express</b></u> <b>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	Singing for Christmas – sacred carols and secular Christmas songs		<u><b>Music Express</b></u> <b>Keeping Heathy</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.  <u>Skills</u> Compose complex rhythms from an	<u><b>Music Express</b></u> <b>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.  <u>Skills</u>	



	<p>song, and compose pieces linked to space.</p> <p><u>Skills</u>                  Compose complex rhythms from an increasingly aural memory.                  Understand how pulse, rhythm and pitch work together.                  Improvise with increasing confidence using voice, rhythms and varied pitch.                  Develop an increasing understanding of the context of music.                  Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Vocabulary</u>                  Compose                  Aural memory                  Pulse                  Rhythm                  Pitch                  Rhythms                  Improvise with:                  Increasing confidence                  My voice                  Rhythms                  Varied pitch</p>			<p>increasingly aural memory.                  Understand how pulse, rhythm and pitch work together.                  Improvise with increasing confidence using voice, rhythms and varied pitch.                  Sing as part of an ensemble with increasing confidence and precision.                  Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p><u>Vocabulary</u>                  Perform with:                  Accuracy                  Control                  Fluency                  Expression                  Improvise with:                  Increasing confidence                  My voice                  Rhythms                  Varied pitch                  Ensemble                  Precision                  Solo</p>	<p>Improvise with increasing confidence using voice, rhythms and varied pitch.                  Use and develop an understanding of formal notation which includes staff, semibreves and dotted crotchets.                  Develop an increasing understanding of the context of music.                  Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Vocabulary</u>                  Improvise with:                  Increasing confidence                  My voice                  Rhythms                  Varied pitch                  Formal written notation:                  Semibreves                  Dotted crotchets                  Position of the staff                  Context of music                  Aural memory</p>	
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<p><b>Special Events</b></p>	<p>Greenwich Planetarium <b>Harvest festival</b></p>	<p><b>Christmas carol service</b> Forest school Library</p>	<p><b>American Day</b> <b>Founders day</b></p>	<p>Tudor Day/ Visit Hampton Court Palace <b>Spring arts festival</b> Library Forest School- revisit <b>Healthy Living Week</b></p>	<p>Visit Wakehurst Place to look at plant reproduction and forest school.</p>	<p><b>Egyptian Day</b> Griffin Arts Festival <b>Sports Day</b> Library</p>
<p><b>Forest School</b></p>		<p><b><u>Visit Walderslade woods Autumn</u></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 hunt Magic wands Photographic memory Acorn hide and seek Writing- ghost story - Poetry - Information</p>		<p><b><u>Revisit Walderslade woods Spring</u></b>  Detail drawing of spring flowers Tree survey Habitats Den building Journey stick Scavenger hunt Magic wands Photographic memory Acorn hide and seek Future of the woods</p>	<p><b><u>Wakehurst Place</u></b>  Nature walk Plant identification</p>	<p>-</p>
<p><b>Computing</b></p>	<p>E-Safety  <b>We are artists</b>  -Develop an appreciation of the links between geometry and art -Become familiar with the tools and</p>	<p>E-Safety</p>	<p>E-Safety</p>	<p>E-Safety  <b>We are web developers</b>  -Decide which information is appropriate -Understand some elements of how</p>		<p>E-Safety  <b>We are quizzers</b>  -Become familiar with code -Create a sequence code for desired outcome</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 E-Safety</p> <p>Word</p> <p><u>Skills</u> Independently select, use and combine a variety of software to design and create content for a given audience. Understand the need to only select age appropriate content. Design, input and test an increasingly complex set of instructions to a program or device.</p> <p><u>Vocabulary</u> Software Tessellation Inkscape Document Gradients</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><u>Skills</u> Begin to use internet services to share and transfer data to a third party. Independently select and use appropriate software for a task. Independently select, use and combine a variety of software to design and create content for a given audience. Understand the need to only select age appropriate content. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p>	<p>-Comment on the work of others -Develop a critical, reflective view.</p> <p><u>Skills</u> Independently select, use and combine a variety of software to design and create content for a given audience. To use logical reasoning to explain how increasingly complex algorithms work. To design, write, debug and test a quiz with opportunities for selection where a particular result will happen based on actions of the user.</p> <p><u>Vocabulary</u> Algorithms Scratch Code Blocks Outcome Debug Program Condition Input Evaluate</p>
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	Transformation			<p><u>Vocabulary</u>                  Safety                  Website                  Filters                  Selected                  Ranked                  Age appropriate                  Reliable                  Scroll                  Algorithm                  Query                  User                  Web page                  Google Classroom                  My site                  Hyperlinks                  Text                  Preview</p>		
RE	<p><b>Islam Origins</b></p> <p>-Muhammed                  -Qur'an                  -Arabic                  -An Imam                  -Parents                  -The prophet Ibrahim</p> <p><u>Skills</u>  <u>AT1</u>                  Identify some of the key beliefs and values of the religions studied e.g. the place of Jesus in Christianity.</p>	<p><b>Christianity / Islam</b></p> <p>Christmas Story                  Islamic celebrations                  -Id-ul-Adha                  -Ramadan                  -Id-ul Fitre</p> <p><u>Skills</u>  <u>AT1</u>                  Identify some of the key beliefs and values of the religions studied e.g. the place of Jesus in Christianity.  <u>AT2</u></p>	<p><b>Islam Beliefs</b></p> <p>-Salah [ prayer]                  -Dress                  -Khalifa [ environment]                  Mosque                  Hajj</p> <p><u>Skills</u>  <u>AT1</u>                  Identify some of the key beliefs and values of the religions studied e.g. the place of Jesus in Christianity.                  Employ with greater accuracy specialist concepts and terms.</p>	<p><b>Christianity</b></p> <p>-The great commandment                  -Christian lifestyle                  - Serving others                  -Christian charities</p> <p>Easter Story</p> <p><u>Skills</u>  <u>AT1</u>                  Identify some of the key beliefs and values of the religions studied e.g. the place of Jesus in Christianity.                  Recognise that the beliefs of one religion</p>		



	<p>Employ with greater accuracy specialist concepts and terms. Recognise that the beliefs of one religion can be expressed in different practices.</p> <p><u>AT2</u> Express their own views, with reasons, on religious and moral issues e.g. why stealing is wrong. Recognise experiences which lead some people to wonder and ask questions about meaning and purpose, e.g a sense of vastness of the universe raises questions about a creator.</p> <p><u>Vocabulary</u> Muhammad Quran Allah Peace Sacred Revelation Prayer Arabic Respect Obedience Kindness Precious Prophet Ibrahim</p>	<p>Express their own views, with reasons, on religious and moral issues e.g. why stealing is wrong.</p> <p><u>Vocabulary</u> Mosque Food laws Humane Killing Sacrifice Allah Id-ul-Adhu Fasting-Sawn Ramadan Id- ul- Fitr</p>	<p>Recognise that the beliefs of one religion can be expressed in different practices.</p> <p><u>AT2</u> Express their own views, with reasons, on religious and moral issues e.g. why stealing is wrong. Express their own answers to questions which are difficult to answer with reference to religious teachings.</p> <p><u>Vocabulary</u> Prayer Salah Allah Prayer Mat Modesty Khalifah Trusteeship Priviledged Entrusted Hala Haram</p>	<p>can be expressed in different practices.</p> <p><u>AT2</u> Express their own views, with reasons, on religious and moral issues e.g. why stealing is wrong. Express their own answers to questions which are difficult to answer with reference to religious teachings. Recognise experiences which lead some people to wonder and ask questions about meaning and purpose, e.g a sense of vastness of the universe raises questions about a creator.</p> <p><u>Vocabulary</u> Creed Holy Spirit Trinity Annunciation Eternal Life Soul</p>		
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<p><b>MFL</b></p> <p>2019-2020 yr3 2020-2021 yr3 2021-2022 yr4 2022-2023 yr5</p>	<p><u>Year4 curriculum</u> Revise colours Asking French translation</p> <p><u>Skills</u> Listen to and follow a short story. Identify adjectives in a text and recognise that they can change spelling. Pronounce some words accurately. Understand that all nouns have a gender. Listen for a key sound in a rhyme. Appreciate similarities between French and English nursery rhymes.</p> <p><u>Vocabulary</u> Rouge, bleu, blanc, noir, vert, jaune, orange, rose. Gris, violet, marron. Comment dit-on ... en français.</p>	<p>Parts of the body Adjectives: Grand, petit, gros, long, pointu</p> <p><u>Skills</u> Listen to and follow a short story. Identify adjectives in a text and recognise that they can change spelling. Pronounce some words accurately. Understand that all nouns have a gender. Listen for a key sound in a rhyme. Appreciate similarities between French and English nursery rhymes.</p> <p><u>Vocabulary</u> Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, les jambes, le pied, le ventre, la main, le bras. Grand, petit, gros, long, pointu.</p>	<p><u>Year 4 curriculum</u> Some letters of the alphabet Revision of body parts Phrases and vocabulary on snowman theme</p> <p><u>Skills</u> Recognise some letters of the alphabet. Understand that all nouns have a gender. Listen for a key sound in a rhyme. Ask how to say something in French.</p> <p><u>Vocabulary</u> Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, les jambes, le pied, le ventre, la main, le bras. Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux, il fait froid, il neige.</p>	<p>Zoo Animals Introduction of vowels Verb- etre [to be], II est [ he is] Elle est [ she is] Quantifiers: Assez, tres Adjectives</p> <p><u>Skills</u> Follow a story using visual clues. Recognise some letters of the alphabet. Listen for sounds rhyme and rhythm. Say 6 vowel sounds in French. Write simple words and phrases following a model. Read words aloud with accurate pronunciation</p> <p><u>Vocabulary</u> Le tigre, l'éléphant, l'ours, la souris, le lion, la giraffe, le singe, le crocodile, le pingouin.</p>	<p><u>Year4 curriculum</u> Receptive vocabulary from a song</p> <p><u>Skills</u> Recite a short poem from memory. Identify rhyming words in short texts. Letter string-in</p> <p><u>Vocabulary</u> Meunier tu dors. Le moulin, vite, le meunier, fort, le lapin, le poulet, le châton.</p>	<p>Members of the family Possessive adjectives Ask and answer questions about family members</p> <p><u>Skills</u> Write individual words and short sentences in French. Ask and answer questions. Present a short role play introducing family members. Recognise rhyming words and understand that the final consonant is rarely pronounced.</p> <p><u>Vocabulary</u> Le père, la mère, le frère, la soeur, le grand-père, la grand-mère. Mon, ma.</p>
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# Curriculum Map – Year 5

<p><b>PSHE</b></p>	<p><b><u>Values- 2 year cycle</u></b>          Happiness          Tolerance          Respect          Friendship</p> <p><b><u>Being Me in My World</u></b>          -Planning the forthcoming year          -Being a citizen          -Rights and responsibilities          -Rewards and consequences          -How behaviour effects groups          -Democracy, having a voice, participating</p> <p><b><u>Skills</u></b>          I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try to make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a</p>	<p><b><u>Values- 2 year cycle</u></b>          Love          Generosity          Friendship          Peace          Hope</p> <p><b><u>Celebrating Differences</u></b>          - Cultural differences and how they can cause conflict          -Racism          -Rumours and name calling          -Types of bullying          -Material wealth and happiness          -Enjoying and respecting other cultures</p> <p><b><u>Skills</u></b>          I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express</p>	<p><b><u>Values- 2 year cycle</u></b>          Patience          Trust          Humility          Responsibility</p> <p><b><u>Dreams and Goals</u></b>          - Future dreams          - The importance of money          -Jobs and careers          - Dream job and how to get there          -Goals in different cultures          - Supporting others          -Motivation</p> <p><b><u>Skills</u></b>          I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p><b><u>Vocabulary</u></b>          Lifestyle          Profession</p>	<p><b><u>Values- 2 year cycle</u></b>          Caring          Understanding          Humility          Positivity</p> <p><b><u>Healthy Me</u></b>          -Smoking including vaping          -Alcohol          -Alcohol and anti-social behaviour          -Emergency aid          -Body image          -Relationships with food          -Healthy choices          -Motivation and behaviour</p> <p><b><u>Skills</u></b>          I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I</p>	<p><b><u>Values- 2 year cycle</u></b>          Honesty          Fairness          Courage          Perseverance</p> <p><b><u>Relationships</u></b>          -Self-recognition and self-worth          - Building self-esteem          -Safer online communities          -Rights and responsibilities online          - Online gaming and gambling          -Reducing screen time          -Dangers of online grooming          -SMARRT internet safety rules</p> <p><b><u>Skills</u></b>          I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I</p>	<p><b><u>Values- 2 year cycle</u></b>          Simplicity          Compassion</p> <p>Sex Ed / Puberty</p> <p><b><u>Changing Me</u></b>          - Self and body image          -Influence of online and media on body image          - Puberty for girls          - Puberty for boys          -Conception [including IVF]          - Growing responsibility          -Coping with change          -Preparing for transition</p> <p><b><u>Skills</u></b>          I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might</p>
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# Curriculum Map – Year 5

	<p>wider community context.</p> <p><u>Vocabulary</u> Appreciation Motivation Migrant Prejudice Consequences.</p>	<p>how I feel about discriminatory behaviour.</p> <p><u>Vocabulary</u> Culture wheel Racism Cyber bullying Developing world.</p>	<p>Salary Aspiration Sponsorship.</p>	<p>respect and value my body.</p> <p><u>Vocabulary</u> Informed decision level headed Bodyimage Self respect Eating problems.</p>	<p>appreciate and behaviours that I don't like.</p> <p><u>Vocabulary</u> Social network Age limit Grooming Trustworthy Mental health.</p>	<p>experience might feel better than others.</p> <p><u>Vocabulary</u> Puberty Larynx Growth spurt Fertility treatment Emotions,</p>
	<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 <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>					
<b>PE</b>	<p><b>Communication &amp; Tactics</b></p> <p><u>Vocabulary</u> Communication Strategies Collaborate Listening Teamwork Collective Leader</p> <p><b>Hockey</b> Shake hands grip and reverse grip</p>	<p><b>Handball</b></p> <p><u>Skills</u> Consolidate passing and receiving. Explore the function of other passes. Develop defending. Develop passing and creating space, introduce officiating. Refine shooting.</p> <p><u>Vocabulary</u> Passing</p>	<p><b>Gymnastics – Counter Balance and counter tension</b></p> <p><u>Skills</u> Introduction to counter balance. Application of counter balance learning onto apparatus. Sequence formation. Counter tension. Sequence completion.</p>	<p><b>Health related exercise – Healthy living week.</b> Importance of a healthy lifestyle Impact of exercising on our bodies</p> <p><u>Skills</u> Cardio fitness 1 Flexibility Strength. Cardio fitness 2</p> <p><u>Vocabulary</u></p>	<p><b>Swimming</b></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</p> <p><u>Skills</u></p>	<p><b>Swimming</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> <p><u>Skills</u> Finishing a race.</p>



# Curriculum Map – Year 5

	<p>Dribble with direction and explore reverse stick.          Passing over distance whilst on move and how to stop ball.          Attack          Defend and tackle.          Match</p> <p><u>Skills</u>          Develop defending, block and tacking.          Recap and refine dribbling and passing to create attacking opportunities.          Refine attacking skill: passing, dribbling and shooting.          Refine defending skills, developing transition from defence to attack.</p> <p><u>Vocabulary</u>          Dribble          Pass          Shoot          Speed          Control          Decision making          Defend          Attack          Man to man          Goal side          Possession</p>	<p><u>Shooting</u>          Defend          Intercept          Passing styles          Mark          Attack          Opposition          Power          Possession</p> <p><b>Badminton</b>          Familiarisation with equipment and court          Terminology          Forehand/ backhand shot          Serve</p> <p><u>Skills</u>          Exploring different forehand/backhand shots.          Applying different forehand/backhand shots to win a point.          Consolidate outwitting an opponent.          Doubles:          Understanding and applying tactics to win a point.</p> <p><u>Vocabulary</u>          Shuttlecock          Recover          Shot          Tactics          Serve          Opponent</p>	<p><u>Vocabulary</u>          Pushing balance          Movement          Unison          Levels          Connection points          Canon          Balances          Travel</p>	<p>Fitness &amp; health          Exercise          Nutrition          Balance          Muscular strength</p> <p><b>Orienteering</b></p> <p><u>Skills</u>          Face orienteering.          Cone orienteering.          Point and return.          Complete a timed course.          Compete as part of a competition.</p> <p><u>Vocabulary</u>          Effective team          Responsible          Collaboration          Strategies          Tactics</p>	<p>Refine batting, understand and develop batting and develop tactics.          Refine fielding stooping, catching and throwing.          Combine bowling and fielding creating and applying tactics.          Introduce umpiring and scoring.</p> <p><u>Vocabulary</u>          Strike          Fielders          Batters          Bowl          Receive          Return          Long barrier          Underarm</p>	<p>Evaluating a performance.          Sprinting: My personal best.          Relay changeovers.          Shot Put (technique)          Introduce hurdles.</p> <p><u>Vocabulary</u>          Running          Sprint          Stride pattern          Dip</p>
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# Curriculum Map – Year 5

	<p><b>Dance (Space – English)</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.</p> <p><u>Skills</u>          Extend sequences with a partner in character.          Develop a sequence in character that shows relationships and interlinking dance moves.          Sequences, relationships, choreography and performance.</p> <p><u>Vocabulary</u>          Creativity          Expression          Drama          Emotion          Character          Movement          Canon          Sequence          Unison          Interconnect</p>				
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# Curriculum Map – Year 5



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GST Theme “Change Makers” highlighted throughout curriculum