

Year 5 - Curriculum Map

	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	Cosmic Hidden Figures	Savage The Polar Express	Holes	Treason	Floodland	Secrets of a Sun King
now > press > play	now > press > play	Popular text	Narrative text	Historical Fictional text	Modern writing	Persuasion
SPAG	Other uses	Description	Description	Biography	Newspaper report	Argument
now > press > play	now > press > play	Autobiography	Newspaper Report	Letter	Short story	Interview
SATS Reading	Mission to Mars	Report writing	Letter	Conversation	Recount	Diary
	Poetry	Narrative	Poetry	Description	Non-fiction writing	Story
	Diary	Play script	Interview	Diary		
	Letter	Comprehension	Comprehension	Balanced argument	Comprehension	Comprehension
	Narrative	SPAG	SPAG	Comprehension	SPAG	SPAG
	Leaflet	- expounded noun phrases	- brackets, dashes and commas to show parenthesis	SPAG	- Subject and verb agreement	- using a dictionary and thesaurus
	Balanced argument	- relative pronouns	- commas to clarify meaning	- apostrophes	- I and me	- idioms
	Comprehension	- paragraphs	- hyphens	- adverbials and fronted adverbials	- changing nouns or adjectives into verbs using suffixes –ate, - ise, -ify and –en	- antonyms
	SPAG	Spelling	Spelling	Spelling	Spelling	Spelling
	-noun, verb, conjunction, pronoun, adverb, preposition and determiner	- G sound spelled gue	- S sound spelled sc	- spelling pattern ough	- suffixes –able and ible	-using verb prefixes - dis, de-, mis-, over-, re- and pre-
	- modal verb	-k spelled que	- suffix ly	-suffixes: -cious and tious	- silent letters	- adding prefixes and suffixes
	-clauses and phrases	- sh sound spelled ch	- suffixes : tion, sion, ssion, cian	- suffixes : -cial and – tial	- double letters	- words from the year 5 and 6 spelling list
	Spelling	- words from the year 3 and 4 and 5 and 6 spelling list	- words from the year 3 and 4 and 5 and 6 spelling list	- words from the year 5 and 6 spelling list	- words from the year 5 and 6 spelling list	- words from the year 5 and 6 spelling list
	- ai sound (ai, ay, a-e, ei, eigh, ey)	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular
	-i sound spelled y	PSHE	PSHE	PSHE	PSHE	PSHE
	- u sound spelled ou	Identify a range of ways that we can support each other.	To be able to face new challenges positively	To be able to face new challenges positively	To be able to face new challenges positively and know how to set personal goals.	
	- words from the year 3 and 4 spelling list					

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	<p><u>Cross-curricular PSHE</u> To be able to face new challenges positively and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other.</p>	<p>To know that smoking and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p>	<p>and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. To understand that cultural differences sometimes cause conflict. To understand how rumour-spreading and name calling can be bullying behaviour. Identify a range of ways that we can support each other.</p>	<p>and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other. Shakespeare Day World Book Day</p>	<p>To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other.</p>	<p>Identify a range of ways that we can support each other. To be able to face new challenges positively and know how to set personal goals. To understand that cultural differences sometimes cause conflict.</p>
<p>Mathematics now>press>play Mental Maths now>press>play Fractions Decimals now>press>play</p>	<p>Number and place value -place value to 1,000,000 -rounding Multiplication and division -multiply and divide by 10, 100, 1000</p>	<p>Multiplication and division -factors -formal written methods -mental calculations -multiply and divide by 10,100, 1000 - problem solving</p>	<p>Addition and subtraction -formal written methods -mentally -rounding to check calculations -multi-step problems</p>	<p>Multiplication and division -multiples and factors -prime numbers and composite -written methods -multiply and divide by 10, 100, 1000 -square/ cube numbers</p>	<p>Number and place value -place value -negative numbers -rounding - problem solving Multiplication and division -multiply and divide by 10, 100, 1000</p>	<p>Multiplication and division - Multiply and divide by 10, 100, 1000 Fractions -Compare and order -mixed numbers and improper fractions -convert decimals to fractions</p>

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	<p>Fraction decimals and percentages -decimal as fraction -read, write order and compare</p> <p>Measurement including time -conversions and problem solving</p>	<p>Measurement Using all 4 operations to solve problems</p> <p>Geometry: properties of shape -properties of shapes - angles -regular and irregular</p> <p>Place value -Place value - negative numbers -rounding -Roman numerals</p> <p>Fractions -decimals as fractions -place value -round decimals</p> <p>Measurement -Convert between different units</p>	<p>Fractions -solve problems</p> <p>Measurement -problem solving -perimeter</p> <p>Statistics -line graphs -tables including timetables</p> <p>Multiplication and division - Multiply and divide by 10, 100, 1000</p> <p>Fractions -Compare and order -mixed numbers and improper fractions -convert decimals to fractions -convert between decimal, fraction % -equivalent fractions</p>	<p>Geometry -reflection, and translation -identify 3-D shapes -acute, obtuse and reflex -measure angles -identify 90, 180, 360 degrees - regular and irregular polygons</p> <p>Number - place value -negative numbers -rounding -problems</p> <p>Fractions - compare and order -mixed numbers and improper fractions -convert with decimals and % -round -problem solving</p> <p>Measurement -convert - problem solving</p>	<p>Fractions -Compare and order -mixed numbers and improper fractions -convert decimals to fractions -convert between decimal, fraction % -equivalent fractions -add and subtract fractions</p> <p>Measurement -convert - problem solving</p> <p>Measurement -convert - problem solving</p> <p>Addition and subtraction -formal written methods -mentally -rounding to check calculations -multi-step problems</p> <p>Statistics -line graphs -tables including timetables</p>	<p>-convert between decimal, fraction % -equivalent fractions -add and subtract fractions</p> <p>Measurement -convert - problem solving</p>
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<p>Science</p>	<p>Earth and Beyond 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. I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Animals (including humans) Describe the changes as humans develop to old age</p> <p><u>Skills</u> Identify scientific evidence that has been used to support ideas and arguments. I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Describe the changes as humans develop to old age</p> <p><u>Vocabulary</u> Puberty, lifecycle, gestation, growth, reproduce, foetus, fertilisation, baby, toddler, child, teenager, adult, old age, life expectancy, adolescence. Development, amniotic sac, placenta, embryo, viable, oxygen, umbilical cord. Sperm, vagina,</p>	<p>Materials 1 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>Materials2 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>Living things and habitats 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. I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Forces 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>
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<p>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ,m ,</p> <p>• Describe the movement of the Moon relative to the Earth</p> <p>• Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><u>Vocabulary</u> Earth, sun, moon(s), planets (names of each), stars, solar system, rotate, 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>now > press > play</p> <p>Mission to Mars</p> <p><u>Cross-curricular</u> Geography-Identify and describe the significance of the Prime/Greenwich</p>	<p>fallopian tube, womb, urethra, intestine, testicles, penis, menstruation, ejaculation,</p> <p><u>Cross-curricular</u> PSHE-To be aware of my own self-image and how my body fits into that.</p> <p>To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Describe how boys' and girls' bodies change during puberty.</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made.</p>	<p>labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions.</p> <p>Talk about and present findings from enquiries, including conclusions, casual relationships and explanations of how reliable the information is.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>• 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</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>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.</p> <p>Take measurements using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions.</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of how reliable the information is.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>• Describe the life process of reproduction in some plants and animals</p> <p><u>Vocabulary</u> Lifecycles – mammal, amphibian, insect bird.</p> <p>Life processes of reproduction – plants, animals, vegetable garden, flower border, sexual/asexual.</p> <p>Metamorphosis.</p> <p>now > press > play</p> <p>Evolution</p> <p>now > press > play</p> <p>Plants</p> <p><u>Cross-curricular</u> Healthy living week</p> <p>PSHE- To be able to face new challenges positively and know how to set personal goals.</p> <p>To know that smoking and alcohol misuse is unhealthy.</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p>	<p>graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of how reliable the information is.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>• 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>Vocabulary</u> Gravity, air resistance, water resistance, friction, surface, effect, move, accelerate, decelerate,</p>
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	<p>Meridian and time zones.(See Science books)</p> <p>Visit Greenwich Planterium</p>		<p>now > press > play</p> <p>Materials & Changing State</p> <p><u>Cross-curricular Maths</u>- Complete, read and interpret information in tables. Calculate and interpret the mean as an average [yr6] Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.[yr4]</p> <p><u>Vocabulary</u> Properties, response to magnets, dissolve, solution, separate/separating, solids, liquids, gasses, evaporating, reversible changes, mixing, evaporation, flitering, sieving, melting, irreversible.</p> <p><u>Cross-curricular Maths</u>- Complete, read and interpret information in tables. Calculate and interpret the mean as an average [yr6]</p>	<ul style="list-style-type: none"> • Recognise 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 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 	<p>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.</p> <p>I can summarise different ways that I respect and value my body.</p> <p>Wakehurst Place visit Art- Use line, tone and shading to represent things seen, remembered or imagined in 3-D</p>	<p>mechanism, pully, gear, spring, theory of gravitation.</p> <p>now > press > play</p> <p>Forces</p> <p><u>Cross-curricular Maths</u>- Complete, read and interpret information in tables. Calculate and interpret the mean as an average [yr6] Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.[yr4]</p>
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				<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.[yr4]</p> <p>World science and engineering week</p> <p><u>Cross-curricular</u> DT- 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</p>		
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				<p>strengthening techniques to make stronger and more stable. Understand how to use complex mechanical systems. +othe subjects according to theme of weeks work.</p> <p>World Maths Day</p>		
History	<p>Space Travel – the Apollo missions Katherine Johnson, Dorothy Vaughan, Mary Jackson and Annie Easley - contribution to the space race</p> <p>Dr. Gladys West - the invention of the Global Positioning System (GPS)</p> <p>Mae C. Jemison -the first African American woman in space</p> <p><u>Skills</u> Use dates to order and place events on a timeline. Compare sources of information available.</p>	<p>Remembrance service</p> <p><u>Cross-curricular</u> Skills change according to the years focus.</p>	<p>America -Flag and its meaning -Role of the president -Temperature comparisons between us and them - White house -Barack Obama -Native Americans</p> <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>The Tudors -Key Tudor people -Key events [Battle of Bosworth] -Explorers</p> <p><u>Covered within class text and visit to Hampton Court</u> -Break with Rome -Rich and Poor -Fashion -Weapons -Medicine</p> <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.</p>		<p>The Egyptians - Egypts location and the importance of the Nile. -Pharaohs -Hieroglyphics and Egyptian art. -Egyptian death -Howard Carter and the finding of Tutankhamun</p> <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.</p>

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	<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> Prejudice Legacy Oppression Bias Sources of information Evaluate</p> <p>Black History month History- 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>Cross-curricular</u> PSHE- To be able to face new challenges positively and know</p>		<p><u>Cross-curricular</u> Geography- Recognise the different shapes of countries. Understand weather patterns around the world and relate to climate zones.</p> <p>Maths- Complete, read and interpret information in tables. Calculate and interpret the mean as an average [yr6] Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.[yr4]</p> <p>Computing- 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. Independently select and use appropriate software for a task.</p>	<p>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> Treason Hierarchy Rise and fall Exploration Continuity Leagacy Consequence Battle Sources of information</p> <p>now > press > play</p> <p>The Tudors</p> <p><u>Cross-curricular</u> Art- Tudor portraits Research various artists, discuss processes and explain how used in finished product.</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> Legacy Sources of information Evaluate Ancient Artefacts Evidence Archaeologist Civilisation The Inus Valley</p> <p>now > press > play</p> <p>Ancient Egypt</p> <p><u>Cross-curricular</u> Geography- Understand and use a widening range of geographical terms e.g. climate zones, biomes etc. Recognise the different shapes of countries. Know and describe where a variety of places are in relation</p>
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	<p>how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. To understand that cultural differences sometimes cause conflict.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p>		<p>Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be</p> <p>American day History- 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>Cross-Curricular</u> DT-Understand the main food groups and the different nutrients that are important for health.</p>	<p>Computing- 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. Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be I can explain why one way of showing commitment may not be better than another. I can start to show an understanding of the difference between purpose and destiny.</p> <p>Hampton Court Palace trip</p>		<p>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>Computing- 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. Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>RE- I can explain that individuals choose to</p>
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			<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>PE- 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</p> <p>Art- 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.</p>			<p>show different degrees of commitment to their religion and can relate this to commitments I make in my life. I can explain how values and qualities such as kindness or friendship can be I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning. [comparing with Ancient Egyptians]</p>
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			Evaluate work against their intended outcome.			
			Founders Day Changes yearly Art/ Music/ PSHE			
Geography	<p>Science unit Space Greenwich Trip Meridian line</p> <p><u>Skills</u> Identify and describe the significance of the Prime/Greenwich Meridian and time zones.(See Science books)</p>	<p>Local Study</p> <ul style="list-style-type: none"> - Local area on maps -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 - Human geography-land use and economic development -Map our local area -Local area – unique selling points to tourists [2 lessons] <p>Forest explorers- Trip to Walderslade Woods</p> <p><u>Skills</u> Understand weather patterns around the</p>	<p>America</p> <ul style="list-style-type: none"> -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><u>Skills</u> Recognise the different shapes of countries. Understand weather patterns around the world and relate to climate zones.</p> <p><u>Vocabulary</u> Country Region Climate zones Weather Vegetation belts Physical/human features</p>	<p>World Earth Day</p> <p>Understand how humans affect the environment. Know about changes to world environments over time. Understand why people want to sustain their environment. gap analysis informs skills covered yearly.</p>	<p>Natural disasters</p> <p>Volcanoes Earthquakes Floods Tsunami Hurricanes Locations Reasons why How these occur</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. Know about the wider context of places. Understand how humans affect the environment. Know about changes to world environments over time.</p>	<p>Egypt</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. 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>

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		<p>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>Vocabulary</u> Biome Climate zone Erosion Deposition Rivers Economic development County/ region/ country Transportation</p> <p><u>Cross-curricular</u></p>	<p><u>Population</u></p> <p><u>Cross-curricular</u> History- Use dates to order and place events on a timeline. Compare sources of information Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>Maths- Complete, read and interpret information in tables. Calculate and interpret the mean as an average [yr6] Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.[yr4]</p> <p><u>American day</u> DT-Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed</p>		<p>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>now > press > play</p> <p><u>Natural Disasters</u></p> <p><u>Cross-curricular</u> History-Compare sources of information Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>Computing- 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.</p>	<p><u>Vocabulary</u> Rivers Regions Vegetation belts Climate zones Transportation Economic development- Physical/human features Biomes Population</p> <p>now > press > play</p> <p>Ancient Egypt</p> <p><u>Cross-curricular</u> History-Compare sources of information Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>Computing- 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.</p>
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		<p>History-Present findings in a variety of ways.</p> <p>Computing-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. Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p>	<p>to make them safe and palatable. Select appropriate ingredients and use a wide range of techniques to combine them.</p> <p>History- now Press Play- Harriot Tubman Give some reasons for historical events.</p> <p>PE- 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>Computing-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.</p>		<p>Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p>	<p>Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p>
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			Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.			
Art/DT	Moving toys 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. <u>Skills</u> Use research into existing products and market research to	Art Drawing: I need space <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	DT- Burgers 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. <u>Skills</u> Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients	Self portraits ART Painting and mixed media: Portraits Leonardo Davinci 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	DT- Bridges 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. <u>Skills</u>	Art Sculpture and 3D: Interactive installation <u>Skills</u> To develop different ideas which can be used and explain choices for the materials and techniques used. To confidently and systematically investigate the potential of new and unfamiliar materials and use these techniques In my work. To research and discuss various artists and discuss their processes and explain how these were used in their finished product. To use line, tone and shading to represent things seen,

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	<p>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>Experiment with layers. Return to work over a period of time.</p> <p><u>Vocabulary</u> cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique</p> <p><u>Cross-Curricular Science</u> Describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>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><u>Cross-curricular PSHE-I</u> can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating</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>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 3D</p>	<p>remembers and imagined in three dimensions. To return to work over longer periods of time and use a wider range of materials.</p> <p><u>Sculpture Vocabulary</u> analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional</p> <p><u>Vocabulary</u> Perspective, realistic , foreshortening, trompe l'oeil, illusions,</p>
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	<p>Structures Mechanisms Strengthen Moving</p> <p><u>Cross- curricular</u> The big draw event- skills change yearly</p>	<p>Remembrance art</p>	<p>problems relating to body image. I can summarise different ways that I respect and value my body.</p> <p>American day Founders Day</p>	<p>background or demonstrate tone. Return to work over a period of time.</p> <p><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</p> <p><u>Cross-curricular</u> PSHE- To identify what I would like my life to be like when I am grown up.</p> <p>Computing- Independently select, use and combine a variety of software to design and create content for a given audience.</p>	<p>Materials Structure Research Strengthen Prototype</p> <p>Geography- Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features.</p> <p>International Design Day</p>	<p>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: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p> <p><u>Cross-curricular</u> Create a sarcophagus Silhouette Hieroglyphics Art- 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.</p>
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				<p>Understand the need to only select age appropriate content. Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>World book day</p> <p>Cross-curricular changes yearly according to theme</p> <p>World science and engineering week</p> <p><u>Skills</u></p> <p>DT-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.</p>		<p>Evaluate work against their intended outcome.</p> <p><u>Cross- curricular</u></p> <p>Griffin Arts Festival[GAF]</p> <p>- artist tudy</p> <p>History- Use dates to order and place events on a timeline. Compare sources of information Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>Computing- 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. Independently select and use appropriate software for a task. Use filters in search technologies effectively.</p>
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				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.		Use filters effectively and appreciate how results are selected and ranked.
Music now > press > play Other uses	<u>Cross-curricular</u> Singing weekly in music assembly Harvest Assembly <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with	<u>Cross-curricular</u> Singing weekly in music assembly Singing for Christmas – sacred carols and secular Christmas songs <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	<u>Cross-curricular</u> Singing weekly in music assembly Griffin Childrens Chorus Founders day singing <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	<u>Cross-curricular</u> Singing weekly in music assembly Singing for Easter service. Spring arts festival <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	<u>Cross-curricular</u> Singing weekly in music assembly The Big Sing <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with	<u>Cross-curricular</u> Singing weekly in music assembly Make Music Day GAF- music activities through 2 weeks <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.

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	<p>increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p><u>Music Express</u> Solar System 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><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.</p>	<p>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>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>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>Music Express</u> Keeping Heathy 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><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.</p>	<p>increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p><u>Music Express</u> At The Movies 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><u>Skills</u> 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.</p>	<p>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>Music technology sessions with Medway Music Hub</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>Cross-curricular Computing</u></p>
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	<p>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>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>Music technology sessions with Medway Music Hub</p> <p><u>Skills</u> Compose complex rhythms from an increasingly aural memory. Understand how pulse, rhythm and pitch work together.</p>	<p>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> <p>Music technology sessions with Medway Music Hub</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</p>	<p>Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p>
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				<p>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>Cross-curricular Computing</u> Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p>	<p>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>Cross-curricular Computing</u> Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p>	
Special Events	<p>Greenwich Planetarium</p> <p><u>Cross-curricular Science</u> 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.</p>	<p>Christmas carol service</p> <p><u>Cross-curricular RE</u> I can give my opinion on whether a favourite story is true and explain why. I can identify different sources of the Christmas story and</p>	<p>Founders day [Different each year]</p> <p>American Day</p> <p><u>Cross-curricular History</u>- Use dates to order and place events on a timeline. Compare sources of information available.</p>	<p>Tudor Day/ Visit Hampton Court Palace</p> <p><u>Cross-curricular History</u> Use dates to order and place events on a timeline. Compare sources of information available.</p>	<p>Visit Wakehurst Place to look at plant reproduction and forest explorers.</p> <p><u>Cross-curricular Science</u> Describe the life process of reproduction in some plants and animals.</p>	<p>Griffin Arts Festival [Different each year] Sports Day Library Make Music Day [Different each year]</p>

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	<ul style="list-style-type: none"> 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. <p>Geography</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones.(See Science books)</p> <p>Harvest Festival</p> <p>Music- 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>Big Draw Sports Festival Coding Week [Different each year]</p> <p>Black History Month</p>	<p>explain the meaning of Christmas to Christians (Incarnation) I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p> <p>Music</p> <p>Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. 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>Forest explorers Library Remembrance [different each year]</p> <p>Anti-Bullying Week</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>DT-Understand the main food groups and the different nutrients that are important for health. 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>PE- Basic motif in small groups Different ways to use movement to reflect a theme Different dance relationships. Learn how to use canon</p>	<p>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>Spring arts festival Library Shakespeare Day World Book Day French Language Day [Different each year]</p> <p>World science and engineering week</p> <p>DT- Use research into existing products and market research to inform the design of an innovative product. Create prototypes to show ideas.</p>	<p>Identify scientific evidence that has been used to support ideas and arguments.</p> <p>The Big Sing</p> <p>Music Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using voice, rhythms and varied pitch. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.</p> <p>Healthy Living Week</p> <p>PSHE</p> <p>To know that smoking and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can explain different roles that food and substances can play in</p>	
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	<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. Make comparisons between the period of study and the present day.</p>	<p>To understand how an individual's behaviour can impact on a group. To understand that cultural differences sometimes cause conflict. To understand how rumour-spreading and name calling can be bullying behaviour. To understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we can support each other. To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. To know that being online can have positive and negative consequences. I can explain why I have special relationships and how these relationships make me feel. To understand there are rights and responsibilities in an</p>	<p>Formations to make dance aesthetically pleasing</p> <p>Art- 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.</p> <p>Children's chorus World Religion Day Safer Internet Day [Different each year]</p>	<p>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. +othe subjects according to theme of weeks work.</p> <p>World Forestry Day World Maths Day [Different each year]</p>	<p>people's lives. I can also explain how people can develop eating problems relating to body image. I can summarise different ways that I respect and value my body.</p> <p>World Earth Day</p> <p>Geography Understand how humans affect the environment. Know about changes to world environments over time. Understand why people want to sustain their environment. gap analysis informs skills covered yearly.</p> <p>International Design Day [Different each year]</p>	
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		online community or social network. I can explain how my qualities help relationships				
Forest Explorers		<p><u>Visit Walderslade woods Autumn</u></p> <p>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><u>Cross-curricular</u> History-Provide an account of a historical event based on more than one source. Give some reasons for some historical events.</p>		<p><u>Revisit Walderslade woods Spring</u></p> <p>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><u>World Forest day</u></p> <p>Changes yearly according to theme of day</p>	<p><u>Wakehurst Place</u></p> <p>Nature walk Plant identification</p> <p><u>Cross-curricular</u> Science-• • Describe the life process of reproduction in some plants and animals. Geography-Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment.</p>	-

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		<p>Geography-Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment.</p> <p>PE- Cardio fitness 1 Flexibility Strength. Cardio fitness 2</p> <p>RE- I can give my opinion on whether a favourite story is true and explain why.</p>				
<p>Computing</p> <p>now > press > plan</p> <p>Online Safety</p>	<p>E-Safety <u>Cross-curricular</u> PSHE-To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>	<p>E-Safety <u>Cross-curricular</u> PSHE-To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>	<p>E-Safety <u>Cross-curricular</u> PSHE-To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>	<p>E-Safety <u>Cross-curricular</u> PSHE-To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>	<p>E-Safety <u>Cross-curricular</u> PSHE-To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>	<p>E-Safety <u>Cross-curricular</u> PSHE- To know that being online can have positive and negative consequences. To understand there are rights and responsibilities in an</p>

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	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p> <p>We are artists</p> <ul style="list-style-type: none"> -Develop an appreciation of the links between geometry and art -Become familiar with the tools and 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>Word</p> <p><u>Skills</u> Independently select, use and combine a variety of software to design and create</p>	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p>	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p> <p>Safer Internet Day</p> <p><u>Skills</u> Understand the need to only select age appropriate content. Begin to use internet services to share and transfer data to a third party.</p>	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p> <p>We are web developers</p> <ul style="list-style-type: none"> -Decide which information is appropriate -Understand some elements of how search engines select and rank results -Question the plausibility and quality of information -Develop and refine ideas and text collaboratively -E-safety <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.</p>	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p> <p>We are quizzers</p> <ul style="list-style-type: none"> -Become familiar with code -Create a sequence code for desired outcome -Comment on the work of others -Develop a critical, reflective view. <p><u>Skills</u> Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p>To use logical reasoning to explain how increasingly complex algorithms work.</p> <p>To design, write, debug and test a quiz</p>	<p>online community or social network. To explain how to stay safe when using technology to communicate with my friends.</p> <p>Music technology sessions with Medway Music Hub</p> <p><u>Skills</u> Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Music- 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.</p>
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	<p>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 Transformation</p> <p>Coding week</p> <p>Maths [revisit year 4]- Complete a simple symmetrical figure with respect of a specific line of symmetry.</p> <p>Art- Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in work. Evaluate work against their intended outcome.</p>			<p>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><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>	<p>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> <p>Music technology sessions with Medway Music Hub</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Music- Compose complex rhythms from an increasingly aural memory.</p>	<p>Develop an increasing understanding of the context of music. Listen with attention to detail and recall sounds with increasing aural memory.</p>
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				<p>History- 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>Music technology sessions with Medway Music Hub</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Music- Compose complex rhythms from an increasingly aural memory.</p>	<p>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>	
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				<p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using voice, rhythms and varied pitch.</p> <p>Develop an increasing understanding of the context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>		
RE	<p><u>Hinduism: Prayer and Worship</u></p> <p>To understand how Hindus, show their commitment to God and to evaluate if there is a best way.</p> <p><u>Skills</u></p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can show my own opinion on how it might be best for a</p>	<p><u>Christmas- Is the Christmas story true?</u></p> <p>To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p> <p><u>Skills</u></p> <p>I can give my opinion on whether a favourite story is true and explain why.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation)</p>	<p><u>Hindu Beliefs</u></p> <p>To understand the Hindu belief that there is one God with many different aspects.</p> <p><u>Skills</u></p> <p>I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p> <p>I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.</p> <p>I can give my own views on the Hindu belief in Brahman</p>	<p><u>Easter</u></p> <p>To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p><u>Skills</u></p> <p>I can start to show an understanding of the difference between purpose and destiny.</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.</p>		

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	<p>Hindu to show commitment to God with supported reasoning.</p> <p><u>Vocabulary</u> Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma</p> <p><u>Cross-curricular</u> History-Compare sources of information Evaluate the usefulness of a variety of sources. Present findings in a variety of ways.</p> <p>Computing- 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. Independently select and use appropriate software for a task.</p>	<p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p> <p><u>Vocabulary</u> Advent Incarnation</p> <p><u>Beliefs and Practices</u> To understand how Christians, show their commitment to God and to evaluate if there is a best way.</p> <p><u>Skills</u> I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to</p>	<p><u>Vocabulary</u> Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Atman Krishna Avatar Chadogya unpanishad</p> <p><u>Cross-curricular</u> History-Compare sources of information 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>Computing- Independently select, use and combine a variety of software to design and create</p>	<p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p> <p><u>Vocabulary</u> Holy Week Pilate Herod Mount of Olives Garden of Gethsemane</p> <p><u>Hinduism: Beliefs and moral values</u> To understand the impact of certain beliefs on a Hindu's life.</p> <p><u>Skills</u> I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.</p>		
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Year 5 - Curriculum Map

	<p>Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>PSHE- To understand that communicating with someone in a different culture means we can learn from each other.</p> <p>Harvest Festival PSHE- To understand my rights and responsibilities as a citizen of my country and a member of my school</p> <p>To understand how an individual's behaviour can impact on a group.</p> <p>Music- 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>commitments I make in my life.</p> <p>Vocabulary 10 Commandments Confirmation Lord's Prayer</p> <p><u>Cross-curricular</u> History-Compare sources of information 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>Computing- 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. Independently select and use appropriate software for a task.</p>	<p>content for a given audience. Understand the need to only select age appropriate content. Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>World Religions Day Skills change yearly according to the theme of the day.</p>	<p>Vocabulary Karma Samsara Moksha Bhagavad Gita Upanishads Sadhu</p> <p><u>Cross-curricular</u> History-Compare sources of information 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>Computing- 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. Independently select and use appropriate software for a task.</p>		
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Year 5 - Curriculum Map

		<p>Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p> <p>Remembrance activities Carol Service</p>		<p>Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.</p>		
<p>MFL</p> <p>Year 4 Curriculum 'La Jolie Ronde,</p>	<p>Body parts Revision of adjectives Asking for French translation Zoo animals</p> <p><u>Skills</u> Listen and follow a short story using visual clues. Listen for sounds, rhyme and rhythm. Pronounce some words accurately. Understand that all nouns have a gender.</p> <p><u>Vocabulary</u> Une tête, un nez des dents, des cheveux des yeux, une bouche des oreilles. Comment dit-on ... en français? Le tigre, l'éléphant, l'ours, la souris, le lion,</p>	<p>Verb – être: il est, elle est Quantifiers Adjectives Christmas theme Phrases for playing a game Receptive vocabulary from a song</p> <p><u>Skills</u> Say 6 vowel sounds in French. Write simple words and phrases following a model Read words aloud with accurate punctuation. Participate in a short drama. Play a game, communicating in French. Join in with a French song. Recite a poem.</p>	<p>Members of the family Possessive adjectives Ask and answer questions about family members Story – Le radis geant</p> <p><u>Skills</u> Present a short role play introducing family members. Ask and answer questions. Recognise rhyming words. Follow a French story and join in reading. Recognise nouns and verbs. Compare traditional stories.</p> <p><u>Vocabulary</u> Le père, la mère, le frère, la soeur, le</p>	<p>Revision of pets vocabulary Verb – avoir Connectives Easter theme Quantifier – assez Dictionary skills Playground song and activity</p> <p><u>Skills</u> Understand simple rules for converting singular to plural. Present a rhyme. Know about pets that are popular in France. Follow a text as it's read aloud. Write simple sentences. Know about some Easter traditions. Identify items of vocabulary in a longer text.</p>	<p>Hobbies Opinions phrases Numbers 12-31</p> <p><u>Skills</u> Listen for sounds. Identify strategies for learning vocabulary. Write some words from memory. Read and understand a paragraph with some familiar vocabulary and structures. Recognise positive and negative statements in English and French. Memorise and present two sentences or more.</p> <p><u>Vocabulary</u> Danser, nager, jouer au football, manger au restaurant, lire, regardez la télé aller au parc.</p>	<p>Revision of leisure activities and opinion phrases Weather expressions Quantifiers – très, un peu Clothes items for packing a suitcase Revision of subjects covered – plugging any gaps</p> <p><u>Skills</u> Conduct a survey in French. Know the names of some major airports and ports in France. Learn how to play a popular French game. Understand different possibilities for travelling abroad. Pack an imaginary suitcase for a holiday,</p>

Year 5 - Curriculum Map

	la girafe, le singe, le crocodile, le pingouin	<u>Vocabulary</u> être il est, elle est assez très grand, petit gentil, rigolo, féroce, un bonhomme de neige un chapeau, une écharpe, des gants, une manteaux il fait froid, il neige à toi, à moi oh là là, j'aime ça	grand-père, la grand- mère. Mon, ma. Le radis géant La petite fille. Tirer, tomber. Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'inde, un oiseau.	Recognise word classes: nouns, verbs and adjectives. Sort words in dictionary order. Play a traditional game. <u>Vocabulary</u> Avoir J'ai, je n'ai pas de Et, aussi. Assez World French day <u>Cross-curricular skills</u> change yearly according to theme	J'adore, j'aime, je n'aime pas Tu aimes? Numbers 12-31	writing individual words. <u>Vocabulary</u> Il fait froid Il fait chaud Très Un peu Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt.
PSHE now > press > play Mental Health now > press > play Bullying	<u>Values- 2 year cycle</u> Happiness Tolerance Respect Friendship <u>Being Me in My World</u> -Planning the forthcoming year -Being a citizen -Rights and responsibilities -Rewards and consequences -How behaviour effects groups	<u>Values- 2 year cycle</u> Love Generosity Friendship Peace Hope <u>Celebrating Differences</u> - Cultural differences and how they can cause conflict -Racism -Rumours and name calling -Types of bullying -Material wealth and happiness	<u>Values- 2 year cycle</u> Patience Trust Humility Responsibility <u>Dreams and Goals</u> - Future dreams - The importance of money -Jobs and careers - Dream job and how to get there -Goals in different cultures - Supporting others	<u>Values- 2 year cycle</u> Caring Understanding Independence Positivity <u>Relationships</u> -Self-recognition and self-worth - Building self-esteem -Safer online communities -Rights and responsibilities online - Online gaming and gambling -Reducing screen time	<u>Values- 2 year cycle</u> Honesty Fairness Courage Perseverance <u>Healthy Me</u> -Smoking including vaping -Alcohol -Alcohol and anti- social behaviour -Emergency aid -Body image -Relationships with food -Healthy choices	<u>Values- 2 year cycle</u> Simplicity Compassion Sex Ed / Puberty <u>Changing Me</u> - Self and body image -Influence of online and media on body image - Puberty for girls - Puberty for boys -Conception [including IVF]

Year 5 - Curriculum Map

	<p>-Democracy, having a voice, participating</p> <p><u>Skills</u> To be able to face new challenges positively and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group.</p> <p><u>Vocabulary</u> Appreciation Motivation Migrant Prejudice Opportunities Goals Vision Challenge Citizen Denied Empathise Refugee Persecution Conflict Asylum Deprive Wealth Poverty Privilege</p>	<p>-Enjoying and respecting other cultures</p> <p><u>Skills</u> To understand that cultural differences sometimes cause conflict. To understand how rumour-spreading and name calling can be bullying behaviour. To be able to compare my life with people in the developing world.</p> <p><u>Vocabulary</u> Culture Conflict Belong Racism Colour Discrimination Rumour Racist Homophobic Cyber-bullying Indirect/ direct Continuum Developing world</p> <p><u>Cross- curricular</u> History-Present findings in a variety of ways. RE- I can explain how values and qualities</p>	<p>-Motivation</p> <p><u>Skills</u> To identify what I would like my life to be like when I am grown up. To compare my hopes and dreams with those of young people from different cultures, reflecting on them and explaining how they make me feel. To understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we can support each other.</p> <p><u>Vocabulary</u> Dream Hope Goal Feeling Achievement Money Grown-up Adult Lifestyle Career Profession Money Salary Contribution</p>	<p>-Dangers of online grooming -SMARRT internet safety rules</p> <p><u>Skills</u> To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. To know that being online can have positive and negative consequences. I can explain why I have special relationships and how these relationships make me feel. To understand there are rights and responsibilities in an online community or social network. I can explain how my qualities help relationships To recognise if I am spending too much time using devices. To explain how to stay safe when using technology to communicate with my friends.</p>	<p>-Motivation and behaviour</p> <p><u>Skills</u> To know that smoking and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>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.</p> <p>I can summarise different ways that I respect and value my body.</p> <p><u>Vocabulary</u> Informed decision Pressure Media Influencer Emergency Procedure Recovery position Calm</p>	<p>- Growing responsibility -Coping with change -Preparing for transition</p> <p><u>Skills</u> To be aware of my own self-image and how my body fits into that. To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Describe how boys' and girls' bodies change during puberty. To understand that sexual intercourse can lead to conception and that is how babies are usually made. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p> <p><u>Vocabulary</u> Self-image Body image</p>
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Year 5 - Curriculum Map

	<p><u>Cross-curricular</u> History-Present findings in a variety of ways. RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p> <p>Black history month PSHE- To be able to face new challenges positively and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. To understand that cultural differences sometimes cause conflict.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be</p>	<p>such as kindness or friendship can be shown in different aspects of my life.</p> <p>Remembrance activities</p> <p>Anti-bullying week To understand that cultural differences sometimes cause conflict.</p> <p>To understand how rumour-spreading and name calling can be bullying behaviour. To understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we can support each other. To know that being online can have positive and negative consequences. To explain how to stay safe when using technology to communicate with my friends. I can give examples of behaviour in other</p>	<p>Society Determination Perseverance Motivation Aspiration</p> <p><u>Cross-curricular</u> History-Present findings in a variety of ways. RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p> <p>Founders day activities</p>	<p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p><u>Vocabulary</u> Personal qualities Attitudes Self-esteem Age-limit Risky Violence Grooming Trolled Gambling Trustworthy Responsibility Devices Screen time Mental Health Physical health Vulnerable</p> <p><u>Cross-curricular</u> DT- Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed</p>	<p>Level-headed Body-image Celebrity Altered Self-respect Comparison Eating disorder Pressure Motivation</p> <p><u>Cross-curricular</u> History-Present findings in a variety of ways.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p> <p>Healthy living week</p> <p>PSHE- To be able to face new challenges positively and know how to set personal goals. To know that smoking and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p>	<p>Self-esteem Perception Characteristics Puberty Menstruation Periods Sanitary towels Tampons Ovary Oestrogen Vulva Womb Uterus Sperm Semen Testicles Erection Ejaculation Wet dream Larynx Facial hair Hormones Conception Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment</p> <p><u>Cross-curricular</u> Science-Describe the changes as humans develop to old age</p>
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Year 5 - Curriculum Map

	<p>shown in different aspects of my life.</p> <p>History- 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. Make comparisons between the period of study and the present day.</p>	<p>people that I appreciate and behaviours that I don't like.</p>		<p>to make them safe and palatable. Select appropriate ingredients and use a wide range of techniques to combine them.</p> <p>PE- Cardio fitness 1 Flexibility Strength. Cardio fitness 2 History-Present findings in a variety of ways. RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p>	<p>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. I can summarise different ways that I respect and value my body.</p> <p>PE- Cardio fitness 1 Flexibility Strength. Cardio fitness 2 DT-Understand the main food groups and the different nutrients that are important for health. 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>History-Present findings in a variety of ways.</p> <p>RE- I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life.</p>
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Year 5 - Curriculum Map

	<p>Prevent 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. School values taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance P4C 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>					
PE	<p>Swimming</p> <p>Communication & Tactics</p> <p><u>Vocabulary</u> Communication Strategies Collaborate Listening Teamwork Collective Leader</p> <p>Hockey Shake hands grip and reverse grip Dribble with direction and explore reverse stick. Passing over distance whilst on move and how to stop ball. Attack Defend and tackle.</p>	<p>Swimming</p> <p>Handball</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 Shooting Defend Intercept Passing styles Mark Attack Opposition Power</p>	<p>Gymnastics – Counter Balance and counter tension</p> <p><u>Skills</u> Introduction to counter balance. Application of counter balance learning onto apparatus. Sequence formation. Counter tension. Sequence completion.</p> <p><u>Vocabulary</u> Pushing balance Movement Unison Levels Connection points Canon Balances Travel</p>	<p>Health related exercise – Healthy living week. 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> Fitness & health Exercise Nutrition Balance Muscular strength</p> <p>Orienteering Face orienteering.</p>	<p>Cricket 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> Refine batting, understand and develop batting and bowling tactics. Refine fielding stooping, catching and throwing. Combine bowling and fielding creating and applying tactics.</p>	<p>Athletics 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. Evaluating a performance. Sprinting: My personal best. Relay changeovers. Shot Put (technique) Introduce hurdles.</p> <p><u>Vocabulary</u> Running</p>

Year 5 - Curriculum Map

	<p>Match</p> <p><u>Skills</u> Develop defending, block and tackling. 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>Dribble Pass Shoot Speed Control Decision making Defend Attack Man to man Goal side Possession</p> <p>Dance (Space – English) Basic motif in small groups Different ways to use movement to reflect a theme</p>	<p>Possession</p> <p>Badminton Familiarisation with equipment and court Terminology Forehand/ backhand shot Serve</p> <p>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>Shuttlecock Recover Shot Tactics Serve Opponent</p>		<p>Cone orienteering. Point and return. Complete a timed course. Compete as part of a competition.</p> <p>Effective team Responsible Collaboration Strategies Tactics</p>	<p>Introduce umpiring and scoring.</p> <p>Strike Fielders Batters Bowl Receive Return Long barrier Underarm</p> <p><u>Cross-curricular</u> DT- Understand the main food groups and the different nutrients that are important for health. 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>Healthy living week- Lordswood leisure centre visit.</p> <p>Challenge 26</p>	<p>Sprint Stride pattern Dip</p> <p>Sports Day Griffin Arts Festival- Dance</p>
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Year 5 - Curriculum Map

	<p>Different dance relationships. Learn how to use canon Formations to make dance aesthetically pleasing Partner balance to develop stillness ideas.</p> <p>Extend sequences with a partner in character. Develop a sequence in character that shows relationships and interlinking dance moves.</p> <p>Sequences, relationships, choreography and performance.</p> <p>Creativity Expression Drama Emotion Character Movement Canon Sequence Unison Interconnect</p> <p>Griffin Sports festival Lordswood Olympics</p>					
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Year 5 - Curriculum Map

GST Theme “Energy” highlighted throughout curriculum