

Curriculum Map Year Group 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • 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, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Science	<p>Properties & Changes of materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. 	<p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and 	<p>Living things and their habitats –</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. 	<p>Animals and Humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	

		springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Geography	<p style="text-align: center;">Explorers</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains <p>Skills:</p> <ul style="list-style-type: none"> Understand some the reasons for geographical similarities and differences between countries (compare Ben Nevis & Everest) Identify and describe how the physical features affect the human activity within a location To use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world <p>Cross-curricular link – studying significant historical figures i.e. mountain explorers</p> <ul style="list-style-type: none"> Give a broad overview of a major event from the rest of the world e.g. first Everest climber to reach the top 	<p style="text-align: center;">Human Geography Europe – refugee focus</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement - refugees <p>Skills:</p> <ul style="list-style-type: none"> Describe how locations around Europe are changing and explain some of the reasons for change Describe geographical diversity across Europe (comparison of refugee home country and where seeking refuge) Describe how countries and geographical regions are interconnected and interdependent (European Union) 	<p style="text-align: center;">Human & Physical Geography North & South America</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: earthquakes and human geography including: distribution of food & water <p>Skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and computer mapping to locate countries and describe features Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas Identify and describe how the physical features effect the human activity within a location Name and locate the countries of North and South America and identify their main physical and human characteristics
History	<p style="text-align: center;">Britain's settlement by the Anglo Saxons and Scots</p> <p>Knowledge</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in AD 410 and the fall of 	<p style="text-align: center;">Local History Study- WW2</p> <p>Knowledge</p> <ul style="list-style-type: none"> A study of an aspect of history dating from a period beyond 1066 that is significant in the 	<p style="text-align: center;">Mayans (South America) c. AD 900</p> <p>Knowledge</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history

	<p>the western Roman Empire</p> <ul style="list-style-type: none"> • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>Skills</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world • Use dates and terms accurately in describing events • Use sources of evidence to ask deduce information about the past • Select suitable sources of evidence, giving reasons for choices 	<p>locality</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use sources of evidence to deduce information about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<p>Skills</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of the past • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Use sources of evidence to deduce information about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) <p>Use dates and terms accurately in describing events</p>
Art	<p>Anglo Saxon images to retell an event – for example Bayeux Tapestry</p> <p>Drawing</p> <ul style="list-style-type: none"> • use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • use a choice of techniques to depict movement, perspective, shadows and reflection • choose a style of drawing suitable for the work (e.g. realistic or impressionistic) • use lines to represent movement 	<p>Propaganda – Artists and techniques</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<p>Painting</p> <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • give details (including own sketches) about the style of some notable artists, artisans and designers • show how the work of those studied was influential in both society (study Frescoes) • create original pieces that show a range of influences and styles • sketch (lightly) before painting to combine line and colour • create a colour palette based upon colours observed in the natural or built world • use the qualities of watercolour and acrylic paints to create visually interesting pieces

					<ul style="list-style-type: none">• combine colours, tones and tints to enhance the mood of a piece• use brush techniques and the qualities of pain to create texture• develop a personal style of painting, drawing upon ideas from other artists		
DT	Textiles Weaving (link to Anglo-Saxons) <ul style="list-style-type: none">• explore and evaluate a range of existing products• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces• select from and use a wide range of materials and components, including textiles, according to their characteristics and aesthetic qualities• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		Mechanics (Linked to Science) <ul style="list-style-type: none">• Convert rotary motion to linear using cams.• Use innovative combinations of electronics (or computing) and mechanics in product designs.• Evaluate the design of products so as to suggest improvements to the user experience.		Food <ul style="list-style-type: none">• Understand the importance of correct storage and handling of ingredients• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed• Measure accurately and calculate ratio of ingredients to scale up or down from a recipe• Demonstrate a range of cooking techniques (optional) Adapt and refine recipes including ingredients, methods, cooking times and temperatures		
Computing	Unit 5.1 Coding Number of Weeks – 6	Unit 5.2 Online safety Weeks – 3 (continued)	Unit 5.4 Databases Weeks – 4	Unit 5.5 Game Creator Weeks – 5	Unit 5.6 3D Modelling Weeks – 4	Unit 5.7 Concept Maps Weeks – 4	
	Unit 5.2 Online safety Weeks – 3	Unit 5.3 Spreadsheets Weeks – 6					iMedia - iJam (composing music)

Music	Perform - African Drumming Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 	Samba Drumming Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 	Singing <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	Music theory Create songs with verses and a chorus. <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	Song writing Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. <ul style="list-style-type: none"> • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	Singing <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Languages					Greetings and Numbers <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a 	Colours and animals <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary



					<p>translation dictionary to work out the meaning of unfamiliar words.</p> <ul style="list-style-type: none">• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.• Show confidence in reading aloud, and in using reference materials.	<p>to work out the meaning of unfamiliar words.</p> <ul style="list-style-type: none">• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.• Show confidence in reading aloud, and in using reference materials.
PE	<p>Dance – Street Dance Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none">• Perform expressively and hold a precise and strong body posture.• Perform and create complex sequences.• Express an idea in original and imaginative ways.• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	<p>Games: Football Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none">• Work alone, or with team mates in order to gain points or possession.• Strike a bowled or volleyed ball with accuracy.• Use forehand and backhand when playing racket games.• Field, defend and attack tactically by anticipating the direction of play.• Choose the most appropriate tactics for a game.• Uphold the spirit of fair play and respect in all competitive situations.	<p>•Games: Basketball Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none">• Work alone, or with team mates in order to gain points or possession.• Strike a bowled or volleyed ball with accuracy.• Use forehand and backhand when playing racket games.• Field, defend and attack tactically by anticipating the direction of play.• Choose the most	<p>Games:Multi sports Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none">• Work alone, or with team mates in order to gain points or possession.• Strike a bowled or volleyed ball with accuracy.• Use forehand and backhand when playing racket games.• Field, defend and attack tactically by anticipating the direction of play.• Choose the most	<p>Outdoor adventurous Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none">• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.• Embrace both leadership and team roles and gain the commitment and respect of a team.• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.	<p>Athletics Combine sprinting with low hurdles over 60 metres.</p> <ul style="list-style-type: none">• Choose the best place for running over a variety of distances.• Throw accurately and refine performance by analysing technique and body shape.• Show control in take off and landings when jumping.• Compete with others and keep track of personal best performances, setting targets for improvement.

		<ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. 	<p>appropriate tactics for a game.</p> <ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>appropriate tactics for a game.</p> <ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	
	<p>Games: Team games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role 	<p>Gymnastics Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level 	<p>Gymnastics Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, 	<p>Games: Invasion games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. 	<p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as 	

	model within a team.	<p>and body rotation during floor performances.</p> <ul style="list-style-type: none"> • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<p>choosing the most appropriate linking elements.</p> <ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	cartwheels or handstands).	
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