



Curriculum Map: Year Five

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Thread, Text and Writing Links	The Power of Pictures	British Classics	Stories from Other Cultures	Myths, Legends and Fairy tales	Nature's Treasures	Science Fiction, Fantasy and Adventure
	Flotsam Persuasive Letter Informal letter Babushka Baba Yaga Fairy Tale Journey Through Russia Fact File <i>Sergey Yursky – Seasons</i> Poem	Street Child Informal Letter Character Description Setting Description Fictional Narrative Fact File Poem	Wolf Brother Setting Description Descriptive Narrative Fact File Diary Entry Suspense Narrative Poem	Beowulf Diary Entry Descriptive Narrative Fact File News Article Letter of Complaint Suspense Narrative <i>King Arthur</i> Poetry	The Last Bear Setting Description News Article Fictional Narrative Fact File Retelling Poem	Artemis Fowl Emotive Letter Narrative/Dialogue News Article Play script Suspense Narrative Poem
Maths	Place Value, Addition & Subtraction, Multiplication	Multiplication & Division, Statistics & Perimeter & Area	Division, Fractions, Decimals & Percentages	Fractions, Decimals & Percentages	Decimals, Properties of Shape, Position & Direction, Converting Units, Volume	Position & Direction, Converting Units, Volume
Humanities Thread and Topic	Geography Theme: Our World, Our Home! Geography Topic: A Passport to Europe	History Theme: Pivotal Periods (British) History Topic: The Victorians	Geography Theme: Global Explorers Geography Topic: Remarkable Rainforests	History Theme: Conflict and Tension History Topic: Anglo Saxons & Vikings	Geography Theme: The Natural World Geography Topic: Natural Resources & Trade & Fieldwork Fun	Geography Theme: Ancient Civilizations History Topic: Ancient Mayans c900AD
	-Europe overview (Regional, Locational, Human, Physical) -Case Study: Russia	Enquiry question – What effect did the industrial revolution have on England? (class question) Or Why was England the first to industrialise?	-Biomes and Vegetation belts -Case Study: South America (Rio)	Enquiry question – Were they raiders, invaders, traders or settlers? Chronology intro – reference previous and future topics.	-Locational Knowledge: Natural Resources around the world, global impact, politics and trade (mini case studies throughout)	Enquiry question – what were the similarity and difference of the Anglo Saxon and Mayan civilisations?

		<p>Chronology intro – reference previous and future topics.</p> <ul style="list-style-type: none"> -Impact of the Industrial Revolution - ‘A Victorian Christmas.’ -Social changes – poverty/no welfare state <p>(Geography link towns and cities evolving)</p> <p>Height of Empire – Queen Victoria – Empress of India</p> <ul style="list-style-type: none"> -Case Study: Queen Victoria and Albert, Brunel, Dickens 		<ul style="list-style-type: none"> -Traders, explorers and key battles/events - Immigration - Raiders Lindisfarne -Beowulf – what does it tell us about Anglo Saxon culture? - Christianity 6th century – impact? <p>Key figures; Alfred the Great & Aethelred</p> <ul style="list-style-type: none"> - Case Study: Sutton Hoo - What happened to the Vikings and Anglo Saxons? (Norman Conquest recent DNA evidence of limited impact of Anglo Saxons) 	<p>-Link with fossil fuels and renewable energy</p>	<p>Progress and impact of Mayan civilisation & why it declined</p> <p>Chronology intro – reference previous and future topics -what other civilisations were around in 900AD.</p> <p>Where and when did the Maya live?</p> <p>What was Maya writing like?</p> <p>How did the Maya tell the time?</p> <p>What numbers did the Maya use in Maths?</p> <p>Did the Maya play football like us?</p> <p>How do we know about the Maya</p> <ul style="list-style-type: none"> -Impact of beliefs, roles in society and farming. -Why were these civilizations lost? What is their legacy?
Science	Space	Space	Forces	Changes of State	Living Things and their Habitats	Animals, Including Humans
	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	<p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth’s rotation to</p>	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Describe the changes as humans develop from birth to old age

	<p>Describe the movement of the Moon relative to the Earth</p>	<p>explain day and night and the apparent movement of the sun across the sky.</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>(electrical and thermal), 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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</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 associated with</p>	<p>Describe the life process of reproduction in some plants and animals.</p>	
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Art		Colour Theory: Colour, Space and Texture		Anglo-Saxon Pottery and Art: Texture, Pattern and Form		Mayan Art: Space, Pattern and Line:
DT	Programming Pioneers		Create a Working Pulley System		Create a Healthy Meal – Tortilla Wrap (loosely links with Term 6 History)	
Computing	Internet Safety	Tessellation	Coding	Bee Boxing	Web Developer	Blogging
PSHE	<i>Me and My Relationships</i> Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	<i>Valuing Differences</i> Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone (OPTIONAL)	<i>Keeping Safe</i> Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thinking' about habits (OPTIONAL) Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL)	<i>Rights and Respect</i> What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils (OPTIONAL)	<i>Bring My Best</i> It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	<i>Growing and Changing</i> How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL)
PE	Basketball	Badminton	Dodgeball	Swimming	Swimming	Athletics Field
RE	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	What matters most to Christians and Humanists?	What does it mean to be a Muslim in Britain today?	

Music	<p>Can use breathing to express intent and character</p> <p>Can sing in harmony and maintain their part</p>	<p>Can use notation to record compositions – chord structures</p> <p>Can use their knowledge of graphic scores to enhance notation</p>	<p>Can experiment with technique and timbre</p>	<p>Can begin to develop a sense of harmony and chord structures</p> <p>(Music technology – Garage Band)</p>	<p>Can appreciate music from different countries and cultures</p> <p>Can describe, compare and evaluate different genres and composers</p> <p>Composers – case study</p>	<p>Can evaluate the piece/performance as a whole (venue, occasion, purpose)</p> <p>Can independently describe, compare and evaluate different genres and composers</p> <p>Composers – case study</p>
French	<p>Les Planets</p>	<p>En Route Por l'école</p>	<p>Je Suis le Musicien</p>	<p>Scene de Plage</p>	<p>Le Retour du Printemps</p>	<p>Bon Appetit, Bon Sante</p>