Curriculum Map Year 5

		Autumn	Spring	Summer
	Theme	Ancient Egypt	Journey Into Space	My South Oxhey!
Core Learning	English	**Texts studied:** Ancient Egyptian Myths Osiris & Isis Secrets of the Sun King Take one Book linked to school opening text Sensational **Written Outcomes:** Instructions Journalistic Writing Descriptive writing – characters and settings Egyptian Myth Recount Discussion Poetry writing – free verse, rap Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term	**Texts studied:** Cosmic Non-fiction texts on Space Stone Girl, Bone Girl Boy in the Tower Book week focus text **Written Outcomes:** Non-chronological reports Poetry – cinquains Biography Narrative – suspense and mystery – story endings Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term	**Texts studied:** How to be a World Explorer Macbeth, Shakespeare Tales of Outer Suburbia Lion Hunt Poems by Lewis Carroll **Written Outcomes**: Diary entry Recount Persuasive writing Descriptive writing Discussion Poetry – poetry appreciation Handwriting Grammar, Punctuation and Spelling Speaking and listening linked to topic and current affairs Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term
	Maths	Place Value and Rounding of large numbers Interpret negative numbers Place Value of numbers up to 3 decimal places Multiply and divide by 10, 100 & 1000	Problem solving with all four operations Multiply fractions by whole numbers	Formal methods for division and multiplication Complex problems

		Properties of number: multiples, factors and common factors Prime and Composite numbers Multiply and Divide Mentally Solve problems involving knowledge of key facts Add and subtract using a range of strategies Formal written methods for addition, subtraction multiplication and division (short) Equivalent fractions – compare and order, adding and subtracting fractions <u>Fluency</u> Number facts, place value including number magnitude, rounding numbers, recall of multiplication and division facts, efficient strategies for mental/written addition & subtraction, properties of 2D shapes	Fraction problem solving Converting units of measure Area, volume and capacity Percentages including problem solving 3D shapes from 2D representations Reflection and Translation Perimeter Estimate, compare a, measure and draw angles Identify unknown angles <u>Fluency</u> Known number facts, multiplication mental strategies, add & subtract fractions with same denominator, mixed numbers and improper fractions, multiply & divide whole numbers by 10, 100 & 1000, mental/written strategies for x & ÷, digital & analogue clocks, Roman numerals to 100	Further strategies for multiplication and division (mental and written) Fraction, decimals and percentages – problem solving Solving problems involving scaling by simple fractions and rates Conversion of imperial and metric units of measure Reading timetables and calculating the time Solve problems involving the four operations Distinguish between regular and irregular polygons Use properties of rectangles Statistics – line graphs, evaluating charts and tables Roman Numerals <u>Fluency</u> Understanding decimals in the number systems, properties of number including prime, missing angles, percentages including linking to fractions, converting metric units, multiplying fractions
	Science	**<u>Properties and Changes of Materials</u>** **<u>Content:</u>** Compare and group together everyday materials on the basis of their properties, including their	**<u>Earth and Space</u>** **<u>Content:</u>** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	**<u>Animals Including Humans</u>** **<u>Content:</u>** Describe the changes as humans develop from birth to old age.

		hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Understand 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 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 and the action of acid on bicarbonate of soda. Key Skills:	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 **<u>Forces</u>** **<u>Content:</u>** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**<u>Living things and their habitats</u>** 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.
	Key skills taught across all science units in Year 5: Explore ideas which raise different kinds of questions, Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Set up and carry out comparative and fair tests,			

	Identify, classify and describe patterns observed Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate; make independent decisions about which measurements to take Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Identifying scientific evidence that has been used to support or refute ideas or arguments; look for causal relationships in data Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Use scientific language to support, justify and communicate their scientific ideas			
	Computing	**Coding** Content 'Free Coding Gorilla' Use Storyboarding for ideas to program. Create annotated diagrams; a journey animation that tells the story of an historical event (Ancient Egypt) Create a timeline of events in the program Skills Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various form of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Online Safety**	**Database** Content '2investigate & 2question' Understand the different ways to search a database. Search a database in order to answer questions correctly. design an avatar for a class database. Enter information into a class database. Create a database about "Planets" Skills Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Game Creator** Content	**3D Modelling** Content "2design and Make" Design a 3D model Alter the shape of a vehicle while still maintaining its form. Explore the possibilities of 3D printing. Skills Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Concept Maps** Content "2Connect" Know the importance of recording concept maps. Create a concept map. Skills

		Contents Children think critically about the information that I share online. Know who to tell if I am upset by something that happens online. Use the SMART rules as a source of guidance when online. Have clear ideas about good passwords. Use images and digital technology to create effects. Have experience how image manipulation could be used to upset self and others. Children can cite all sources when researching and explain the importance of this. Select keywords and search techniques to find relevant information and increase reliability Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each. Skills Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Spreadsheets** Contents '2calculate' Navigate around a spreadsheet to plan a party.	Review and analyse a computer game and describe some of the elements that make a successful game. Design their own game: include setting (Planets), characters (astronaut). Write instructions for others to play their game. Skills Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

		Use a spreadsheet to work out the area and perimeter of rectangles. Create formulas to convert measures. Use a series of data in a spreadsheet to create a line graph. Use a line graph to find out when the temperature in the classroom will reach 20°C <u>Skills</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		
Foundation Subject / Learning Theme	History	<u>Content</u> Construct a timeline, observing photographs and making careful sketches of artefacts, looking at photos and video material of the River Nile, using art work from Tutenkuhman's tomb to understand his way of life <u>Skills</u> Use a chronological framework to order historical periods, to make inferences and deductions about the past and their way of life based on surviving artefacts, looking at photos and video material of the River Nile, to use secondary sources to extract evidence about a family living	<u>Content:</u> Learn about the history of Space Exploration. How have our ideas about space developed over time? Compare the ideas of Ptolemy, Copernicus and Galileo. What was the Space Race? <u>Skills:</u> place events into periods of time, identify and describe reasons for and results of the Space Race,	**<u>How and why is my local area changing?</u>** <u>Content</u> An in depth study linked to our local surrounding – South Oxhey Study over time tracing how several aspects of national history (WWII) are reflected in the locality of South Oxhey Study of the history and site dating from when and why South Oxhey was built. <u>Skills</u> Place events, skills and changes into correct periods of time. Describe characteristic features of past societies including: ideas, beliefs, attitudes and experiences of men, women and children;

				social, cultural, religious and ethnic diversity. Identify and describe reasons for and results of historical events. Identify changes within and across the period. Give reasons for and results for the changes. Begin to select and combine information from different sources.
	Geography	**Ancient Egypt** Why do settlements develop around rivers? Content: explore the growth of Egypt around the Nile, learn about the seasonal calendar based on the weather, recap features of a river and compare Nile to previous rivers studied Skills: use maps, globes and digital mapping, describe the features of the Nile, describe the human geography of the Nile.	Content: Locate the continents of the world and the UK from satellite images from Space. Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemisphere, Arctic and Antarctic. Skills: to use digital maps Mountains Why are mountains so important? Identify, locate and describe the location of the largest ranges of mountains in the world and the countries they cover. Explain how the movement of plates of the Earth's crust can form ranges of fold mountains. Explore the success and failures of some mountain explorers. Compare	**How and why is my local area changing?** Content: Children will develop their map reading skills to: Locate the UK, Hertfordshire, Watford and South Oxhey, take them on a walk around South Oxhey, describe the key 'human and physical geography aspects' of South Oxhey, use fieldwork to observe, measure and record data. Children present their findings. Skills: To identify and describe the main human and physical features of your local area To explore changes in the geography of your local area.

			the Cambrian mountains wth the Himalayas.	
	Design Technology	Content Design and build an Egyptian Chariot using axels and wheels. Skills Generate ideas using information from a number of sources. Plan and design the purpose for which the product is intended. Select appropriate tools and techniques. Explore appropriate materials Measure, mark, cut out and shape a range of materials and assemble, join and combine components accurately. Use appropriate finishing techniques to strengthen and improve product.	Content Design, make and evaluate a space decoration to improve a bedroom Skills Generate ideas using information from a number of sources. Plan and design the purpose for which the product is intended. Select appropriate tools and techniques. Explore appropriate materials Choose a range of stitching techniques Sewing on buttons	Content Food technology: UK food Children plan, make and evaluate food post WWII and how to maintain a healthy lifestyle Skills Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
	Art	Content Ancient Egyptian Theme – pottery designs and design their own. Plaster cast of a tomb and paintings. Create a cartouche for the tomb. Create Egyptian relief art. Skills Make close observations of symmetrical designs. Make close observations of designs in tombs. Mixing plaster, planning and designing 'King Tut's life story' by carving images onto the plaster cast in the style of the Ancient Egyptians, applying watercolours to the finished product Generate ideas Plan their design Select appropriate tools, and techniques	Content Paint a space themed picture in the style of famous artist Peter Thorpe, using an abstract art background and space feature in the foreground. Use marbling to create art pieces. Use pastels to produce moon themed art. Skills Sketch lightly before painting to combine line and colour Create a colour palette based upon colours observed Combine colours, tones and tints to enhance mood of a piece	Content Sketching the school and outbuildings/landmarks Produce observational drawing with different perspectives. Skills Use a variety of techniques to add interesting effects eg shadows and direction of sunlight Use a choice of techniques to show perspective

			Develop a personal style of painting upon ideas from other artists	
	Music	**Glockenspiel Unit (2)/Stop!** **Content:** Exploring and developing playing skills using the glockenspiel. Learn to sing the song "Stop" and compose own lyrics. **Skills:** Learn more complex rhythm patterns. Revise, play (compose) and read the notes C, D, E, F + G Compose lyrics which fit to a given rhythm **Ancient Egypt** Learn and perform songs from the musical Glint of Gold. Using glockenspiel and other percussion to support singing. Play percussion with control. Use and understand musical staff and notations.	**Space** **Content:** How composers represent space through singing, listening and composing. In teams, compose and perform an ostinato for the planet Mars. Compose a piece of music to represent planet Earth. Focus on Holst and the Planets suite. **Skills:** Play and perform in ensemble contexts, play musical instruments with increasing accuracy and control Improvise and compose music for a range of purposes Listen with attention to detail	**English Folk Songs/ Reflect, Rewind and Replay** **Content:** Develop an understanding of the history of music with a focus on English composers and folk songs. Learn and perform folk songs from around the UK. **Skills:** Play and perform songs Develop an understanding of the history of music Listen with attention to detail.
		Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, **pulse, rhythm**, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, **pitch, tempo, dynamics, timbre, texture,** Soul, groove, riff, bass line, brass section, harmony, melody, **notation, structure**		

	Physical Education	Content Swim competently, confidently and proficiently over 25 metres. Understand water safety Skills Perform the correct: arm action, leg action and breathing technique for breast stroke Safe self-rescue Content Cross County Running Prepare for the FUN RUN FESTIVAL 1.5K cross-country race. Skills Increase self-awareness of how the body moves and what it feels like to run with proper posture. Learn to run with proper arm-swing mechanics. run with an awareness of proper posture, arm-swing & foot-strike mechanics. Learn to run continuously at different paces. learn to pace oneself through a competitive distance run. Content Gymnastics Abstract Angles Skills Learn the stages and skills to perform a handstand. Link a variety of different movements into a sequence. Work effectively as a group.	Content Swim competently, confidently and proficiently over 25 metres. Understand water safety Skills Perform the correct: arm action, leg action and breathing technique for breast stroke Safe self-rescue Content Tag Rugby Prepare for the Tag Rugby Festival Skills Evade and tag opponents. Pass and receive a pass at speed including in a game situation. Attacking and defending skills. Develop tactics as a team. Content Dance – create and perform an astronaut dance Skills Demonstrate light and floaty dynamics. Demonstrate realistic gestures to represent an astronaut. Develop relationships – unison. Explore the space around them – entrances and exits. Explore time – continuous and sustained.	Content Kwik Cricket Prepare for the Kwik Cricket Festival Skills Develop underarm bowling accuracy. Develop batting accuracy and directional batting. Develop close catching and wicket-keeping as well as deep field catching. Develop overarm bowling technique and accuracy. Use both the forward defensive shot and the forward drive shot in drill and game situations. Develop a variety of fielding techniques and to use them within a game. Content Athletics – Olympic Training Skills Develop knowledge of the triple jump technique. Begin a sprint in the crouching position. Throw a discus with developing technique. Develop the basic skills for acceleration. Develop knowledge of how to gain & maintain fitness. Content Tennis – Net & Wall

					<u>Skills</u> Develop acceleration & speed. Develop backhand and forehand strokes. <u>Content</u> Leadership Outdoor Adventure Develop communication through speaking & listening. Work as a group to overcome a challenge. Learn some different ways of tying knots. Take part in competitive orienteering activities. Plan a short loop course for a partner or group.	
	Personal Development	**<u>Relationships</u>** Content: explore healthy friendships and peer influence. Understand what physical touch is acceptable. Understand the term discrimination and identify it. Skills: how to manage difficulties within friends, how and where to seek advice and support. Know how to ask for, give and not give permission for physical touch. Know who to tell if they are concerned about unwanted physical contact. To identify online bullying and know what to do about it.		**<u>Living in the wider world</u>** Content: explore how to protect the environment, have compassion towards others, explore the media and their role. Explore career options and aspirations. Skills: develop empathy, develop skills in challenging stereotypes	**<u>Health and wellbeing</u>** Content: understand the importance of sleep, staying safe in the sun, and the importance of immunisations. Explore our personal identity and how to look after our mental wellbeing. Explore how to stay safe in a variety of situations, basic first aid skills, responding to emergencies and the difference between positive and dangerous risk. Skills: develop skills in communication, overcoming fear.	
	Religious Education	<u>Sources of Wisdom</u>	<u>Beliefs and Practises</u> Discover more about significance of	<u>Ultimate Questions</u> Discuss different perspectives on the beginning of life on	<u>Identity and Belonging</u>	<u>Justice and Fairness</u>

		Consider why sacred texts are important in different traditions. The significance of Jesus and his miracles, and the Lord's Prayer. The inspiration and source of wisdom, of the Buddha and the Dalai Llama for Buddhists. Key figures in the Jewish religion and the Shema. Are Psalms sources of wisdom? (Christianity/Judaism). The Bhagavad Gita for Hindus.	pilgrimage, worship and rituals marking important points in life and celebrations. What does it mean to live as a person of faith in Britain today? Explore different ways of celebrating, why some festivals and celebrations are considered important (or not). Make connections between Hajj (Muslim) and pilgrimages to Lourdes or 'the Holy Land' (Christian and Jewish) Difference between the sacred and secular Christmas. Rites of passage – baptism/naming ceremonies, marriage, death. Importance of Sabbath for Jews, and	Earth. Link with Creation stories. (Creation and Science) What is God like? What is heaven? Why do paintings of Jesus show him looking like the culture of the artist? Why are there different accounts of how the world started? What is believed about life after death (Buddhists and Jews)? How do religious people and non-religious people find answers to difficult questions?	Explore and compare lives of key leaders from Buddhist, Christian or Jewish contemporary life, noting challenges they may face. Link knowledge about Moses and Jesus to Jews and Christians of today. (Passover and Easter) Was Jesus the Messiah? Consider the Eightfold path for Buddhists, and being kosher and observing the	Consider the Ten Commandments (Judeo/Christian), and the Five Precepts (Buddhist). – ideas about what is right and what is wrong. Why do people (of different backgrounds) help the vulnerable? Exploe humanitarian aid eg Kindertransport, and Christian Aid, Tearfund, CAFOD and local charities. Explore different religious responses to justice and fairness.

			Hindu deities for Hindus.		Sabbath for Jews.	
	French	Learning new vocabulary around directions, revising places around town and the time. Increasing our confidence in speaking and listening around these topics and being able to recite short passages of text and take part in simple conversations using new vocabulary.		Learning new vocabulary around days of the week, months of the year, seasons. Revising numbers to 30 and sports and hobbies. Increasing our confidence in speaking and listening around these topics to be able to understand more complex sentences and phrases.	Revising fruit, vegetables and food and learning about different meals. Using written words to create meaningful sentences and plan conversations. Revision of weather and seasons and where I live. Considering the key differences between UK and France especially in regards to food.	

Where appropriate split terms into half terms if that works for your themes.