Curriculum Map Year 5

		Autumn	Spring	Summer
	Theme	Ancient Egyptians & The Amazon	Ancient Greeks & Alpine Region	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 Fraction problem solving Converting units of measure	Formal methods for division and multiplication Complex problems Further strategies for multiplication and division (mental and written)

		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	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	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 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	**<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 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	**<u>Animals Including Humans</u>** **<u>Content:</u>** Describe the changes as humans develop from birth to old age. **<u>Living things and their habitats</u>** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

		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.	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.	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	**<u>Coding</u>** <u>Content</u> 'Free Coding Gorilla' Use Storyboarding for ideas to program.	**<u>Database</u>** <u>Content</u> '2investigate & 2question'	**<u>3D Modelling</u>** <u>Content</u> "2design and Make" Design a 3D model

		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** 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.	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 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,	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 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.

		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. <u>Skills</u> 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. **<u>Spreadsheets</u>** <u>Contents</u> '2calculate' Navigate around a spreadsheet to plan a party. 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	including collecting, analysing, evaluating and presenting data and information.	

		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.		
Foundation Subject / Learning Theme	History	Content How much did the Ancient Egyptians achieve? Construct a timeline to locate Ancient Egypt, why the Nile was so important, why the Ancient Egyptians were successful, look at evidence about Ancient Egypt and draw conclusions, roles and jobs carried out by the Egyptians, hierarchy of importance, significant achievements, reasons for and how the pyramids were built, Egyptian religion, Ancient Egyptian achievements Skills Study the achievements of the earliest civilisations, chronology knowledge, connections, contrasts and trends over time, use historical terms, use a range of sources, address and devise historically valid questions about similarity, differences and significance, selection and organisation of relevant historical information	Content: What did the Greeks do for us? Put Ancient Greece on a timeline, compare with other civilisations, reasons why Ancient Greece became so powerful, identify what Greece is like now, links between Modern Greece & Ancient Greece, compare the Spartans and Athenians lives, understand democracy, why the Ancient Olympic games were important, compare the Ancient games to modern Olympics, Ancient Greek myths, different interpretations of stories from the past, religion in Greek society, Ancient Greek wars and their success, achievements and legacy of Ancient Greece. Skills: Develop historical terms, historically valid questions, use a range of sources, understand chronology and world history	Content Local History – Why should we preserve our locality? Know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland, topographical features of the UK, know where South Oxhey is within the UK 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. Skills

				Use words and phrases relating to the passing of time, chronologically place local events, skills and changes into correct periods of time. Describe characteristics, 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	Content: What is life like in the Amazon? Know the nine continents that span the Amazon, The Amazon may refer to a river, river basin or rainforest region, locate the Amazon basin and Amazon river on a map of South America, know the Amazon's: seasons, climate, animals and their adaptions, human and physical features of Manus, differing communities both urban and rural in the Amazon basin, why the Amazon is important, deforestation in the Amazon, how the Amazon is being protected, the value of the rainforest Skills:	Content: Where should we go on holiday? Know the seven continents of the world, use photographs to identify features of a region, know that the Alps were formed over a long period of time, millions of years ago, explain the process of fold mountains, understand fold mountains occur when two tectonic plates meet, traditional Alpine houses and that they are usually built to suit the local climate and availability of resources, climate patterns, main industries, advantages and disadvantages of tourism, importance of sustainability, what an avalanche is and	Content: Changes in our local environment. How is the UK changing? Locate the UK, Hertfordshire, Watford and South Oxhey and geographical regions, human and physical geography, take them on a walk around South Oxhey, describe the key 'human and physical geography aspects' of South Oxhey, explain why some of the buildings in South Oxhey are special, observe and describe architectural features, discuss preserving buildings, Skills:

		Locate world countries using maps, globes and digital computing, including continents, South America, Brazil, The Amazon, major cities, key aspects of physical and human geography	how they are caused; the effect on the landscape and protection <u>Skills:</u> Use maps to focus on counties, cities and regions in Europe, use physical and political maps to locate places and regions, understand a region of a European country, physical and human processes that shape a region, characteristics and location of a range of the world's more significant human and physical features	Use maps, atlases, globes and digital/computer mapping eight- point compass, four and six figure grid references, symbols and keys: including OS maps Field work to observe, measure, record and present human and physical features Use a range of methods to record: sketch maps, plans, graphs and digital technologies
	Design Technology	<u>Content</u> Ancient Egyptian Canopic Jars – pottery designs and design their own to present in an exhibition <u>Skills</u> 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. Make a 3D model Sculpt clay Use appropriate finishing techniques to strengthen and improve product. Refine and improve product through the different stages of the making progress. **Joining, pulling for form, firm**	<u>Content</u> Design, make and evaluate a space decoration to improve a bedroom Design, make and evaluate a 'Buggy' to use for sightseeing on a chosen holiday in the Alpine region. <u>Skills</u> Generate ideas using information from a number of sources.	<u>Content</u> Food technology: UK food Children plan, make and evaluate food post WWII and how to maintain a healthy lifestyle <u>Skills</u> 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. **Cutting techniques; slicing, chopping, dicing, stirring, cooking, seasoning, grating**

			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 Measure accurately Incorporate a switch into their product. Refine product after testing it Ensure product is strong and fit for purpose **Proportion, angle, blanket stitch**	

	Art	Content Printing using a number of colours on lino of Rainforest animals and their habitat Design on polystyrene tiles Skills Printing using a number of colours, create an accurate print design, print using different materials, print onto different materials **Lino, lino tool, carving, overlap**		Content Use watercolours to recreate the image Sketching the school and outbuildings/landmarks Produce observational drawing with different perspectives. Study the artist 'Giuseppe Arcimboldo' Create a mood using food and veg in the style of the artist. Use digital technology to take and print photographs. Skills Use a variety of techniques to add interesting effects eg shadows and direction of sunlight Use a choice of techniques to show perspective Create a colour palette based upon colours observed Combine colours, tones and tints to enhance mood of a piece Develop a personal style of painting upon ideas from other artists Sketch lightly before painting to combine line and colour **Dapple, fade, crosshatch, delicate, solid, lean, download, share**
	Music	**Glockenspiel Unit (2)/Stop!** **Content:** Exploring and developing playing skills using the glockenspiel.	**Space** **Content:** How composers represent space through singing, listening and composing. In teams, compose and perform an ostinato for the	**English Folk Songs/ Reflect, Rewind and Replay** **Content:** Develop an understanding of the history of music with a focus on English

		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.	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	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	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.	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.

		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. <u>Content</u> Gymnastics Abstract Angles <u>Skills</u> Learn the stages and skills to perform a handstand. Link a variety of different movements into a sequence. Work effectively as a group.	Pass and receive a pass at speed including in a game situation. Attacking and defending skills. Develop tactics as a team. <u>Content</u> Dance – create and perform an astronaut dance <u>Skills</u> 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.	Develop a variety of fielding techniques and to use them within a game. <u>Content</u> Athletics – Olympic Training <u>Skills</u> 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. <u>Content</u> 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.	**<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.	**<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

		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.		Skills: develop empathy, develop skills in challenging stereotypes	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> 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.	<u>Beliefs and Practises</u> Discover more about significance of 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	<u>Ultimate Questions</u> Discuss different perspectives on the beginning of life on 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?	<u>Identity and Belonging</u> 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	<u>Justice and Fairness</u> 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? Explore humanitarian aid eg Kindertransport, and Christian Aid, Tearfund, CAFOD and local charities. Explore different religious responses to justice and fairness.

			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 Hindu deities for Hindus.		observing the Sabbath for Jews.	

	French	<u>Content</u> Je decries un monster <u>Skills</u> Size and colours revision Head and face features Head/face/size and colour Using conjunctions for descriptions Intensifiers	A Table Food names I like… Hungry, hot cold Opinions about food Someone else's opinions	Revising fruit, vegetables and food and learning about different meals. Using written words to create meaningful sentences and plan conversations. Considering the key differences between UK and France especially in regards to food.