

**YEAR 5 CURRICULUM MAP**

		<b>Autumn</b>		<b>Spring</b>	<b>Summer</b>	
<b>Theme</b>		History of Space Travel	Cities of the World	Ancient Civilizations - Shang Dynasty	Earth Matters	
<b>Reading</b>	Word Reading	NC Appendix 1 (NC p43)				
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literacy heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books/ text books (NC p43)				
		Fiction <ul style="list-style-type: none"> <li>Horror/ mystery</li> <li>Stories from Shakespeare</li> <li>Classics from our literary heritage</li> <li>Plays and play-scripts</li> <li>Stories from different cultures</li> </ul> Writing at length, sustaining the form, building in techniques to capture and maintain reader interest, using vocab, sentence structure and punctuation for effect and impact.		Non Fiction <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Explanations</li> <li>Newspaper reports</li> <li>Persuasive writing</li> </ul> Maintaining form and formality of language appropriate to task Organising ideas and paragraphing appropriately Use of appropriate vocabulary	Poetry <ul style="list-style-type: none"> <li>Range of poetry both modern and classic - raps, slam poems, narrative poems, descriptive poems, haiku, Tanka etc...</li> </ul> Investigating style and form, use of similes and metaphor, personification, colloquialisms Poet study	
<b>Writing</b>	Transcription	Spelling programme ( NC Appendix 1)				
	Composition	Writing focusing on audience, purpose and form (NC p47/48)				
	VGP	NC Appendix 2				
<b>Maths</b>	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
<b>Science</b>	<b>Forces and Motion</b>	<b>Properties and changes of materials</b>		<b>Animals including humans</b> Keeping Healthy Heart health; effects of tobacco and drugs; effects of exercise on body	<b>Living things and their habitats</b> Green Plants & Reproduction (Life Cycles) Nutrition, Growth, Reproduction. Parts of a plant-germination	<b>Earth and Beyond.</b>
<b>History</b>	The study of a non-European society that provides contrast with British history - Ancient Civilizations - Shang Dynasty, and the achievements of this civilization. The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - focus on the history of space travel and the significance on British and world history. Understand that the past is represented and interpreted in different ways and give reasons for this. Begin to offer explanations about why people in the past acted as they did and use a greater depth of historical knowledge. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual					
<b>Geography</b>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Comparison and links to the UK.		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - links to <b>Cities of the World.</b>  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
<b>D.T.</b>	<b>Mechanism</b> - Research, develop and make a space buggy. Ensure it is fit for purpose e.g. terrain		<b>Cooking and nutrition</b> Chinese cookery/diet/nutrition. Understand the principles of a healthy diet.		<b>Structure</b> - compare how structures can withstand earthquakes.	
<b>Art and Design</b>	<b>Painting &amp; Printing</b> - Peter Thorpe - space rocket art work. Learn about his work technique and methods. Screen print/chalk/paint Evaluate and analyse work.		<b>Textiles &amp; Collage:</b> Mosaic patterns - relate to decoration of Shang bronzes. Research and design a costume for Chinese New Year.		<b>Printing</b> - fossils <b>Drawing</b> - observational drawings and develop section details.	

<b>PE</b>	Games Calling the Shots QCA  Gymnastics Acrobatic Gymnasti QCA	Games Fives and Threes Durham Dance	Dance What's So Funny? Durham  Gymnastics Assessing Level 3 / Unit 5 Tasks 1 and 2 Durham	Games Runners Durham  Gymnastics	Games What a Racket! Durham Athletics 3 Jump Challenge QCA	Dance OAA Crystal Star Challeng QCA
<b>Music</b>	Charanga Unit 1 and 2 Unit 1: Don't Stop Believin' (ROCK) Unit 2: Five Gold Rings (CHRISTAMS)		Charange Unit Spring 1 : Classroom Jazz Charanga Unit Spring 2 : Benjamin Britten ( Western Classical Music)		Charanga Summer 1 Stop! Charanga Summer 2 Reflect, Rewind and Replay	
<b>R.E.</b>	<b>What do Sikhs believe and how are these beliefs expressed?</b>  <b>What are the themes of Christmas?</b>		<b>What do we know about the Bible and why is it important to Christians?</b>  <b>Why is the Last Supper so important to Christians?</b>		<b>What can we learn about Christian faith through studying the lives of northern saints?</b>  <b>Why should people with religious faith care about the environment?</b>	
<b>MFL</b>	Unit 10 Light Bulb Languages En route pour l'école On the way to school  Unit 11 Bon appétit Food and drink Understanding instructions Giving instructions		Unit 12 Light Bulb Languages The planets Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Unit 13 The Four Seasons		Unit 14 Light Bulb Languages Beach scene * Responding to a painting * Writing and performing a poem	
<b>PHSCE/SMS C</b>	<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon <b>Through assemblies and within the classroom</b> Whole school rules and behaviours, Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali British Values - Longest reigning monarch, Gunpowder Plot, Remembrance Spiritual and Moral - Christmas , Cultural Diversity: immigration - pioneers from past and present. Spiritual and moral- Christmas.  <b>Involvement:</b> working in secondary schools.		<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions <b>Through assemblies and within the classroom</b> Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day, Pedestrian Training Diversity - LGBT, Chinese New Year St George's Day, St David's Day and St Patrick's Day Spiritual and Moral - Easter World Book Day Bike ability training.  <b>Involvement-</b> secondary liaison, inter and intra school sporting events, school council, after school clubs.		<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions Community - caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and performance.  <b>Through assemblies and within the classroom</b> Changes and moving on Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law SEAL relationships Enterprise - school summer fair Community; caring for others, social responsibility - promoting good manners and positivity, Diversity - LGBT Road safety, sun safety, water safety- visitors.  <b>Involvement:</b> secondary transfer, sporting events, after school clubs, Intergenerational Event.	
<b>Computing</b>	<b>Computer Science - Use logical reasoning to explain how some simple algorithms work.</b> Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moonbuggy Model  <b>IT - Select, use and combine software on a range of digital devices -</b> Produce a storyboard and animation about the solar system. Evaluate. Use Video software		<b>Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms.</b> Create simple repeating pattern (spirograph) by using nested loops (Scratch Logo/Textease turtle). Solve problems by using loops e.g. Cargobot App, create game using loops e.g. whack a witch. Use the "Peter Packet" activity to start to understand how data		<b>Computer Science - Work with variables</b> Create a simple game in Kodu with a basic scoring system <b>IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system.</b> Create and use spreadsheet to calculate food miles for a meal. Create a poster/website to advertise their athlete's meal along with explanatory text. Use image editing software to enhance	

	<p>(Photostory, imovie etc) to create a short documentary about the 1969 Moon Landings</p> <p><b>Digital Literacy -</b>          SWGFL - Digital Citizenship Pledge (Start of year - online rules) , You've Won a Prize  <b>Appreciate how search results are ranked</b>          Use the TASK test so that children search for a website a planet , and can explain why they have chosen it. (Title, Author, Summary, (K)Child Friendly) SWGFL How to Cite a Site.          Use this to produce an information sheet about the planet</p>	<p>flows around the world. (warning - includes reference to AIDS)</p> <p><b>IT - Use and combine software</b> Use          GPS/QR codes to plot a journey around the school site to make, then follow a maths trail.          Search a database (eg national rail) to plan a journey</p> <p><b>Digital Literacy - Be discerning in evaluating digital content and conditions.</b>          SWGFL strong Passwords. Work with a class from another area of the world to produce a blog on their school day. Use Skype to discuss progress</p>	<p>their pictures.  <b>Digital Literacy -</b>          SWGFL - Picture perfect - linked to enhancing pictures of food.  <b>Understand the opportunities computer networks offer for collaboration</b> Create class wiki or blog explaining the design of their healthy meal</p>
<p><b>E-Safety to be taught throughout the curriculum</b></p>	<p>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.          I understand the potential risk of providing personal information online.          I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.          I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.          I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).          I understand that some material on the internet is copyrighted and may not be copied or downloaded.          I understand that some messages may be malicious and know how to deal with this.          I understand that online environments have security settings, which can be altered, to protect the user.          I understand the benefits of developing a 'nickname' for online use.          I understand that some malicious adults may use various techniques to make contact and elicit personal information.          I know that it is unsafe to arrange to meet unknown people online.          I know how to report any suspicions.          I understand I should not publish other people's pictures or tag them on the internet without permission.          I know that content put online is extremely difficult to remove.          I know what to do if I discover something malicious or inappropriate.  <b>Skills</b>          I follow the school's safer internet rules.          I can make safe choices about the use of technology.          I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.          I can create strong passwords and manage them so that they remain strong.          I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.          I can competently use the internet as a search tool.          I can reference information sources.          I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.          I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</p>		
<p><b>Opportunities for enrichment</b></p>	<p>Visit to Synagogue          Visit to Laing Art Gallery</p>	<p>Visit to Oriental Museum</p>	<p>Visit planetarium at Centre for Life</p>