

## Year 5 Curriculum Map

|                | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2           |
|----------------|---|---|--|---|--|--------------------|
| Topic Title    | The Great, The Bold and The Brave   | Go with the flow  | Mission to Mars  | Bake it 3D designers  | Roots, Shoots and Fruits   | Whole School Topic |
| History        | <p>Finding out about the Greek city-states of Athens and Sparta.</p> <p>Exploring the political systems in Athens and Sparta.</p> <p>Finding out about the Persian Wars and their impact on Greece. Learning about Athenian life by studying the Parthenon.</p> <p>Learning about people and culture through archaeological evidence.</p> <p>Understand the pros and cons of Greek democracy.</p> |   | <p>About what people in the past used to think about Mars.</p> <p>About the evidence to prove and disprove intelligent life on Mars.</p> |   |  |                    |
| Art and Design | <p>Finding out about Ancient Greek and Roman art.</p> <p>Creating our own piece of art in a Greek or Roman style.</p> <p>Design and make a temple using water colour painting skills.</p>   | <p>Drawing techniques - pencil skills.</p>  | <p>To use Modroc to create an image of Mar's surface.</p>  |   | <p>Art Installation - masterpiece</p> <p>Created wallpaper inspired by William Morris.</p> |                    |
| Science        | <p>Forces and Motion</p>  | <p>Forces and Motion</p> <p>Where water comes from</p> <p>How to clean water.</p> | <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>                                   | <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity</p> | <p>What plants grow in our local area.</p> <p>How to sort and group plants.</p>            |                    |

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|                    |  | How rivers provide habitats for wildlife.   | Describe the movement of the Moon relative to the Earth.<br><br>Describe the Sun, Earth and Moon as approximately spherical bodies.<br><br>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | (electrical and thermal), and response to magnets.<br><br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br><br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.<br><br>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.<br><br>Demonstrate that dissolving, mixing and changes of state are reversible changes.<br><br>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. | What the parts of a plant are.<br><br>The function of roots.<br><br>What plants need in order to grow.<br><br>How flowers attract insects.<br><br>How plants reproduce.<br><br>How seeds are spread. |   |
| Physical Education | <b>Games</b><br>Play invasion competitive games - attack and defend.<br><i>Focus on hockey/football.</i> | <b>Gymnastics</b><br>Develop flexibility, strength, technique control and balance.<br>Compare performances and improve. Compete | <b>Dance</b><br>Flexibility, strength, technique control and balance, perform using range of movement patterns. Compare   | <b>Gymnastics</b><br>Develop flexibility, strength, technique control and balance.<br>Compare performances and improve.   | <b>Games</b><br>Striking and fielding - cricket.<br><br><b>Athletics</b>   | <b>Dance</b> - link to Summer 2<br><br><b>Athletics</b><br>Running, jumping, throwing, competition, |

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|                       | <b>Swimming</b>   | <b>Swimming</b>  | performance with previous. - competition. Link actions and sequences.<br><br><b>Swimming</b>  | <b>Games -</b><br>Tennis/volleyball focus.   | Running, jumping, throwing, competition, technique, compare performances and improve PB.                         | technique, compare performances and improve PB. |
| Design and Technology |   | How boats are built, design and create their own boat. Evaluate. |   |  | How to sort and group plants.  |   |
| PSHE/SMSC             | School rules and expectations / aspirations and goals.  | Friendship and anti-bullying                                     | E-safety  | Drug education   | Healthy Living   | SRE   |
| Computing             | How to conduct a successful internet search and be discerning in evaluating whether the results are reliable.<br><br>How to use the features of Publisher to make a presentation.   | Create a survey, and data analysis sheet using excel.            | Use Thinglink.<br><br>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. | Makey Makeys<br>How to design, write and debug programs that are written to perform specific tasks. How to solve problems by decomposing programs into specific parts. | How to use and combine a variety of software to design and create presentations to present data and information. |   |
| Internet Safety       | Children will be taught how to: <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private.</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> |  |   |  |  |   |
| Geography             |   | How the shape of a river is always changing.                     | About the geographical features of Mars.  |  | About the tallest trees in the world.  |   |

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|                                     |   | <p>How it changes the land through which it flows.</p> <p>What happens when it floods.</p> <p>What uses people make of rivers.</p> <p>Key features of a river.</p> <p>Major rivers around the world and in Europe.</p> <p>Understand the difference between erosion and deposition.</p> <p>Map symbols and what they relate to on the ground.</p> | How we can prove that there was once water on Mars.   |   |   |   |
| Music - not taught every half term. | 'Livin' On a Prayer' - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked. Look at Classic Rock as a genre and also listen to and appraise other 'Rock' songs. | Mamma Mia - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked. Unit based on the Abba song from the 1970s.  | Classroom Jazz 1 - a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment.       | 'Make You Feel My Love' - a six-week Unit of Work based on this song- an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Children will also listen to and appraise other pop ballads. | 'Stop!'- a rap song - an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |
| International                       | Finding out about the effects of invasion on countries around the world.  | <p>That rivers still have an importance in the everyday life of people across the world and we'll be looking at the effect of river management for communities and for countries when rivers are dammed.</p> <p>Why we all need to use less water.</p>  | How to write our own international rules and regulations for Mars. About the reasons why we might one day need to live on another planet. | Why bread has importance for people all over the world.   | Why we need to save rainforest plants.  |   |

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| RE             | How can churches help us understand Christian belief?                         | Why is light an important sign at Christmas? | How can a Mosque help us to understand the Muslim faith? | How do Christians know what happened at Easter? | What helps Hindus worship? | How do people express their beliefs through art? |
| French/Spanish | Pupil can greet, say their name and name school subjects and give an opinion. |  |  |   |                            |  |