



Year 5 - All Saints Church School Curriculum Map

YEAR 5	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>To infinity and beyond (Here and Now ? A Space in Time)</p> 		<p>Who were the Mayans?</p> 		<p>Groovy Greeks - Who let the Gods out?</p> 	
Educational Visits / Visitors/ enrichment	<p>Space dome visit? Canal Space walk? We the Curious planetarium Stargazing visitors</p>		<p>Cadbury World Trip?</p>		<p>We the Curious – Forces workshop Greek day with visiting historians (TBC)</p>	
History including STEAM ideas to promote learning	<p>a. order an increasing number of significant events, movements and dates on a timeline using dates accurately; b. accurately use dates and terms to describe historical events; c. understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><i>History of Space – Space travel, Space inventions (telescope/Satellites etc), The Space Race</i></p> <p>To learn about the discovery of the telescope and how it changed astronomy.</p> <p>To find out about the early years of space</p>		<p>Manmade or Natural Disaster – which best explains the disappearance of the Maya around AD900?</p> <p>A non-European society that provides contrasts with British history.</p> <p>Year 6 old Tsunami topic https://www.keystagehistory.co.uk/keystage-2/primary-history-teaching-the-maya-from-september-2014-key-stage-2/ Could look at North American and South America comparison of tribes? NATIVE American Indians</p>		<p>How Greek are we? Ancient Greece – a study of Greek life and achievements and their influence on the Western world</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ and ‘civilization’. Understand Ancient Greece, Greek life, their achievements and influence on the western world. <p>Outdoor Learning focus linked with History; designing and creating labyrinths with sticks or stones / Greek God costumes made from natural materials</p>	

	<p>exploration from 1940 to 1970.</p> <p>To find out about the first landing on the moon.</p> <p>To investigate some of the ways in which astronauts explore space today.</p> <p>Outdoor Learning focus linked with History; Great Fire of London / Guy Fawkes - fire / flammable materials</p>		
<p>Science including STEAM ideas to promote learning (including some DT skills)</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Record a working model of a 'shadow clock' offering observations and scientific explanation</p> <ul style="list-style-type: none"> • Create a sundial calibrated to key school times • Explore time zones and relate this to the movement of the Earth • Use scientific logic and knowledge to solve time problems <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <ul style="list-style-type: none"> • Carry out shadow investigations that help support the idea that the Earth moves on its axis • Observe, measure and identify patterns in changing shadows across a day <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <ul style="list-style-type: none"> • Plan an investigation into the effectiveness of various parachutes • Identify variables that need to change and that need to stay constant • Record data using a 'best of three' approach • Video record findings offering possible explanations <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Buildings and architecture</p> <ul style="list-style-type: none"> • Investigate how levers work; exploring how the position of fulcrum, load and effort impacts on use • Investigate how pulleys work and how the number of pulleys used changes the effort required • Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys • Pulley investigation - The lever needs to enable two 70kg people to lift a 200kg block? 	<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>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Gravity/ air resistance – parachute investigation</p> <p>Archimedes</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

	<ul style="list-style-type: none"> • Know the difference between geo and heliocentric solar system and how views have evolved • Build an orrery of our solar system • Create episode one of Stargazing which explains how the solar system works and what is in it <p>Describe the movement of the Moon relative to the Earth.</p> <ul style="list-style-type: none"> • Carry out a simulation investigation to demonstrate why the moon appears as it does in the sky • Look at photos of the moon and identify key features • Match lunar phases to relative positions of the Moon, Sun and Earth <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <ul style="list-style-type: none"> • Use fruit to create a model of the solar system • Calculate scales and ratios for a model of the solar system • Research, collate & create graphs for data about the planets • Paint the planets from known images and the nature of the planets <hr/> <ul style="list-style-type: none"> • Suggest enquiry questions to back up a series of statements about the Earth, Sun and Moon • Match possible scientific approaches to investigating enquiry questions <p><i>Children should suggest broad enquiry questions for each of their statements (e.g. What evidence is there to prove that the Earth spins around?) and pop them on the outside of their enquiry circles. Then help the children to drill down and improve the detail of the questions,</i></p>	<p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> • Chocolate - To find out about how Maya people used chocolate. • To try out a Maya chocolate recipe. • To find out about the environment in which chocolate grows. <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 burning and the action of acid on bicarbonate of soda.</p> <p>Natural disasters? Volcano experiment</p> <ul style="list-style-type: none"> • Explore how volcanoes help form igneous rocks. • Describe what happens during a volcanic eruption. • Build a mini volcano. • <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p> <p>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.</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>
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<p>DT including STEAM ideas to promote learning</p>	<p>Use sheet materials and construction tools with appropriate supervision.</p> <p>Rocket STEAM with links to science. Use a range of tools and equipment expertly. Consider the aesthetic qualities and functionality of my work when making. Sundials</p>	<p>Understand how mechanical systems such as cams and pulleys to create movement. As science</p> <ul style="list-style-type: none"> Investigate how levers work; exploring how the position of fulcrum, load and effort impacts on use Investigate how pulleys work and how the number of pulleys used changes the effort required Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys Pulley investigation - The lever needs to enable two 70kg people to lift a 200kg block? 	<p>Use sheet materials and construction tools with appropriate supervision.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose.</p> <p>STEAM Can I imagine and understand the importance of temples and become familiar with some of the architectural features of Greek temples?</p>

		<p>Cut, mix and mould and begin to use pizza oven to heat food with adult supervision.</p> <p>Making tortillas and the tortilla pizzas</p> <p>Outdoor Learning focus linked with DT and Science; Darwin's Investigators pack (HD's – The Great Plant Hunt) and Edible garden project</p>	<p>Can I understand some of the architectural features of Greek temples?</p> <p>Can I design and plan a temple like the Parthenon and include a statue of the resident god or goddess?</p> <p>Can I create a temple like the Parthenon out of card & art straws and include a statue of resident god or goddess?</p> <p>Can I improve and evaluate my temple accurately and honestly?</p>
<p>Geography including STEAM ideas to promote learning</p>	<p>Identify the position and significance of latitude/ longitude and the Greenwich Meridian. Time zones, night and day.</p> <p>Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate countries and describe features studies to build their knowledge of the United Kingdom in the past and present.</p> <p>compare aspects of the physical geography of the Moon and the Earth</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps)</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. eg. link to Fairtrade of bananas in St Lucia</p> <p>Commonwealth links – difference across the Commonwealth</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America</p> <p>Fair/unfair distribution of resources (Fairtrade)</p> <p>Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities</p> <p>Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts</p> <p>Use maps, atlases, globes and digital / computer mapping (Google Earth) to locate countries and describe features studied.</p>

		On a world map, locate area of similar environmental regions, either desert, rainforest or temperate regions.	
<p>Outdoor learning (put in topic related boxes – pull from HD plans)</p> <p>This will not be a separate box - I thought I might make the text green where outdoor learning was involved specifically)</p>	<p style="text-align: center;">Time capsule</p> <p style="text-align: center;">Outdoor Learning focus linked with Science; light and reflection activities - sonography / protection from the sun / the sun's role in nature</p>	<p style="text-align: center;">Outdoor Learning focus linked with DT and Science; Darwin's Investigators pack (HD's – The Great Plant Hunt) and Edible garden project</p>	<p style="text-align: center;">Outdoor Learning focus linked with History; designing and creating labyrinths with sticks or stones / Greek God costumes made from natural materials</p> <p style="text-align: center;">Outdoor Learning focus linked with Art; mud art creating Minotaurs</p>
<p>English genres and some suggested texts</p>	<p>A variety of fiction and non-fiction texts starting with 'George's Secret Key to the Universe' written by Lucy Hawking and Stephen Hawking. Links with other great texts in order to stimulate lots of quality writing opportunities.</p> <p>Writing</p> <p>Recount - Diary of space travel - Space based narratives about an astronaut who discovers and unknown planet.</p> <p>Explanation Text – Explaining how space craft move / space inventions</p> <p>Journey Tale - Writing descriptions of space-scape settings</p> <p>Newspaper Reports – on alien sightings and landings at All Saints</p> <p>Conquering the monster Tale (Good vs Evil) - Writing character descriptions about a heroic, exploring astronaut</p>	<p>Texts TBC</p> <p>Tale of Fear - Write a horror story about the Mayans.</p> <p>Poetry – Wild Worlds (See AH)</p> <p>T4W – Mayan Myth</p> <p>Explanation – How did the Mayan's create/use chocolate?</p> <p>Report - Write a nonchronological report about the Mayan civilisation.</p> <p>Reading</p> <p>The Chocolate Tree: A Mayan Folktale</p> <p>The Hero Twins: Against the Lords of Death (A Mayan Myth)</p> <p>Middleworld (Jaguar Stones)</p>	<p>Midnight Fox - Classic fiction</p> <p>Text – Percy Jackson and the lightning Thief.</p> <p>Persuasive writing – Hunting / animal Testing</p> <p>Character Flaw- Icarus & Daedalus</p> <p>Myth and Legends – Fiction writing</p> <p>Playscripts – turning a Greek story into a play script.</p> <p>Balanced argument – Democracy</p> <p>Recount writing – Trip experience</p> <p>Report – Write a non-chronological report on the Ancient Greeks</p>

	<p>(Operative 4511) <i>from the short video, Eleven.</i></p> <p>Persuasive Writing - We will also be writing a persuasive piece of writing linked to ‘Should we be spending money on space travel when people on earth are starving?’</p> <p>T4W – Extra-terrestrial Event (Amazing Aliens) - TBC ?</p> <p>Reading continuing to read and discuss a wide range of fiction, poetry, plays, and non-fiction books</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions <p>Possible texts we will be looking at this half term:</p> <p><i>First News articles - Tim Peake’s story</i> <i>Room 13 written by Roberts Swindells</i> <i>George’s Secret Key to the Universe by Stephen & Lucy Hawking</i> <i>The Bad Beginning written by Lemony Snicket.</i></p>	<p>Reading continuing to read and discuss a wide range of fiction, poetry, plays, and non-fiction books</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions 	<p>Poetry- Poetry in the form of an ode, soliloquy</p> <p>Fiction Writing - setting descriptions, additional chapter,</p> <p>Reading continuing to read and discuss a wide range of fiction, poetry, plays, and non-fiction books</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions
<p>Art</p>	<ul style="list-style-type: none"> • Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design - Origami stars <p>To be able to talk about the roles and purposes of artists, craftspeople and</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	<p>Clay pots</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. <p>Outdoor Learning focus linked with Art; mud art creating Minotaurs</p>

	<p>designers (that have been studied) working in different times and cultures. Talking about their importance, work.</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - Starry night by Van Gogh etc • Paint the planets from known images and the nature of the planets 		
<p>Computing To be taught throughout. To agree sensible e-safety rules for the classroom. To discuss their own personal use of the Internet and choices they make. To discuss how to protect devices from virus threats. To discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns.</p>	<p>To use a search engine to find appropriate information and check its reliability. To recognise and evaluate different types of information I find on the World Wide Web.</p> <ul style="list-style-type: none"> • Create episode one of Stargazing which explains how the solar system works and what is in it <p>To explore using the safe and responsible use of online communication tools e.g. blogs, messaging. -Blogging work from classwork.</p> <p>To explore procedures using repeat to achieve solutions to problems with Turtle (J2E) & a floor robot</p> <p>To talk about procedures as parts of a program</p> <p>To Refine procedures to improve efficiency</p> <p>To use a variable to replace number of sides in a regular shape</p> <p>To explore instructions to control software or hardware with an input & using if... then... commands</p>	<p>To collect and record information using spreadsheets and databases</p> <p>To carry out complex searches (e.g. using and/or; \leq / \geq)</p> <p>To solve problems and present answers using data tools.</p> <p>To analyse information and question data. Identify poor quality data.</p> <p>To select appropriate use of a data logger for an investigation and interpret the findings</p>	<p>To explore using the safe and responsible use of online communication tools e.g. blogs, messaging. -Blogging work from classwork.</p> <p>Evaluate sources of information.</p> <p>Note taking tool to organise information from a range of sources?</p> <p>Choose fonts & layouts based on the purpose and audience of my work.</p> <p>Combine images using a variety of tools? Add effects and enhancements to my images.</p> <p>Understand the differences between low- and high-resolution images?</p> <p>Filter images on Google appropriately.</p>

	<p>To explore a computer model to control a physical system</p> <p>To change inputs on a model to achieve different outputs To refine & extend a program</p> <p>To identify difficulties & articulate a solution for errors in a program</p> <p>To group commands as a procedure to achieve a specific outcome within a program</p> <p>To write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming.</p> <p>Scratch learning and applying our previous learning to create our own video games. We will also be working on using technology safely</p> <p>technology to record our very own pod casts/radio broadcast. We will link this to our topic (Space) and create a radio podcast advertising for an astronaut taking inspiration from the Helen Sharman story. We will also look at Scratch to create a space inspired animation.</p>		
<p>Music</p>	<p>Recognising discuss stylistic features of different genres, styles and traditions of music. using musical vocabulary, and explaining how these have developed over time; , Classical. Include terms; chord, sharp, dotted, staccato, crescendo, diminuendo</p> <p>Holst – Inspire (Planets) Use Gustav Holst’s The Planets to appreciate and understand music drawn from different traditions and from great composers and musicians.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts. • Improvise and compose music for a range of purposes. • Appreciate and understand a wide range of high-quality live and recorded. <p>To understand the importance of music in Maya culture & in their relationship with the gods. To make a Maya instrument to play at the celebration. To play a Maya instrument in a small group. To make a small drum, straw panpipe, or a more complex carrot ocarina</p>	<p>Listen to music and discuss the musical elements. Recognise patterns in melodies.</p> <p>Perform as part of a group using notation.</p> <p>Recognize patterns in melodies.</p> <p>Sing as part of a group and communicate through musical interpretation.</p> <p>Compose my own music drawing on knowledge I have learned from listening.</p>

	<p>Performing a piece of music, with increased skill adjusting dynamics and pitch.</p> <p>We will also compose a space sound scape.</p>		<p>Perform and record completed pieces (anthem or composition) - lead a group or follow a leader / conductor - perform following a notated score (graphic or standard)</p> <p>Perform and record completed pieces (anthem or composition) - lead a group or follow a leader / conductor - perform following a notated score (graphic or standard)</p>
PSHE	<p><u>PSHE Association – Relationship</u> Know about different types of relationships (friends, families, couples, marriage, civil partnership) • Know about what constitutes a positive, healthy relationship • Recognise when a relationship is unhealthy • Judge whether physical contact is acceptable or unacceptable and how to respond • Model negotiation and compromise strategies to resolve disputes and conflict. • Give helpful feedback and support to others • Know about the factors that make people the same or different • Recognise and challenge ‘stereotypes’ • Know about the correct use of the terms sex, gender identity and sexual orientation • Recognise dares • Know about the importance of keeping personal boundaries and the right to privacy.</p>	<p><u>PSHE Association - Living in the wider world</u> - To research, discuss and debate to discuss and debate issues concerning health and wellbeing • Know why and how laws are rules and laws are made • Take part in making and changing rules • Understand about the importance of human rights (and the Rights of the Child) Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • Understand that human rights overrule any beliefs, ideas or practices that harm others • Understand about what it means to be a part of a community • Know about different groups / individuals that support the local community • Know about the role of voluntary, community and pressure groups • Appreciate the range of national, regional, religious and ethnic identities of people living in the UK • Understand how finance plays an important part in people’s lives • Know about being a critical consumer • Understand ‘loan, interest and debt • Know about how resources are allocated and the effect this has on individuals, communities and the environment</p>	<p><u>PSHE Association – Health and Wellbeing</u> Understand that images in the media can distort reality • Know media can affect how people feel about themselves • To describe the range and intensity of their feelings to others • Manage complex or conflicting emotions • Know how the spread of infection can be prevented • Know about the skills needed in an emergency • Know about habits (in relation to drug, alcohol and tobacco education) • Know about strategies for managing personal safety - local environment • Know about strategies for managing personal safety – online • Know what to consider before sharing pictures of themselves and others online • Know how to keep safe and well when using a mobile phone</p> <p><u>PSHE Association SRE - Menstruation and Wet Dreams</u> • To label male and female body parts. • To know about the menstrual cycle. • To know about wet dreams <u>Emotions</u> • To know about different feelings and emotions during puberty. • To understand feelings will include highs and lows. • To know about crushes. • To develop strategies to manage feelings with support.</p>
RE	<p>Can I Identify what is meant by a ‘special journey’? Can I explain why a place is special to me?’ Can I explain what a pilgrimage is?</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p>God- What does it mean if God is loving and holy?</p>

	<p>Can I explain why the Holy Land is a special place for many different religions? Can I find out about a place where people make a pilgrimage to? Can I explain why Mecca is important to Muslims as a place of pilgrimage? Can I imagine what a Muslim would feel emotionally when undertaking a pilgrimage to Mecca? Can I explain the 'big story' of the bible and show an understanding of why Jesus was believed to be the Messiah? Can I identify how the prophecies predicted and shared hope for a new Messiah? Can I understand why Christians believe in Jesus' incarnation in becoming their Messiah? Can I show how Christians put their beliefs about Jesus' incarnation into practice when celebrating Christmas?</p>	<p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Making Sense of the Text Can I explain connections between biblical texts and Christian ideas of God, using theological terms?</p> <p>Making Sense of the Text/ Understanding the Impact Can I make connections between Bible prophecies and Christian's belief about God through how churches are designed?</p> <p>Making Connections Can I understand and consider the beliefs of humanists and Christians when determining the values of humans today?</p> <p>Introductory lesson to Islam Can I explain what I already know about Islam?</p> <p>Can I explore and research Muslim celebrations and considering their importance to the belonging of the Islamic faith?</p> <p>Can I explain what I already know about. Islam? Can I find out more information?</p> <p>Research and find out about welcoming a new baby as a Muslim. Can I recall how Christians celebrate the birth of a new baby? Can I find out how a new baby is welcomed into the Islamic faith? Can I make comparisons with Christianity?</p> <p>Muslim marriage</p> <p>Muslim funeral.</p> <p>Festival of Haj – Muslim Celebrations.</p>
<p>Maths???</p>	<ul style="list-style-type: none"> • Calculate scales and ratios for a model of the solar system • Research, collate & create graphs for data about the planets 		