



Year 5 Curriculum Map 2019/20

Subject	Autumn Y5
	Our Wilderness
History	Not covered this half term
Geography	<p><u>Locational Knowledge</u></p> <p>To look at environments in different countries and to see the impact of land use patterns locally.</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> 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. Understand the changes to, and how humans affect/manage, the coastal environment. <p><u>TT</u></p> <ul style="list-style-type: none"> Identify where countries are within Europe, including Russia Compare the physical and human features of a UK region and a region in Europe. Know where a European locality is located within a wider geographical context (location in Europe/in relation to UK/England/Gosport). <p>AUTUMN 2</p> <p>To understand how physical geography has impacted on the world.</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water
Science	AUTUMN 1

	<p><u>NC:</u></p> <ul style="list-style-type: none"> • 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. • describe the changes as humans develop to old age. <p>AUTUMN 2:</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • 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 • know 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.
PSHE	<p>AUTUMN 1:</p> <p><u>TT:</u></p>

	<ul style="list-style-type: none"> • Continue to develop strategies to deal with and manage different friendships. • Face new challenges positively. <p>AUTUMN 2:</p> <p><u>TT:</u></p> <p>Make sensible choices regarding his/her well-being.</p>
RE	<p>Symbols</p> <p>AUTUMN 2:</p> <p><u>TT:</u></p> <p>Explain his/her own response to the human experience of the concepts explored (Communicate).</p>
Art/Design	<p>AUTUMN 1 - Our Wilderness</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas (collecting photos of woods and ongoing project to record changes of seasons) <p><u>TT:</u></p> <ul style="list-style-type: none"> • Evaluate his/her work against the intended outcome. • Mix colours to express mood, divide foreground from background or demonstrate tones (setting painting). • Develop different ideas which can be used and explain my choices for the materials and techniques he/she has used. • <p>AUTUMN 2:</p> <p>Make erupting volcano- link to science.</p> <p><u>NC:</u></p>

	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (Paper mache?) <p><u>TT:</u> Use a variety of techniques when he/she uses clay, including slabs, coils and slips</p>
Computing	<p>AUTUMN 1:</p> <p>TT:</p> <ul style="list-style-type: none"> Confidently and independently use a range of software tools and functions to achieve a given task. <p>AUTUMN 2</p> <p>TT:</p> <ul style="list-style-type: none"> Understand the need to make good choices online which reflect his/her online responsibility. He/She can recognise when content is inappropriate and needs to be reported.
DT	<p>AUTUMN 1</p> <p>Seasonal Banquet</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (vegetables that grow throughout the seasons) Seasonal banquet- link to Harvest Festival <p><u>TT:</u></p> <ul style="list-style-type: none"> Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat. <p>AUTUMN 2:</p> <p>Christmas fair</p>

<p>Music</p>	<p>Music linked to the changes of seasons.</p> <p>TT:</p> <ul style="list-style-type: none"> • Understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff (Duration). • Understand how pulse, rhythm and pitch work together (Timbre). • Sing as part of an ensemble with increasing confidence and precision (Pitch). • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression (Dynamics). • Compose complex rhythms using my aural memory (Tempo). • Can I improvise with increasing confidence using my own voice, rhythms and varied pitch (Texture).
<p>PE</p>	<p>AUTUMN 1:</p> <p>Hockey and OAA</p> <p>Street Dance</p> <p>AUTUMN 2:</p> <p>Circuit Training</p> <p>Gymnastics</p>
<p>Languages</p>	<p>AUTUMN 1:</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • Accurately repeat the sounds that are heard in songs and rhymes. • Learn a song or poem using the written words to help. <p><u>TT:</u></p> <ul style="list-style-type: none"> • Accurately repeat the sounds that are heard in songs and rhymes. • Learn a song or poem using the written words to help.

Trips	Stubbington Study Centre	
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Subject	Spring Y5	Spring Y6
	To infinity and beyond.	
History	<p><u>Spring 1</u></p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example, the first railways or the Battle of Britain (Tim Peake) <p><u>TT:</u></p> <ul style="list-style-type: none"> • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. • Describe the achievements of the earliest civilisations and a deeper knowledge of one of them. (Early civilisations and views of space eg flat earth, star reading etc) 	
Geography	<p><u>Spring 2</u></p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, equator, N. Hemisphere, S. Hemisphere, the tropics of cancer and Capricorn, Artic and Antarctic circle, the prime/ Greenwich Meridian and it's time zones (including day and night) <p><u>TT:</u></p> <ul style="list-style-type: none"> • Identify and describe the significance of the Prime Meridian/Greenwich Meridian and time zones (this is a year 6 objective - none of the year 5 were relevant) 	
Science	<p><u>Spring 1</u></p> <p>Earth and space</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system 	

	<ul style="list-style-type: none"> • 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.
PSHE	<p><u>Spring 2</u> Discussing the 9 protected rights</p> <ul style="list-style-type: none"> • Talk and write about his/her opinions on issues that affect him/her and society.
RE	<p><u>Spring 2</u></p> <p>Five Pillars</p> <p><u>TT:</u></p> <ul style="list-style-type: none"> • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Explain examples of how their responses to the concepts can be applied in his/her own life and the lives of others (Apply). • Evaluate the concepts by explaining their own value to people living a religious life by drawing on examples. • Talk to others to enable him/her to discern for himself/herself and so identify and describe in increasingly complex ways some of the issues they raise. • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) (Enquire)

Art/Design	<p><u>Spring 1</u> Peter Thorpe inspired space art</p> <p>NC:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>TT:</u></p> <ul style="list-style-type: none"> • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • Add a collage to a background that he/she has already painted, drawn or printed (rocket art). • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions (drawing).
ICT	<p><u>Spring 1 and 2</u></p> <p><u>TT:</u></p> <ul style="list-style-type: none"> • Use some advanced features when searching online, for example, ctrl and F. • Write and explain increasingly complex problems and apply this knowledge to different contexts.
DT	<p><u>Spring 1</u> Science Space Fair</p> <p>NC:</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

	<ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>TT:</u></p> <ul style="list-style-type: none"> • Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. • Make detailed evaluations about existing products and my own, considering the views of others to improve his/her work. • Use techniques which require more accuracy to cut, shape, join and finish my work e.g. cutting internal shapes, slots. • Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials and plan how to use them.
<p>Music</p>	<p>Songs linked to Space</p> <ul style="list-style-type: none"> • Understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff (Duration). • Understand how pulse, rhythm and pitch work together (Timbre). • Sing as part of an ensemble with increasing confidence and precision (Pitch). • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression (Dynamics). • Compose complex rhythms using my aural memory (Tempo).

	<ul style="list-style-type: none"> • Can I improvise with increasing confidence using my own voice, rhythms and varied pitch (Texture).
PE	Basketball Space Dance Cheerleading Sports Day Prep.- track and field activities.
Languages	<p>Spanish</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • Write some simple sentences from memory. • Begin to use intonation to differentiate between sentence types <p><u>TT:</u></p> <ul style="list-style-type: none"> • Write some simple sentences from memory. • Use a wider range of adjectives to describe people and things, and use different verbs to describe actions.
Trips	Chichester Planetarium

Subject	Summer Y5
	Vicious Vikings
History	<p><u>Summer 1</u></p> <p><u>NC:</u></p> <ul style="list-style-type: none"> • Compare the Britain's settlement by Anglo-Saxons and Scots. Look at the Viking raids and invasion. • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

	<p><u>TT:</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful responses that involve thoughtful selection and organisation of relevant historical information. • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
Geography	Not covered this half term
Science	<p><u>Summer 1</u></p> <p>Forces</p> <ul style="list-style-type: none"> • 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 <p><u>Summer 2</u></p> <p>Forces</p> <ul style="list-style-type: none"> • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect • describe the changes as humans develop into old age (link with PSHE and SRE)
PSHE	<p><u>Summer 1 - 9 protected rights</u></p> <ul style="list-style-type: none"> • Realise the consequences of anti-social behaviour including discrimination. • Make sensible choices regarding his/her well-being. • Talk and write about his/her opinions on issues that affect him/her and society. <p><u>Summer 2</u></p>

	<ul style="list-style-type: none"> • Understand how to live a healthy lifestyle and have an awareness of how his/her body may change (SRE)
RE	<p><u>Summer 2</u> Discrimination - concept</p> <ul style="list-style-type: none"> • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Explain examples of how their responses to the concepts can be applied in his/her own life and the lives of others (Apply). • Evaluate the concepts by explaining their own value to people living a religious life by drawing on examples. • Talk to others to enable him/her to discern for himself/herself and so identify and describe in increasingly complex ways some of the issues they raise. • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) (Enquire)
Art/Design	<p><u>Summer 1</u></p> <p>Viking clay tablets</p> <p>NC:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

	<ul style="list-style-type: none"> • about great artists, architects and designers in history (Hampshire library service) <p><u>TT:</u></p> <ul style="list-style-type: none"> • Develop different ideas which can be used and explain my choices for the materials and techniques he/she has used. • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • Evaluate his/her work against the intended outcome. • Use a variety of techniques when he/she uses clay, including slabs, coils and slips.
ICT	<p><u>Summer 1 and 2</u></p> <p><u>TT:</u></p> <ul style="list-style-type: none"> • Use loops to repeat tasks within a program and use IF statements to alter the way his/her programs run.
DT	<p><u>Summer 2</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>

	<ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p>TT: Same as NC.</p>
Music	<p><u>Summer 1 and 2</u></p> <p>Viking Music/ dance</p> <ul style="list-style-type: none"> • Understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff (Duration). • Understand how pulse, rhythm and pitch work together (Timbre). • Sing as part of an ensemble with increasing confidence and precision (Pitch).

	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression (Dynamics). • Compose complex rhythms using my aural memory (Tempo). • Can I improvise with increasing confidence using my own voice, rhythms and varied pitch (Texture).
PE	<p>Swimming Sports Day Prep.- track and field activities. Swimming Rounders plus variations.</p>
Languages	<p>Spanish</p> <ul style="list-style-type: none"> • Use a wider range of adjectives to describe people and things, and use different verbs to describe actions.
Trips	Hook - Viking day at school