

## Year Five: Curriculum Map 2020-21

Subject	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
English	<p><b><u>This is me</u></b> Benjamin Zephaniah poems – Recipe to be British – create our own poem or verse Compare our lives with that of a child evacuee (cross over with WWII) <b><u>World War Two- The Home Front</u></b> Non-chronological report on the beginnings of the war – link to Topic also <b>Friend Or Foe</b> <b>Michael Morpurgo</b> Descriptive writing- The Blitz Setting description- evacuation <i>Balanced Argument</i> (assessment writing – deliver as speech to peer/s) <i>Class author:</i> <i>Michelle Magorian</i> <i>Class Reader:</i> <i>Goodnight Mr. Tom</i></p>	<p><b><u>World War Two- The War in the Rest of the World</u></b> <b>Friend Or Foe</b> <b>Michael Morpurgo</b> Evacuee letter home Letters between David and his mother. <b>Beyond the Lines (film text)</b> Literacy Shed unit. Journalistic writing- the D Day landings Descriptive writing- figurative language setting description, character description Letters home from different perspectives: Assessed writing: First person descriptive narrative based on Beyond the lines Diary from the front line Interviews Flashback writing (narrative) <i>Class author:</i> Bali Rai <i>Class Reader:</i> Now or Never</p>	<p><b><u>To Infinity and Beyond!</u></b> <b>The Dreadful Menace</b> Descriptive techniques- metaphor, simile, personification, hyperbole, alliteration, higher level vocabulary work. Setting description Poetry- syllables, rhyme patterns. Narrative- writing from different perspectives. (assessment writing) Cross curricular writing- mountains and weather non-chronological reports/ explanation writing. <i>Class author:</i> Spike Milligan <i>Class Reader:</i> <i>Selection of poems including nonsense verse</i></p>	<p><b><u>To Infinity and Beyond!</u></b> <b>The Highwayman</b> Descriptive techniques- metaphor, personification, simile Character description Narrative- key scene from the story. Diary entry- Tim Journalistic writing- Newspaper report- bias (assessment writing) <i>Class author:</i> <i>Michael Morpurgo</i> <i>Class Reader: This morning I met a whale by Michael Morpurgo</i></p>	<p><b><u>Journeys</u></b> <b>The Arrival - Shaun Tan</b> (wordless text) Narrative/ recount: the journey to the train station Persuasive letter writing: convincing the man's wife and child to come to the new world. Non-chronological report: creatures encountered in the new world Balanced argument/ Persuasive writing: Should refugees be allowed into the UK? (assessment writing) <i>Class author:</i> Shaun Tan <i>Class Reader: The Arrival by Shaun Tan</i></p>	<p><b><u>Journeys</u></b> <b>Oranges in No Man's Land</b> Non-chronological report: Lebanon. Setting description- No Man's Land Drama- freeze frames First person diary entry as Ayesha. Postcard to father Writing from a different perspective- Abu Boutros (formal report) Journalistic writing: Ayesha's Journey (assessment writing) <i>Class author:</i> <i>Elizabeth Laird</i> <i>Class Reader:</i> <i>Oranges in No Man's Land by Elizabeth Laird</i></p>

<b>Maths</b>	<b>Place Value (3 weeks)</b> <b>Addition and Subtraction (2 weeks)</b> <b>Interpret charts, tables and graphs (2 weeks)</b> <b>Multiples , Factors &amp; Prime numbers (1 week)</b> <b>Square and Cube Numbers &amp; Multiply by 10, 100 and 1000 (1 week)</b> <b>Divide by 10, 100 and 1000 &amp; Multiples of 10, 100 and 1000 (1 week)</b> <b>Geometry/ Perimeter and Area (2 weeks)</b>		<b>Multiplication and Division (3 weeks)</b> <b>Fractions, decimals and percentages (6 weeks)</b> <b>Decimals (2 weeks)</b>	<b>Place Value (decimal) revision &amp; consolidation week (1 week)</b> <b>Adding and subtracting decimals (2 weeks)</b> <b>Multiplying and dividing decimals by 10, 100 and 1000 (1 week)</b> <b>Geometry: Angles (2 weeks)</b> <b>2D Shapes, Reflection, Translation &amp; Symmetry (3 weeks)</b> <b>Measure: 3 weeks)</b>
<b>Topic Title</b>	<b>This is me – Autumn Term 1 (2020)</b> <b>&amp; World War Two</b>			
<b>Science</b>	Properties of materials Investigate: <ul style="list-style-type: none"> <li>• Melting</li> <li>• Evaporation</li> <li>• Filtration</li> <li>• Dissolving</li> <li>• Irreversible changes- bicarbonate of soda and vinegar.</li> </ul> Apply the knowledge of these skills to cooking – link to WWII recipes/rationing	Gears, Levers and Pulleys Look at tank tracks and how different types of gears, levers and pulleys work.	<b>May the Force be with you</b> Explore forces such as air and water resistance. WORKING SCIENTIFICALLY Independently decide which observations to make Use science experiences to plan different types of scientific enquiry Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs Report and present findings from enquiries, examining causal relationships and reliability of results Recognise and control variables where necessary Take measurements using a range of scientific equipment with accuracy and precision Use test results to make predictions to set up further tests (comparative/fair) Identify scientific evidence that has been used to support/refute arguments SCIENTIFIC KNOWLEDGE 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	<b>Out of this World</b> Investigate the solar system and the movement of the Sun / Moon. SCIENTIFIC KNOWLEDGE 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 apparent movement of the Sun across the sky

			<p>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a great effect</p> <p>The Circle of Life</p> <p>Focus on living things and their habitats and describe life cycles.</p> <p>SCIENTIFIC KNOWLEDGE</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants &amp; animals</p> <p>Describe the changes as humans develop from birth to old age</p>	
<b>History/ Geography</b>	<p>History: The beginnings of the conflict, the Axis powers and Allies, The Blitz, evacuation, rationing and dig for victory, Women at War.</p> <p>Geography: Locational geography, locating Allies and Axis powers on maps, showing occupied land, location of Pearl Harbour, billeting locations in UK</p>	<p>History: Key dates: Dunkirk, D-Day, fighting locations around the world, the end of the war, post-war Britain, the right to vote for women.</p> <p>Geography Case study: regional comparison between Egypt/ France/ the UK.</p> <p>Locational Geography: The D-Day beaches</p>	<p><b>It's a Wild, Wild World</b></p> <p>Geography</p> <p>Investigate the interaction between physical and human processes.</p> <p>Locate majority of world's countries and cities using maps and identify environmental regions, key physical/human features</p> <p>Identify position of latitude/longitude and N/S hemispheres</p> <p>Identify positions of tropics of Cancer / Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime / Greenwich Meridian</p> <p>time zones</p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area, using maps, sketches, plans, graphs and digital technology</p> <p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p> <p>Explain key aspects of physical geography (climate</p>	<p><b>Around the World in 80 Days</b></p> <p>Geography</p> <p>Understand about time zones and how these are dictated by location in world.</p> <p>Locate majority of world's countries and cities using maps and identify environmental regions, key physical/human features</p> <p>Identify position of latitude/longitude and N/S hemispheres</p> <p>Identify positions of tropics of Cancer / Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime / Greenwich Meridian</p> <p>time zones</p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area, using maps, sketches, plans, graphs and digital technology</p> <p>Use 8-point compass, grid references and Ordnance survey maps</p> <p>Examine geographical similarities and differences (regions of UK, European country and N/S</p>

			<p>zones, vegetation belts, mountains, earthquakes, volcanoes, biomes)</p> <p>Explain key aspects of human geography (settlement and land use)</p> <p>Understand the interaction between physical and human processes and features</p> <p><b>The Iron (Age) Man</b></p> <p>History</p> <p>Explore narratives both within and across periods, examining continuity and change in the context of the Iron Age.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments</p> <p>Explain why contrasting arguments and interpretations of the past exist</p> <p>Explore narratives from within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity / change and similarity / difference / significance and use them to make connections and draw contrast</p> <p>Examine different aspects of history in different contexts</p> <p>Develop and apply a range of historical vocabulary</p>	<p>America) and communicate geographically</p> <p>Explain key aspects of physical geography (climate zones, vegetation belts, mountains, earthquakes, volcanoes, biomes)</p> <p><b>Skellig</b></p> <p>History</p> <p>Carry out a thematic study of education in Britain beyond 1066.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical statements</p> <p>Discern how / why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Address and devise a wide range of historically-valid questions about change and cause</p> <p>Explore trends, looking at continuity / change and similarity / difference / significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Use and apply a range of historical vocabulary</p>
<b>DT</b>	<p><b>DT Project:</b></p> <p><b>Celebrating culture and seasonality</b></p> <p><b>Create a WWII rationing soup recipe</b> after researching available, seasonal ingredients</p> <p>Link to nutrition/past science learning</p> <p>Food and nutrition- war time recipes and rationing, dig for victory- planting opportunity</p>	<p><b>It's a Wild, Wild World</b></p> <p>Research structure of earthquake-proof buildings and use this to design a prototype.</p> <p>Communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Construct more complex structures by applying a</p>	<p><b>Great Britain, Great Britons</b></p> <p>Understand the significance of key designers and how they shaped the world</p> <p>Understand how key events and individuals in D&amp;T helped to shape the world</p> <p><b>Skellig</b></p> <p>Use electrical and mechanical systems to make moving depiction of Skellig.</p>	

		<p>range of strategies in order to solve real / relevant problems</p> <p>According to their functional properties and aesthetic properties. Select from and use a wide range of tools, equipment, materials and</p> <p>Investigate and analyse a range of existing products that address real / relevant problems in a range of contexts</p> <p>Understand how key events &amp; individuals in D&amp;T helped to shape the world</p>	<p>Communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Communicate, generate and develop ideas drawing on other disciplines</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <p>Making connections to real and relevant problems, apply understanding of electrical systems</p> <p>Making connections to real and relevant problems, apply understanding of mechanical systems</p> <p>According to their functional properties and aesthetic properties. Select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Generate own design criteria and evaluate ideas and products against these</p> <p>Investigate and analyse a range of existing products that address real / relevant problems in a range of contexts</p> <p>Understand how key events and individuals in D&amp;T helped to shape the world</p>
<b>Art</b>	<p><b>Art week: 5.10.20</b></p> <p><b>Art exhibition: 19.10.20 –</b></p> <p>Art: Focus Artist <b>Frida Kahlo</b> (Mexico) create a Kahlo inspired self-portrait / portrait of family member</p>		<p><b>Great Britain, Great Britons</b></p> <p>Use principles of graphic design to create Mackintosh-inspired motif.</p> <p>Enhance digital media by editing sound, video, still images and instillations</p> <p>Capture the artistic process in sketchbooks</p> <p>Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work / other art works</p> <p>Improve mastery of art and design techniques with a wide range of materials</p>

					Understand now great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language	
<b>Music</b>	<b>Dem bones</b> Explore ways to use actions, dynamics, and different sound-makers to enhance musical expression Create a melodic ostinato accompaniment and build up layers of sounds Create, perform and record melodic and rhythmic accompaniments <b>Poverty knock</b> Sing a lyrical melody with appropriate phrasing and a keen sense of rhythm Communicate the mood and lyrics of a song using clear diction, vocal expression and dynamic contrast Create a dramatic group performance	<b>Keep the home fires burning</b> Sing with expression and an appreciation of the song's history and purpose Write new lyrics to match an existing melody Compose a fanfare in memory of the men and women who were involved in WW1 <b>Winter Wonderland</b> Sing accurately and with expression, warming the tone on the longer notes Sing in two parts with increasing confidence Compose a piece of descriptive music using the interrelated dimensions of music (elements)	<b>Mama don't allow</b> Sing a song with expression and an understanding of its history and purpose Write new lyrics for a given melody Play and improvise as a solo performer and as part of a group <b>Madina tun Nabi</b> Sing a song in two parts with expression and an understanding of its origins Use major chords to create a drone accompaniment Create a performance using an improvised melody and an accompanying drone	<b>Firework</b> Sing a song in two parts with expression and an understanding of the words Create a backing part using a sequencing app Create a song on a given theme, to be played over the recorded backing <b>Three little birds</b> Sing a song in three parts with an understanding of its history Play a melodic riff by ear Create an accompaniment using tuned and untuned percussion	<b>A Keelie</b> Sing tunefully in three-part harmony, increasing the tempo Create a simple drum accompaniment Perform a song with actions or body percussion <b>Baloo baleerie</b> Sing in two parts with expression, accuracy and an understanding of the song's purpose Compose a gentle piece of music and create a graphic score Improvise a short lullaby using nonsense words	<b>Kis nay banaayaa</b> Sing unaccompanied in two or three parts, with an understanding of the song's purpose Play a simple accompaniment on tuned instruments Compose a soundscape for some of the creatures in the world <b>Life is a highway</b> Sing a song in two parts with increasing confidence and rhythmic accuracy Create a graphic score for an imaginary journey through life Compose and perform a rap about a journey
<b>Computing</b>	Scratch – developing games	Online safety	3D modelling Sketchup	Radio advertising & podcasts	Flowol- controlling external systems.	Using & Applying

<b>RE</b>	<b>Rites of Passage (link to 'Me in my community')</b> <b>What makes life so important?</b> What do the rites of passage tell us about religious beliefs about and attitudes towards life and God? How can celebrating rites of passage affect how individuals and communities live life? <i>The rituals associated with birth, growing up, marriage and death in Christianity, Islam and Hinduism. Beliefs and attitudes expressed in the words and rituals, how they might affect believers differently and what they say about what is important in life.</i>		<b>Diversity in Religions</b> <b>Why are there different views, beliefs and traditions in each religion?</b> What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs? Given all these differences, how can communities learn to live together? <i>Denominations within Christianity, especially Anglican, Roman Catholic, Orthodox, Baptist, Pentecostal and Quaker – how they worship and what they believe; Sunni, Shi'a and Sufi Muslims; Shaivite (Shiva), Vaishnavite (Vishnu) and Shaktism (goddess) in Hinduism; teachings from the religions about living together and the value of human life and community.</i>		<b>Pilgrimages (link to journeys)</b> <b>Why do some people bother going on pilgrimage?</b> How does going on pilgrimage not only express beliefs, but also strengthen them for individuals and communities? What difference does going on pilgrimage have on the lives of individuals and communities? <i>Christian pilgrimage to Jerusalem, Lourdes (WEBCAM), Rome and some local British sites; Hajj and the Umrah, Makkah and Madinah; Rivers (Ganges), Mountains and cities – pilgrimage sites in India; why these places are important in the religions, what people do there, what they get out of it.</i>	
<b>PE</b>	Indoor- gymnastics / Dodgeball Outdoor-invasion games – basketball / handball		Indoor- Badminton (net games) / Dance Outdoor-invasion games – netball / Tennis		Swimming Outdoor- Striking and Fielding (Cricket) / athletics	
<b>Spanish</b>	<ul style="list-style-type: none"> <li>What do we already know about the Spanish-speaking World?</li> <li>Consolidate greetings and introductions inc. basic descriptions</li> <li>Colours</li> <li>Numbers 0 – 31</li> <li>Recap. the alphabet</li> <li>Create a school timetable (subjects)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Food and drink</li> <li>Recap. Likes &amp; dislikes</li> <li>Numbers 32-50</li> <li>Hispanic Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>Number consolidation &amp; extension 0 - 100</li> <li>Family</li> <li>Animals</li> <li>Home (House description)</li> <li>School subjects</li> </ul>	<ul style="list-style-type: none"> <li>Detailed personal description inc. family, likes &amp; dislikes, home etc.</li> <li>School description</li> <li>Telling the time</li> <li>Daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Sports and hobbies</li> <li>Shopping</li> <li>Activities inc. regular verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Postcards</li> <li>Holidays</li> </ul>

	<ul style="list-style-type: none"> <li>Days and months /birthdays</li> </ul>					
<b>PSCHE</b> <b>Learning about values</b>	<b>What makes up a person's identity?</b>  <b>Individuality</b> – Benjamin Zephaniah <b>Creativity</b> – Marley Dias	<b>What decisions can people make with money?</b>  <b>Peace</b> – Desmond Tutu <b>Thoughtfulness</b> – David Attenborough	<b>How can friends Communicate safely?</b>  <b>Responsibility</b> – Greta Thunberg <b>Empathy</b> – Anne Frank	<b>How will we grow and change?</b>  <b>Compassion</b> – Mary Seacole <b>Kindness</b> – Steve Backshall	<b>How can drugs common to everyday life affect health?</b>  <b>Collaboration</b> – Julia Donaldson & Axel Scheffler <b>Generosity</b> – William Kamkwamba	<b>What jobs would we like?</b>  <b>Happiness</b> – Kadeena Cox