

YEAR 5 CURRICULUM MAP

		Autumn		Spring		Summer	
Books		Jumanji	Stormbreaker	Jamie Drake Equation	Street Child	Room 13	Cloud Tea Monkey
Author of the Term		Anthony Horowitz		Christopher Edge		Mal Peet & Elspeth Graham	
Enhancements		Extreme Earth	Survival	Earth & Space	Killhope-mining	Rivers	India
Reading	Word reading	NC Appendix 1 (NC p 43)					
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43)					
Writing	Transcription	Spelling programme (NC Appendix 1)					
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)					
	VGP	NC Appendix 2					
Speaking and Listening		12 Statutory statements (NC p 17)					
Maths		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					
Science		Forces: Let's get moving Materials: Material world		Earth and Space: Out of this world States of matter		Animals Including Humans: Growing up Water cycle All Living Things: Circle of life	
		Working Scientifically – on going across the year					
Computing		Computing systems and Networks: Search Engines- Learning how a page ranks words and how to identify inaccurate information Programming 1: Programming music- Building on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance		Data Handling Mars Rover- Learning about the Mars Rover, exploring how and why it transfers data including instructions and how message can be sent using binary code Programming 2: Microbit- Creating algorithms that are used in the real world. Using the predict, test and evaluate cycle to create and debug programs with specific aims		Creating media: Stop motion animation- Creating animations, storyboard ideas and decomposing a story into small parts before putting together to create the illusion of a moving image Skills showcase:Mars Rover 2- Exploring how the Mars Rover follows instructions, collects and sends data; understanding how computers work, what data is and how it is transferred	
		Online Safety – on going across the year					
Geography		What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones		Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.		Local fieldwork – Rivers Suggested focus: Fieldwork *See Seaham data collection unit	
		Geographical skills and fieldwork – on going across the year					

History	<p>Were the Vikings really vicious? NC Ref: The Viking and Anglo Saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p>Has life got better for children in Britain? NC ref: Aspect or theme since 1066 (Changing life for children). Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p>	<p>School designed unit – e.g. historic environment enquiry- mining NC ref: local history study Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>
D.T.	<p>Structures: Bridges Explore and experiment with a range of different bridge structures, forces and components involved in bridge building before designing and making their own to test it.</p>	<p>Every Picture Tells a Story Analysing famous artists' works Creating art with messages using cultural art forms SMSC Learning about principles such as democracy and the rule of law</p>	<p>Mechanisms: Pop up books Utilise a range of mechanisms and construction techniques to create a pop up book Food: What could be healthier? Adapt a recipe adding or altering ingredients. Learn about ethical and hygiene issues of food.</p>
Art and Design	<p>Formal Elements of Art: Architecture 1. House Drawing <i>Drawing from observation</i> 2. House Monoprints <i>Creating a monoprint from observation</i> 3. Hundertwasser House <i>Transforming buildings in a style inspired by the artist Hundertwasser</i> 4. Be an Architect <i>Designing a building in an architectural style</i> 5. Monument <i>Designing a monument to symbolize a building in an architectural style</i></p>	<p>Art & Design Skills 1&2. Packaging Collage Studying familiar packaging to inspire art 3. Drawing: Picture the Poet Creating visual representations of poetry 4. Drawing: A Walking Line Drawing using observation, imagination and creativity 5. Design: Little Inventors Designing a new invention 6. Learning About...How Artists Work <i>Creating original art</i> SMSC <i>Expressing thoughts and ideas about the world around them</i></p>	<p>Design for Purpose Designing a coat of arms, a hospital room and creating new products Design, control and manipulate art materials to suit a purpose. Build confidence in using colour, shape and pattern Presenting, discussing and critically appraising each other's work using the language of art SMSC Inventing new products that will transform the world around them</p>
Create sketchbooks to record observations			
Music (Durham Music Online)	<p>Livin' on a Prayer Classroom Jazz 1</p>	<p>Make You Feel My Love Fresh Prince of Bel Air</p>	<p>Dancin' In The Street Reflect, Rewind & Replay</p>
<p>Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:</p> <ul style="list-style-type: none"> • Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition • Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus 			
MFL	<p>Core units review Writing</p>	<p>Core Units Review On Holiday</p>	<p>Core Units Review Eating out</p>
<p>Reading out loud, Listening & Speaking from memory (Core units review with writing)</p>			

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P.E.	Games – NETBALL Pass, control, dribble and shoot with accuracy and fluency while on the move Understand own and others' strengths and weaknesses and how to Choose the most competent person for a specific role within the team Control the feelings experienced to help themselves and others enjoy the games	Gymnastics – Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Include: changes of direction and level and show mirroring and matching shapes and balances. Perform/assess/improve	Games – RUGBY Send and receive ball with hands and feet accurately Demonstrate the confidence and competence to successfully take part in the range of games as described above Make decisions quickly in a game Change tactics/roles as necessary for the success of the whole team Understand and keep to the rules of the games described above to enable the game to flow and keep players safe
	Dance – Show co-ordination, control, alignment and strength Use dynamics, space and relationships (mirroring, unison, canon) Understand and use dance vocabulary Perform and improve with reason	Athletics – Long distance running, hurdles, demonstrate a range of jumps with power and control, throw in a range of different styles with different equipment and targets	OAA – Draw own trails and follow Share roles and responsibilities Plan strategies to problem solve e.g. build a shelter Consider the feelings of others
R.E.	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue? What are the themes of Christmas?	What do Christians believe about God? Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		
R.S.E./ P.S.H.E	How should we treat others?	How can I take care of myself?	Careers Fair
	What different relationships are there?	What is gender identity?	Puberty
	What is gender?		