

Year 5 Curriculum Map 2019 – 20

Autumn 2019		
	Term 1	Term 2
RE	<p>GOD</p> <p>What does it mean if God is loving and holy?</p> <p>Children will use enquiry through Biblical text to understand Christian beliefs about God and use correct theological terminology to communicate their views and express their beliefs creatively.</p> <p>Class Value → Compassion (self-expression, understanding diversity and communication)</p>	<p>INCARNATION</p> <p>Was Jesus the Messiah?</p> <p>Children will use enquiry through Biblical text to understand Christian beliefs about Jesus and use correct theological terminology to communicate their views and express their beliefs creatively.</p> <p>Class Value → Critical thinking (independence, enquiry, creativity)</p>
PE	<p>Invasion Games (and Arethusa)</p> <p>Through games, children develop teamwork and communication, self belief resilience</p>	<p>Dance</p> <p>Through following choreography and composing own dances, children develop teamwork and creativity, self expression, communication, self belief resilience. Some history of dance encourages diversity.</p>
Computing	<p>We are game designers</p> <p>Children spend the whole term independently completing a project week by week (resilience) using Scratch to create a racing game of their choosing and design (self-expression) linked to topic e.g. river racing game.</p>	<p>We are cryptographers.</p> <p>Through creative challenges, children understand how computers use codes to operate. They independently create and crack famous binary and non-binary codes (resilience). They enquire as to how code creating and breaking can be used in life outside school, including QR codes to guide people to specific areas online (diversity) and an e-safety lesson on creating secure passwords.</p>
Science	<p>Properties of Materials</p> <p>Children spend the term imagining they work for a catering company at a music festival (creativity) and carrying out tests to choose the correct materials for the correct purpose and communicate their choices (Self-belief).</p>	<p>Forces</p> <p>Children work together (communication) to resiliently carry out guided tests to help understand the effects of gravity, friction, air resistance, water resistance and mechanisms.</p>
Music	<p>Performance and composition - Our Community</p> <p>Children use the song Jerusalem (or another song about a place) as a basis to compose a creative song about their local community (self-expression and resilience) and have the self-belief to perform it.</p>	<p>Performing Together in the local community – Christmas Carols.</p> <p>Children learn and perform Christmas Carols, including in Spanish to perform to parents and at local care homes. Arrangements include solos, duets and harmonies.</p> <p>(Resilience, communication, self-belief, understanding diversity)</p>
Languages	<p>Que La fête commence?</p> <p>Children use songs, games and roleplay to independently speak and write (communication) about days, months, dates and annual celebrations over a sequence of lessons developing their self-belief and resilience.</p>	

<p>PSHE</p>	<ul style="list-style-type: none"> • About respect for self and others and the importance of responsible behaviours and actions • About rights and responsibilities as members of families, other groups and ultimately as citizens • To respect equality and to be a productive member of a diverse community <p>Children begin their whole school responsibilities and in lesson while these are allocated we discuss their importance and what will be easy and challenging about them (independence)</p> <p style="text-align: center;">What is meant by a healthy lifestyle</p> <p style="text-align: center;">How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p style="text-align: center;">How to respond in an emergency <i>Through Outdoor and Adventurous Activity Day at Kingswood</i></p>	<p>Ways of keeping physically and emotionally safe <i>Through ICT curriculum</i></p> <ul style="list-style-type: none"> • About where money comes from, keeping it safe and the importance of managing it effectively • How money plays an important part in people's lives <i>Through maths curriculum – negative numbers and problems with money.</i> • How to recognise and manage emotions within a range of relationships • How to recognise risky or negative relationships including all forms of bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships. <i>Through class reader Wonder (continuing from T1), extra lessons based on each class and Anti-Bullying Week activities.</i>
<p>Art and Design</p>	<p style="text-align: center;">Sculpture – From 2D to 3D</p> <p>Children work in groups (communication) to creatively make modrock models of coasts including key features over a sequence of lessons (resilience). They reflect on their model and the design process (self-expression)</p>	<p style="text-align: center;">Landscape Drawing and Painting</p> <p>Children explore techniques used by a diverse range of artists and their riverscapes. At Brockhill park, children independently choose an inspirational bit of landscape including water and patiently sketch it (resilience and self-belief), before adding paint back at school if they choose (self-expression).</p>
<p>Design Technology</p>	<p style="text-align: center;">Designing a cup holder / glove</p> <p>Children use their understanding from science of thermal conductors and thermal insulators to design and make a glove / cup holder to safely handle a hot cup of tea (self expression, self-belief) a. Including independently choosing, materials and measuring precisely. After a trial children identify issues, improve (resilience) and decorate.</p>	<p style="text-align: center;">Making a functional Newton metre</p> <p>Children research Isaac Newton and his discoveries. They test what a Newton metre does in groups and enquire as to the relationships between weight and newtons. They then use the materials provided to independently make and test a newton metre with a scale.</p>
<p>Topic Based Learning (History and Geography)</p>	<p style="text-align: center;">Coasts - Where does our water come from and go to?</p> <p>Children use practical activities in groups and independent research to explain the watercycle, features of the coast a the impact of humans on the coast (enquiry). Children role play as characters from BBC coast and creatively present their learning.</p>	<p style="text-align: center;">Rivers - Where does our water come from and go to?</p> <p>Children independently enquire and produce information about a major river of the world. They learn about river and estuary features. This includes a river study at Brockhill park in groups (communication and enquiry). They finally create their own sustainable river diagram from mouth to source.</p>

Spring 2020		
	Term 3	Term 4
RE	<p>PEOPLE OF GOD</p> <p>How can following God bring freedom and justice?</p> <p>Children reflect on the Exodus story and how it is interpreted by Christians as a model for God's rules – especially the 10 commandments (enquiry). They give their own opinions (self expression) on whether the lessons learned in the story can be applied to our individual, school or global lives in the current year (diversity).</p> <p>Class Value → Resilience (resilience, self-belief, independence)</p>	<p>SALVATION</p> <p>What did Jesus do to save human beings?</p> <p>Children independently research the concept of salvation linking to Salvation Army (enquiry). They reflect on the importance of Jesus's sacrifice and Salvation and work in pairs to produce an oral presentation (communication). They complete a writing task role playing a modern Christian (diversity) trying to relate Jesus sacrifice in their everyday life.</p> <p>Class Value → Patience (resilience, self-belief, creativity)</p>
PE	<p>Gymnastics</p> <p>Through understanding of body, including movement and balance, children develop teamwork and communication, self belief, resilience</p>	<p>Striking and Fielding</p> <p>Through games, children develop teamwork and communication, self belief resilience</p>
Computing	<p>We are artists - Digital Art</p> <p>Independently research M.C Escher and Brigit Riley and use a new piece of software (resilience and self-belief) to produce their own creative tessellation art work (creativity and self-expression).</p>	<p>We are producers / inventors –</p> <p>In groups children will complete a stop motion animation and podcast to communicate with KS1 children about a planetary body. (creativity, self-expression, Self-belief)</p>
Science	<p>Forces / Earth and Space</p> <p>Children use different methods to set up their own enquiries into forces and earth and space before independently investigating and communicating their results in different ways. Outside visitors from the Astrodome.</p>	<p>Earth and Space</p> <p>Use a diverse range of scientific theories to prove facts about earth and space. Creatively and independently present findings, including making predictions about life future space exploration and life on other planets (self-belief).</p>
Music	<p>Using Chime Bars</p> <p>Children develop their understanding of chime bars through completing different challenges e.g. can you play three blind mice without the music? (enquiry and resilience). They go on to learn chords to play as a class and compose an original song for performance using 3 chords. (self expression, creativity, communication)</p>	<p>Appreciating and representing Music - Solar System</p> <p>Explore how the universe has inspired a diverse range of composers and creatively express themselves by composing their own pieces linked to space.</p>
Languages	<p>L'école magique</p> <p>Children use songs, games and roleplay to independently speak and write (communication) about numbers to 30 and animals, including links to Carnival of the Animals by Saint-Saens over a sequence of lessons developing their self-belief and resilience.</p>	
PSHE	<p>About respect for self and others and the importance of responsible behaviours and actions</p>	<p>To respect equality and to be a productive member of a diverse community</p>

	<p>About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> <p><i>Through RE curriculum.</i></p>	<p>About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>How money plays an important part in people's lives. <i>Through RE curriculum (Salvation Army)</i></p>
Art and Design	<p><u>We are artists - Digital Art</u></p> <p>Independently research M.C Escher and Brigit Riley and use a new piece of software (resilience and self-belief) to produce their own creative tessellation art work (creativity and self-expression).</p>	<p><u>Textiles – Exploring Wools</u></p> <p>Using natural materials to make looms and Saxon decorations out of wool e.g. tree hangings. (resilience, self-expression)</p>
Design Technology	<p>Designing a house for a Saxon family (creativity, communication, self-expression)</p>	<p>(See computing – Digital production)</p>
Topic Based Learning (History and Geography)	<p>Anglo Saxons</p> <p>Children use map reading skills and research to understand where Anglo Saxon's came from and why. There is an enquiry to recognise Saxon locations in modern England. They creatively take on roles as Saxon settlers: choosing where to settle (communication), designing villages (self-expression), building houses (see D+T), writing using Saxon runes (enquiry and self-belief), performing daily tasks and performing Saxon drama (self-belief). The unit concludes with an empathetic diary writing task. (diversity and independence)</p>	

Summer 2020		
	Term 5	Term 6
RE	<p align="center">JUDAISM</p> <p align="center">What does it mean to be Jewish in Britain today?</p> <p>Understand the key beliefs of Jewish people through a local child's story (communication) and use this to enquire as to the significance and meaning of the synagogue (including a visit) and festivals and children make links to their own self-beliefs and practices.</p> <p>Class Value → Wisdom (enquiry, self belief, self-expression, independence, communication)</p>	<p align="center">ISLAM</p> <p align="center">What does it mean to be a Muslim in Britain today? (Part 1)</p> <p>Children enquire about and make links between a Muslim person's life journey and their own (self-belief and self-expression) – including children working in groups to research and give an oral presentation about the 5 pillars of Islam (communication)</p> <p>Class Value → Self-Discipline (creativity, enquire, communication, self-expression)</p>
PE	<p align="center">Athletics</p> <p>Children develop independence and listening (communication) to improve performances. They need to have self belief and resilience when competing.</p>	<p align="center">Athletics / Outdoor Adventure activities</p> <p>Children develop independence and listening (communication) to improve performances. They need to have self belief and resilience when competing.</p> <p>When doing outdoor adventurous activities, they also need creativity and strong to apply communication skills.</p>
Computing	<p align="center"><u>We are website designers</u></p> <p>Children work in groups to design a creative website giving lots of information based on a curriculum linked theme (enquiry) e.g. species, sustainable living, our courageous advocacy etc. They will use e-safety to join wordpress.com before planning, populating, formatting and testing eachother's sites, communicating feedback politely, before making improvements to their own site (resilience).</p>	<p align="center"><u>We are Architects</u></p> <p>Children use Sketch up to design their own 3D Mayan step pyramids. (self-belief, resilience, independence).</p>
Science	<p align="center">All Living things</p> <p>Children enquire about the species around school and research independently and in groups mammals, amphibians, reptiles and birds in order to create life cycles. They enquire regarding reproduction, including propagate plants and dissecting eggs carefully.</p>	<p align="center">Animals including humans</p> <p>Children enquire as to how the human body changes as it gets older – including emotional and physical growth. They create lifecycles of humans. They investigate the effect legal and illegal substances can have on the body (self-belief).</p>
Music	<p align="center">Musical Structure – Lifecycles</p> <p>Children enquire how a diverse range of composers have creatively portrayed different parts of the human lifecycle. They explore music mood, style and genre and use some new techniques (self-expression).</p>	<p align="center">Beat - Keeping healthy</p> <p>Children complete a range of sporty activities using different rhythms and beats which are sung, hit using tuned and untuned percussion and performed using the body (self-expression, communication and creativity).</p>

Languages	<p style="text-align: center;">Ma Famille</p> <p>Children use songs, games and roleplay to independently speak and write (communication) about describing themselves, family members and hobbies including links to French artists over a sequence of lessons developing their self-belief and resilience. They create their own profile. (Potential link to E-Safety)</p>	
PSHE	<p>About the importance of respecting and protecting the environment <i>Through Topic curriculum</i></p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p><i>Healthy Schools Week – making hummus and healthy vegetable snack swaps. (enquiry, creativity and self expression)</i></p>	<p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>What is meant by a healthy lifestyle</p> <p><i>Through Science Theme + Children have their growing up talks and NSPCC talks. (Enquiry, diversity, self-belief)</i></p> <p>How to respond in an emergency</p> <p>What is meant by a healthy lifestyle <i>Through music</i> <i>Through Sea Sports (communication, resilience, self-belief)</i></p>
Art and Design	<p style="text-align: center;">Printing using natural materials</p> <p>Enquire as to the effect of different natural materials and different surfaces and create a printed picture of something in nature.</p>	<p style="text-align: center;">Portrait Drawing and Painting</p> <p>Plus, art lesson linked to topic on camera lucida and creatively roleplaying as Frederick Catherwood (creativity and resilience using new techniques)</p>
Design Technology	<p style="text-align: center;">Project – Make a useful product out of non-recyclable material. (self-belief, creativity and self-expression)</p> <p style="text-align: center;">Plus healthy school’s week cooking (see PSHE)</p>	<p style="text-align: center;">Mayan cookery project (independence, self-belief) and Mayan step pyramid online architecture project (self-belief, resilience, independence).</p>
Topic Based Learning (History and Geography)	<p style="text-align: center;">Sustainable Living / Enough for Everyone (Courageous Advocacy?)</p> <p>Children communicate with each other to understand the term tourism and investigate where others in the class have holidayed. They learn geographical terms and enquire regarding local tourism. They enquire the impact of global tourism and choose a class project (communication) to reduce the impact on the planet e.g. plastic pollution. (self-belief, creativity and self-expression)</p>	<p style="text-align: center;">Mayans</p> <p>Children independently enquire about the Maya geographical and chronological place. They role play Victorian explorers and use sources to enquire as to what the Maya may have been like – including communicating their findings in a journal. They creatively role play lessons in Mayan school – RE (enquiry), Cooking (see above), PE (resilience and communication), Literacy and Numeracy (self-expression).</p>