

YEAR 5 KESTRELS

CURRICULUM MAP 2017-2018

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviours For Learning	Active Listening, Concentration, Perseverance, Creativity, Curiosity, Critical Thinking					
TRIPS AND VISITORS	Visit a farm		Thinktank visit: Space			
HISTORY			Anglo-saxons	Vikings		
			<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events 		
GEOGRAPHY	Escape to the country Farming				SUMMER HOLIDAY Exploring a different country	

	Human geography including land use					
	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Understand some of the reasons for geographical similarities and differences between countries. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. 	<ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 			<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe how countries and geographical regions are interconnected and interdependent. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	
ART	Printing, painting and collage of country scenes and city scenes as a comparison.	Artist study: Monet	Textiles Sewing	Drawing Celtic patterns	Digital media	Collage (representing countries)

	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. <p>Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Build up layers of colours. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. <ul style="list-style-type: none"> • Combine previously learned techniques to create pieces. 	<ul style="list-style-type: none"> • Use lines to represent movement. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	<ul style="list-style-type: none"> • Combine visual and tactile qualities.
<p>DT</p>		<p>Mechanics & materials</p> <p>Using cams – make a model volcano show the flames erupting.</p>	<p>Textiles</p> <p>Making bags from hemp. Exploring designs for fastenings, openings and handles.</p>	<p>Construction</p> <p>Viking longboats</p>	<p>Food</p> <p>Creating and cooking recipes based on another countries cuisine.</p>	
<p>MUSIC</p>	<p>Listen to music of different styles and genres and appraise music by answering a range of questions.</p> <p>Understand the importance of warming up voices, good posture and projection.</p> <p>Sing in an ensemble with the aim of producing a round sound, clear diction and control of pitch.</p> <p>Play musical instruments with increasing accuracy in solo and ensemble contexts. Build on understanding the basics of formal notation.</p> <p>Confidently perform rhythms and melodies using the voice or an instrument.</p> <p>Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</p>					
	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). • Create songs with verses and a chorus. 					

	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 					
SCIENCE	Plants and Photosynthesis		Chemical Changes		Energy	
	<p>To work scientifically</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refuting ideas or arguments. 					
PE	Games Swimming Gymnastics skills	Games Gymnastics	Games Gymnastics	Games Dance	Games Outdoor adventurous activity	Athletics Gymnastics
MATHEMATICS	Number: Place value Number: Addition and subtraction	Number: Multiplication and division Statistics	Number: fractions	Number: Decimals Percentages	Geometry: Angles Shapes Position and direction	Converting measures Perimeter and area Volume

COMPUTING	e-safety Technology in our lives Use of IT across all subject areas – writing, reading, skills practice	Handling data Use of IT across all subject areas – writing, reading, skills practice	Multimedia e-safety	Coding (using scratch)	Coding (using scratch)	Multimedia e-safety
PSHE	Values: Sept – Responsibility Oct – Tolerance We Belong	Values: Nov –Freedom Dec - Thoughtfulness Friends for life/keeping safe Anti – bullying week	Values: Jan - appreciation Feb - Caring Healthy lives Growing and changing – talking about hygiene	Values: March – Honesty April - Friendship Good to be me	Values: May - Perseverance Talk it through Puberty and body changes	Values: June – Courage July – Respect Joining in Respecting our bodies
RE	Caring for others (compassion) Sharing & generosity (compassion)	Being Loyal & Steadfast (commitment) Being Hopeful	Being Open & Honest (contemplation) Being Silent & attentive (contemplation)	Being Modest (community) Participation/Willing to lead (community)	Being Temperate (choice) Being accountable	Being Thankful (creativity) Being Imaginative (creativity)
FRENCH	Names Greetings Classroom instructions Ages Where they live	Numbers 1-31 Months Days of the week Dates Zoo animals Adjectives Christmas	Numbers 61 – 80 Classroom instructions Where they live (town/country) Places in town directions	Weather Rhyming activity and poem Storms and shipwrecks Alphabet	Classroom instructions Alphabet Numbers 81-100 as part of money topic Food, café	Healthy eating Mealtimes in France time

ENGLISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Programme of Study						

English : writing Composition	Narrative	Tale of Fear Zelda	Recount Little Red Riding Hood	Journey Tale Alien Landing	Conquering Monsters Myths and legends Barrowquest		Fantasy Tale The Door
	Non-Fiction	Information texts Jamie Oliver	Instructions Bear Grylls	Newspaper Horrible Histories - Vikings	Information text The Kingston Frost Dragon	Information text The Megladon	Persuasive Travel Brochure
	Poetry		Personification				
English: writing Transcription	Spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes; 'silent' letters; homophones • knowledge of morphology and etymology • use dictionaries and a thesaurus • Spelling lists adapted from NC 2014 Spelling Y5/6 including Y5/6 word list 					
	Hand Writing	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices • Decide whether or not to join specific letters choosing the writing implement that is best suited for a task. 					

English: writing Vocabulary, grammar and punctuation		<p>Pupils will be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <p>Pupils will continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>					
	English Reading	Word Reading	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 				
English Reading	Comprehension	<ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use reading books that are structured in different ways and reading for a range of purposes • Increase 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. 					
Class Novel		Roof Toppers	The firework maker's Daughter	Theseus and the Minotaur	Theseus and the Minotaur	The Tulip touch	Pig heart boy