

Year 5 Curriculum Map 2018-19

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE <i>Following 'The Way, the Truth and the Life' Scheme</i>		Creation	God's Covenants	Inspirational People	Reconciliation	Life in the Risen Jesus	Other Faiths
English	Text	The Explorer <i>Genre: Adventure</i>	Beowulf <i>Genre: Traditional heroic epic</i>	Japanese Myths and Legends <i>Genre: Myths and legends</i>	Floodland <i>Genre: Fantasy Novel</i>	Rose Blanche/Carries' War/Goodnight Mister Tom <i>Genre: Historical Novels</i>	
	Non-fiction	Persuasive/argument/debate	Discussion Texts	Instructions	Newspaper Reports	Explanation Texts Recounts	Biographies
	Fiction	Adventure story Diary entry	Diary entry Play script	Myths and Legends	Quest story	Stories with flashbacks	Short Stories
	Poetry	Observational Poetry	Poems on a Theme	Haikus	Debate Poems	WW2 Poetry	Classic Poetry/Cautionary Tales
Maths <i>Following the Wandsworth Themes</i>		Using place value to solve problems Solving problems using written calculations for the four operations Reasoning about fractions		Geometrical Reasoning Solving problems using mental calculation and conversion Developing and using fractional equivalence to solve problems		Problems solving involving measures Solving Statistical Problems Problem-solving using mental and written strategies	
Science	Living Things and their Habitats	Forces	Animals, including humans	Earth and Space		Properties and Changes of Materials	
History		Who was the most vicious: the Anglo-Saxons or the Vikings? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England</i>		What is the impact of the Ancient Greek civilisation on us today? <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	How could Hitler have convinced a nation like Germany to follow him? <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>		
Geography	Why are rainforests important to us all?		What are the implications for Tokyo hosting the 2020 Olympics?				
Computing <i>Following the Discovery Education Coding Scheme</i>	Coding: Starter Unit	Sketch-up (3D modelling of an Anglo-Saxon Roundhouse)	Digital literacy (research, effective use of the internet, presentations) E-Safety	Coding: Unit 1	Digital literacy Project E-Safety	Coding: Unit 2	
PE	<u>1 Hour</u> Cross-country Invasive games. Tag-rugby/Netball/Football Striking games. Cricket <u>½ Hour</u> Indoor Athletics	<u>1 Hour</u> Cross-country Invasive games. Netball/tag-rugby/football <u>½ Hour</u> Swimming	<u>1 Hour</u> Cross Country Invasive games. Netball/ football/hockey <u>½ Hour</u> Gymnastics	<u>1 Hour</u> Cross Country Invasive games. Netball/ football/hockey: <u>½ Hour</u> Gymnastics	<u>1 Hour</u> Striking games. Cricket <u>½ Hour</u> Tennis	<u>1 Hour</u> Striking games. Rounders <u>½ Hour</u> Tennis tournament	
Art	Colour Mixing <i>(Creating mythical rainforest creatures)</i>		Painting Techniques – a wash, scratching and double loading <i>(Artwork inspired by The Great Wave off Kanagana by Hokusai)</i>	Clay Skills <i>(Carving a boat)</i>		Printing and using silhouettes <i>(Creating WW2 blitz scenes)</i>	
DT		Textiles <i>(Designing and cross stitching an Anglo-Saxon decorative letter)</i>	Food preparation <i>(Vegetarian Sushi)</i>		Designing and building a structure <i>(Designing and making an air raid shelter model)</i>		
PSHE <i>Following the Jigsaw Scheme</i>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me <i>Following the 'All that I am' scheme produced by the Diocesan Department of Religious Education. A resource focusing on personal, social and spiritual education.</i>	
Spanish	Conversation and Routines To review greetings, colours and classroom routines (<i>name, age, mood and date, introducing 'where do you live?'</i>) Weather conditions	Healthy lifestyle and Opinions Healthy lifestyle: food (<i>review</i>) and sports To give opinions saying what they like and dislike/what is good/bad (<i>writing and speaking in full sentences</i>)	Spanish Culture To read texts and identifying important vocabulary To play games, asking and answering questions in Spanish. Reviewing the members of the family, animals and transport (<i>writing and speaking in full sentences</i>)	World of Work To learn vocabulary about the world of work and different jobs To watch videos and identify the main meaning, giving written and verbal responses (<i>in full sentences where appropriate</i>)	Cities and Directions To learn new vocabulary about the city and use maps to locate features To learn how to give and follow directions	Holidays To learn the verb 'can'/'can't and regular verbs, and apply to written and spoken sentences. To talk about holidays and different destinations and write post cards.	

