

Year 5 Curriculum Map 2018-19

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| RE Following 'The Way, the Truth and the Life' Scheme | | Creation | God's Covenants | Inspirational People | Reconciliation | Life in the Risen Jesus | Other Faiths (link to history Spring 1) |
| English | Text | Journey to the River Sea (link to geography, dt and science) Adventure Eva Ibbotsen | Beowulf Genre: Traditional heroic epic | Floodland (link to science - polar ice caps melting) Quest (Marcus Sedgewick) | Japanese Myths and Legends (link with geography) | Rose Blanche/Carries' War/Goodnight Mister Tom (link with history and geography) Genre: Historical Novels | |
| | Non-fiction | Persuasive Writing (link to geography - save the rainforests) Instructions - South American recipes (link to geography and DT) | Discussion Text (link to history - who were the most vicious?). | Biographies (link to RE) | Explanation (link to science changes in materials and geography - implications of Olympics) | News Reports - events in WW2 Instructions (link to DT how to make an air raid shelter) | Non chronological reports (link to science - Earth and Space) Explanation (link to historical and geographical questions) |
| | Fiction | Adventure | Epic adventure | Quest | Myths and legends | War stories | Stories with flashbacks |
| | Poetry | | | | Haikus | WW2 Poetry | |
| Maths Following the Wandsworth Themes | | 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 (links with science) | Forces | Properties and changes of materials (link to literacy) | | Animals, including humans | Earth and Space (link to literacy) | |
| History | | Who was the most vicious: the Anglo-Saxons or the Vikings? The Viking and Anglo-Saxon struggle for the Kingdom of England. Comparison between contemporaneous civilisations - The golden age of Islam (last 2 weeks) (link to literacy, art and Islam pre-teaching for RE Summer 2)) | | | How could Hitler have convinced a nation like Germany to follow him? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | |
| Geography | Why are rainforests important to us all? (link to literacy, science, dt) | | | What are the implications for Tokyo hosting the 2020 Olympics? | European geography- How did European geography make it easy / difficult for Hitler to invade certain countries? | | |
| Computing Following the Discovery Education Coding Scheme | 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 | Cross-country Invasive games. Tag-rugby/Netball/Football Striking games. Cricket Indoor Athletics | Cross-country Invasive games. Netball/tag-rugby/football Swimming | Cross Country Invasive games. Netball/ football/hockey Gymnastics | Cross Country Invasive games. Netball/football/hockey: Gymnastics | Striking games. Cricket Tennis | Striking games. Rounders Tennis tournament | |
| Art | | | Clay Skills Islamic tile (link to history, numeracy and pre-learning for RE) | Painting Techniques - a wash, scratching and double loading (Artwork inspired by The Great Wave off Kanagana by Hokusai (link to literacy, geography) | | Printing and collage Creating WW2 blitz scenes (link to history and literacy) | |
| DT | Food - South American flavours (link to literacy and geography) | Textiles Designing and cross stitching an Anglo-Saxon decorative letter - (link to history) | | | Designing and building a structure | | |

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| | | | | | Designing and making an air raid shelter model (link to history and literacy) | |
| <u>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</u> | Universal Rights: Article 1: All are free and equal in dignity and rights Article 2: The rights apply to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person | Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's personalities and talents to the full. Article 30: Right to learn and use the customs of the family | Children's Convention Article 31: The right to relax and play, and join in with a range of activities | Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously | Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country: | Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs Article 32: The right to be protected from danger Article 33: The right to be protected from drugs |
| <u>British Values</u> | Tolerance of other faiths | Individual Liberty | Individual Liberty | Democracy | Rule of Law | Rule of Law |
| PSHE Following the Jigsaw Scheme | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me Following the 'All that I am' scheme produced by the Diocesan Department of Religious Education. A resource focusing on personal, social and spiritual education. |
| Spanish | Conversation and Routines To review greetings, colours and classroom routines (name, age, mood and date, introducing 'where do you live?') Weather conditions | Healthy lifestyle and Opinions Healthy lifestyle: food (review) and sports To give opinions saying what they like and dislike/what is good/bad (writing and speaking in full sentences) | 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 (writing and speaking in full sentences) | 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 (in full sentences where appropriate) | 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. |