

**Year 5 Curriculum Map 2020-21**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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)	Kensuke's Kingdom Survival and Adventure	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	Survival and Adventure	War stories	Stories with flashbacks
	Poetry	The Tyger-William Blake		The Highwayman	Haikus	WW2 Poetry	European 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	

					Designing and making an air raid shelter model (link to history and literacy)	
<u>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</u>	<p>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</p>	<p>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</p>	<p>Children's Convention            Article 31: The right to relax and play, and join in with a range of activities</p>	<p>Children's Convention            Article 12: The right to give an opinion and for adults to take that opinion seriously</p>	<p>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:</p>	<p>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</p>
<b>British Values</b>	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	<p><b>Changing Me</b>            Following the 'All that I am' scheme produced by the Diocesan Department of Religious Education. A resource focusing on personal, social and spiritual education.</p>
Spanish	<p><b>Conversation and Routines</b>            To review greetings, colours and classroom routines (name, age, mood and date, introducing 'where do you live?')            Weather conditions</p>	<p><b>Healthy lifestyle and Opinions</b>            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)</p>	<p><b>Spanish Culture</b>            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)</p>	<p><b>World of Work</b>            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)</p>	<p><b>Cities and Directions</b>            To learn new vocabulary about the city and use maps to locate features            To learn how to give and follow directions</p>	<p><b>Holidays</b>            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.</p>