

Whole School Curriculum Map KS2 YEAR FIVE

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2-year Phase for every subject.

Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Five						
Theme	Mysterious Materials Harry Potter	Conflict WW1 and WW2	The Lost Thing	Beowulf Vikings and Anglo Saxons	Our Green Planet Climate Change	Out of this World
Subject Focus	Science Harry Potter – short narrative/descriptive Character description – Fantastical beast	History Private Peaceful -Letter writing (WW1 trenches) Rose Blanche - (WW2) Narrative Respect and Care – school values	DT and Science The Lost Thing - Story set in a familiar place Explanation Text - How a lost thing works (linked to electrical circuits)	History/ Art Beowulf – Historical story Non-chronological report - Vikings	Geography Narrative based on The Kapok Tree Persuasive writing – climate change/plastic pollution	Science The War of The Worlds - Science fiction/suspense story writing Planet report - Create your own planet non-chronological report

					Links with Earth Day this term.	
Enrichment	Harry Potter Studios			Viking Day – History off the Page		The Space Centre (Leicester)
Science	<p>To investigate materials</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>		<p>Electrifying Electricity and Circuits Yr 6</p> <p> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p> Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Let's Get Moving Yr5 Forces</p> <p> Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, leavers and springs.</p> <p> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Explain that unsupported objects fall towards the</p>	<p>Circle of Life Animals incl. Humans</p> <p>Describe the changes as humans develop to old age</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p> Describe the life processes of reproduction in some plants and animals</p>	<p>Earth and space</p> <p>Out of this world</p> <p> Describe the movement of Earth and other planets, relative to the Sun in the solar system.</p> <p> Describe the movement of the moon relative to the Earth.</p> <p> Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent</p>

	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p> <p>Investigation: dissolving</p>		<p> Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Earth because of the force of gravity acting between the Earth and the falling object..</p> <p> Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces,</p> <p>Investigation: Air resistance</p>		<p>movement of the sun across the sky.</p>
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<p>History</p>		<p>Conflict WW1/WW2</p> <p>Chronology Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Main changes over time, dates and terms, historical vocabulary characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Seek out and analyse a wide range of evidence in order to justify claims about the</p>		<p>Anglo-Saxons and Vikings</p> <p>Use appropriate historical vocabulary to communicate historically.</p> <p>Give a broad overview of life in Britain from medieval times until the Tudor and Stuart times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to</p>		<p>Out of this World</p> <p>Use appropriate historical vocabulary to communicate historically. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (scientists and their views of the Earth and solar system) Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use literacy, numeracy and computing skills to communicate info about the past. Use original ways to present</p>
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		<p>past (investigate and interpret)</p> <p>Use literacy, numeracy and computing skills to communicate info about the past. (communicate)</p> <p>Use original ways to present information and ideas. (communicate)</p>		<p>questions about the past.</p> <p>Use literacy, numeracy and computing skills to communicate info about the past.</p> <p>Use original ways to present information and ideas.</p>		
Geog		<p>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).</p>			<p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Human geography, including: settlements, land</p>	

					use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	
Art		<p>Painting and mixed media – portraits</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of 	<p>Sculptures and 3D</p> <p>interactive installation.</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	<p>Craft and design. Architecture (lesson 3,4or 5)</p>		<p><u>Drawing – I need Space.</u></p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.

		<p>paint to create texture.</p> <ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists 				
<p>Design Technology</p>	<p>Textiles Stuffed toys</p> <ul style="list-style-type: none"> • Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 		<p>Structures- bridges</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) <p>Construction: Develop a range of practical skills to create products (such as cutting, drilling, and screwing, nailing,</p>		<p>Digital world- Monitoring devices Write code to control and monitor models or products. (Develop an animal monitoring device)</p>	

			gluing, filing and sanding)			
Religious Education Knowledge Organisers	Hinduism What is the best way for a Hindu to show commitment to God?	Christianity Is the Christmas story true?	Hinduism How can Brahman be everywhere and in everything?	Christianity Easter How significant is it for Christians to believe God intended Jesus to die?	Hinduism Enquiry Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity What is the best way for a Christian to show commitment to God?
Physical Education	Swimming Tag Rugby (PPA)	Gymnastics Dodgeball (PPA)	Fitness Hockey (PPA)	Dance Football (PPA)	Netball Rounders (PPA)	Tennis Athletics (PPA)
PSHE	MMR BB 5/6 Myself & My Relationships Beginning & Belonging (First week only) MMR ME 5/6 Myself & My Relationships My Emotions	CRR 5/6 Citizenship Rights, Rules & Responsibilities	H & SL DL (TG) Healthy & Safer Lifestyles Digital Lifestyles Currently there is no unit for PSHE Scheme for Digital Lifestyles – use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser.	H & SL DL (TG) Healthy & Safer Lifestyles Digital Lifestyles Currently there is no unit for PSHE Scheme for Digital Lifestyles – use 5-6 Project Evolve lessons linked to the statutory bullet points on knowledge organiser.	H & SL HL 5/6 Healthy & Safer Lifestyles Healthy Lifestyles	RSE (Christopher Winter Project) H & SL MSR 5/6 Healthy & Safer Lifestyles Managing Safety and Risk
Computing	<i>CODING: Refresher – pick a selection.</i> <i>CONNECT:</i> <u>Project Evolve</u> Privacy and security	<i>CODING: Speed, direction and coordinates</i> <i>6 Lessons this term.</i>	<i>COMMUNICATE: 6 Lessons this term.</i> Vector Graphics Teachcomputing.org unit 	<i>CODING: Random numbers and simulations</i> <i>5 Lessons this term.</i> Lesson 1: Racing at random	<i>COLLECT: 6 Lessons this term.</i> Flat-file databases Teachcomputing.org unit 	<i>COMMUNICATE: 5 Lessons this term.</i> Design a PP on Google Slides to show learning.

Health, well-being and lifestyle

Lesson 1: Faster and slower
Lesson 2: Speedy simulation
Lesson 3: Sailing the seas
Lesson 4: Parachuting cows
Lesson 5: Going off road
Lesson 6: Debugging: Speed, direction and coordinates.



CONNECT:
Project Evolve
Online bullying

[Lesson 1 The drawing tools](#)

[Lesson 2 Creating images](#)

[Lesson 3 Making effective drawings](#)

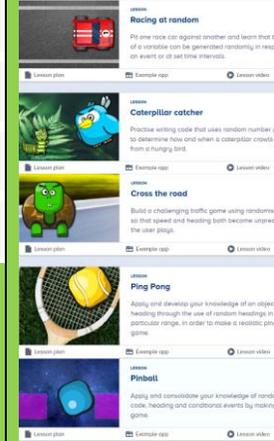
[Lesson 4 Layers and objects](#)

[Lesson 5 Manipulating objects](#)

[Lesson 6 Becoming a graphic designer](#)

CONNECT:
Project Evolve
Self-image and identity

Lesson 2: Caterpillar catcher
Lesson 3: Cross the road
Lesson 4: Ping Pong
Lesson 5: Pinball



CONNECT:
Project Evolve
Managing online information

[Lesson 1 Creating a paper-based database](#)

[Lesson 2 Computer databases](#)

[Lesson 3 Using a database](#)

[Lesson 4 Using search tools](#)

[Lesson 5 Comparing data visually](#)

[Lesson 6 Databases in real life](#)

CONNECT:
Project Evolve

Online reputation

Online relationships

CONNECT:
Project Involve
Copyright and ownership

Music	Finish This... English National Opera	Year 5 Music Express Unit 1: Our Community	Year 5 Music Express Unit 5: At the movies.	Year 5 Music Express Unit 3: Life cycles	Year 5 Music Express Unit 4: Keeping healthy.	Year 5 Music Express Unit 2: Solar System.
Italian	<p>Y5 Extended Family Reading: Read and understand the main points and some of the detail in short written texts</p> <p>Writing: Write short texts on familiar topics.</p> <p>Speaking/listening Understand the main points and opinions in spoken passages.</p> <p>Culture: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p>	<p>Y5 Where focus: Where do you live? Landmarks</p> <p>Reading: Show confidence in reading aloud, and in using reference materials</p> <p>Writing: Use knowledge of grammar to enhance or change the meaning of phrases. (for Italian this is singular and plural, present simple tense and genders)</p> <p>Speaking/listening Give a short prepared talk that</p>	<p>Euro and shopping</p> <p>Reading: Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Writing: Use dictionaries or glossaries to check words.</p> <p>Speaking/listening Take part in conversations to seek and give information.</p> <p>Culture: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p> <p>Italian Art: Arcimboldo,</p>	<p>Jobs</p> <p>Reading: Show confidence in reading aloud, and in using reference materials</p> <p>Writing: Refer to recent experiences or future plans, as well as to everyday activities.</p> <p>Speaking/listening Refer to recent experiences or future plans, everyday activities and interests.</p> <p>Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is</p>	<p>Holiday: The town and asking directions</p> <p>Reading: Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Writing: Include imaginative and adventurous word choices.</p> <p>Speaking/listening Vary language and produce extended responses.</p> <p>Culture: Give detailed accounts of the customs, history and culture of the countries and communities</p>	<p>Sports VIP The Interview</p> <p>Reading: Show confidence in reading aloud, and in using reference materials</p> <p>Writing: Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)</p> <p>Speaking and listening Be understood with little or no difficulty</p> <p>Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>

	<p>Italian geography: main towns and regions</p>	<p>includes opinions.</p> <p>Culture: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p> <p>Greeks and Magna Grecia</p>	<p>Giotto, Leonardo Da Vinci,</p>	<p>spoken and this country.</p> <p>Italian Scientists: Galileo Galilei, Alessandro Volta</p>	<p>where the language is spoken</p> <p>Italian music: Vivaldi and the four seasons</p>	<p>Italian history: Columbus and the discovery of America. Amerigo Vespucci St. Nicholas</p>
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