

Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ancient Skies		Rivers		Ancient Egyptians	
	<p>See Hamilton Trust - <i>Earth and Space</i> See Hamilton Trust - <i>Ancient Greece</i></p>		<p>See Hamilton Trust - <i>Wild rivers (Old Curriculum) Rivers and people (Old Curriculum)</i> <i>Mountains rivers and coasts</i> <i>Block A - The Journey of a River</i> <i>Block B - Rivers for People</i></p>		<p>See Hamilton Trust - <i>Earliest Civilisations: Ancient Egyptians</i></p>	
 <p>Science</p> <p>See Hamilton Trust scheme of work for support</p>	<p>Working Scientifically: Ongoing Unit During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 					
	Earth and space & Forces		Living things and their habitats & Animals, including humans		Properties and changes of materials	
	<p>Earth and space pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the movement of the Earth, and other planets, relative to the Sun in the solar system □ describe the movement of the Moon relative 		<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird □ describe the life process of reproduction in 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	

	<p>to the Earth</p> <ul style="list-style-type: none"> □ describe the Sun, Earth and Moon as approximately spherical bodies □ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object □ identify the effects of air resistance, water resistance and friction, that act between moving surfaces □ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>some plants and animals.</p> <p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> □ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution □ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating □ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □ demonstrate that dissolving, mixing and changes of state are reversible changes □ 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 and the action of acid on bicarbonate of soda.
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>History</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a 	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p>History</p> <p>Ancient Egypt: the achievements of the earliest civilizations (an overview of where and when the first civilizations appeared and a depth study of one)</p>

	<p>region within North or South America</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
<p>R.E</p>  <p><i>See LBDS Scheme of work</i></p>	<p>What does it mean to be a Muslim?</p> <p>How would Christians Advertise Christmas?</p> <p>Christmas Through Music and Art</p> <p>What this unit teaches:</p> <p>Importance of Muhammad (pbuh;)</p> <p>Importance of the Qur'an and how it is treated by Muslims;</p> <p>What stories teach about Muslim beliefs;</p> <p>Islamic practices (including prayer, birth rites and Islamic art;)</p> <p>Significance of the mosque;</p> <p>Similarities and differences of worship and ideas about Allah, (God) between Islam and other faiths.</p> <p>AT1 Learning About Religion</p> <p>Focus: Practices and Ways of Life</p> <p>AT2 Learning From Religion</p> <p>Focus: Values and Commitments</p> <p>How the meaning and central belief of Christmas is</p>	<p>Liturgy</p> <p>How does Holy Communion build a Christian Community</p> <p>Wisdom</p> <p>Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy, different styles of worship,</p> <p>What Jesus said about Communion. How and why Christians share in the Body and Blood of Jesus at Church. How the act of sharing Communion demonstrates God's Peace. The legacy of Jesus and how it may help Christians today.</p> <p>AT1 Learning About Religion</p> <p>focus: accurately to describe and compare what practices and experiences may be involved in Holy Communion in the Anglican traditions and in other forms of Christianity</p> <p>AT2 Learning From Religion</p> <p>focus: ask questions about the moral decisions I and other people make as individuals and communities, and suggest what might happen as a result of</p>	<p>What does it Mean to be a Jew?</p> <p>How has the Christian Message survived for over 2,000 years?</p> <p>How the Jewish faith was founded;</p> <p>That the Jewish faith believes in <i>One God</i>;</p> <p>The significance of Passover to Jewish people;</p> <p>The importance of the Seder meal to Jewish people;</p> <p>About the root and significance of the 10 commandments to Jewish people.</p> <p>AT1: Learning About Religion</p> <p>Know that God chose Abraham as the founder of the Jewish faith.</p> <p>AT2: Learning From Religion</p> <p>Reflect on Abraham's relationship with God and our relationship with God.</p> <p>How the Christian message spread in the past;</p> <p>The Ascension;</p> <p>What persecution is and why it might inhibit the spread of a message;</p> <p>Pentecost;</p>

	<p>shown in secular advertising, the Biblical narrative and in the life of the church. AT1 Learning About Religion Focus: Forms of Expression. AT2 Learning From Religion Focus: Meaning, Purpose and Truth.</p>		<p>different decisions</p>		<p>How the Christian Message spread after Jesus' Ascension and the first Pentecost; What Pentecost shows about The Trinity; How Confirmation contributes to the spread of the Christian message; How Christians believe that the Holy Spirit equips them to share the Christian message and how the confirmation ritual shows this belief. AT1 Learning About Religion Focus: Beliefs, teachings and sources. AT2 Learning From Religion Focus: Meaning, purpose and truth.</p>	
<p>Computing</p> 	<p>We are game developers: Develop an interactive game; designing, writing and debugging programs using Scratch.</p>	<p>We are artists: Fusing geometry and art using tools and techniques of a vector graphics package (Inkscape).</p>	<p>We are web developers: Creating a website about cyber safety using research to decide which information is appropriate.</p>	<p>We are bloggers: Sharing experiences and opinions creating a sequence of blog posts and incorporating additional media.</p>	<p>We are architects: Creating a virtual space, developing familiarity with simple CAD tools.</p>	<p>We are cryptographers: Cracking codes and understanding the need for certain information to be encrypted.</p>
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 						
<p>Art</p>	<p>Painting</p>		<p>Hamilton Rivers Block C - River Art</p>		<p>Textiles</p>	

 <p><i>See Suffolk scheme of work for support</i></p>	<p>Inspired by Monet</p> <p>To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they think and feel about them. To understand tint and tone through practical experience. To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. To use similar ideas and techniques in their work. To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work. To make practical responses to the work artist of Sean Scully. To identify and recognise his use of stripes and blocks of colour. To experiment with the techniques of 'tonking' and 'sgraffito'. To adapt their work according to their views.</p>	<p>Inspired by Monet</p> <p>Use sketch books to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques (painting)</p> <p>Learn about the life and work of a great artist (Claude Monet)</p>	<p>Inspired by Monet</p> <p>To investigate and reform visual and tactile qualities using construction and destruction processes. To use a variety of methods and approaches to make a hanging. To compare ideas in their own and others' work. To apply their experience of materials and processes to form fabric relief panels. To apply their experience of the batik process and develop their control of tools and techniques. To respond to the work of textile artist Jean Davywinter. To compare ideas and approaches. To adapt their work according to their views.</p>
<p>Design Technology including Cooking</p>  <p><i>See Hamilton Scheme of work for support</i></p>	<p>Design and make a temple</p> <p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities 	<p>Design and make a temple</p>	<p>Design a piece of Egyptian jewellery</p> <p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * investigate and analyse a range of existing products

* understand how key events and individuals in design and technology have helped shape the world

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



See Val Sabin Scheme of work for support

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

CSSA Netball

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Perform dances using a range of movement patterns

CSSA Football

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Swimming Gala

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns

Camden Athletics

 <p>Music</p>	<p>Wider Opportunities Programme - Camden Music Services</p> <p>Yukulele Tuition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations 		
 <p>MFL - French</p> <p>See 2015-16 MFL Pacer</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* □ speak in sentences, using familiar vocabulary, phrases and basic language structures □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ describe people, places, things and actions orally* and in writing □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		
<p>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British</p>	<p>Ways to make the school and class a happy and safe place to learn Respecting the rights of everyone in school Valuing and including everyone How it feels to be left out Similarities and differences between us Diversity in society and the benefits of</p>	<p>Setting targets and reaching goals Celebrating achievements What influences our decisions-good and bad influences How adverts persuade people and use images to sell products Credit and debit cards</p>	<p>Feeling embarrassed and what to do about it How to feel good about myself and help others to feel good Effect of stereotyping on people Being a responsible citizen Society, rights, responsibilities and rules Different feelings and responses to change</p>
<p>'Une introduction' - Greetings, A first conversation, Numbers, School items, Colours 'A l'école'- School items and colours, Subjects, Likes and dislikes, The school day</p>		<p>'La Famille'- Members of the family, Describing my family, Presentations to an audience, Revision and alphabet 'Mon corps' -Describing myself, Describing personality, Parts of the body</p>	<p>'La nourriture / Les loisirs' - Picnic food, Picnic role play, Likes / Dislikes in relation to food and drink, Hobbies and interests, Numbers, Grammar focus : Verb conjugation 'Les voyages et les visites' - Visiting French towns, Giving directions, Discussing plans for the summer</p>

<p>Values</p>  <p><i>See Camden PHSCE scheme of work</i></p>	<p>difference and diversity What stereotyping and prejudice are Effects of racism and how to prevent it Ways to prevent bullying Different kinds of friendships What helps and hinders conflict situations Resolving conflicts Risky activities and ways to keep safe Different drugs and their risks and effects Effects of misusing alcohol and responsible, safe drinking Different attitudes to drugs Basic techniques to resist pressure to do wrong</p>	<p>What is a business? Keeping safe when things go wrong How to bounce back when things go wrong Different feelings in different situations Ways to disagree with someone and not fall out with them What a democracy is What a local council does What makes a good citizen How local people can get involved in local issues</p>	<p>How and why we respond in different ways in different situations How we have grown and changed since we were babies Physical changes at puberty What menstruation and wet dreams are Keeping clean at puberty Changes in emotions at puberty <i>Year 4 Camden SoW Content</i> <i>Main stages of the human lifecycle</i> <i>What puberty is and why it happens</i> <i>Basic changes at puberty</i> <i>Importance of keeping clean at puberty</i></p>
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