

YEAR 5 CURRICULUM MAP

		Autumn – Space (S)	Spring – Around the world in 80 days	Summer Food
Reading	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Earth and Space Living things and their habitats	Forces	Animals, including humans Properties and changes of materials
		Working Scientifically – on going across the year		
Computing		Computer Science - use logical reasoning to explain how some simple algorithms work IT - select, use and combine software on a range of digital devices - Digital Literacy - appreciate how search results are ranked	Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms IT - use and combine software Digital Literacy - be discerning in evaluating digital content and conditions	Computer Science -work with variables IT - combine a variety of software to accomplish given goals, analyse and evaluate data, design system Digital Literacy - understand the opportunities computer networks offer for collaboration
History		Viking and Anglo Saxon struggles for power – How vicious were the Vikings?	Non-European Society (e.g. Maya) – Who was making history in faraway places?	Local Study – Who was Tommy Armstrong?
Geography		Locational Knowledge - locate world countries What Shapes Our World?	Locational Knowledge - position and significance of lines of longitude and latitude and time zones Where could we go? Fantastic Journeys	Human and physical geography - trade links, natural resources including energy, food, minerals & water Where does Our Food Come From?
		Geographical skills and fieldwork – on going across the year		
D.T.		Textiles - investigate and make an item of Viking clothing or design a Viking tapestry		Cooking and nutrition – Mexican food
Art and Design		Painting & Printing – space related	Sculpture – Pyramids from the Mayan Civilization	Artists – Arcimboldo Drawing & Collage
		Create sketchbooks to record observations		
Music		Pulse and Rhythm: pupils to learn and understand pulse and rhythm from the basics of a rhythm box through to linear composition of rhythm. They will use note values from semibreve to semiquavers, with time signatures of ¾ and 4/4. Skills will include clapping, following music as a class, as a smaller group and individually. Pupils will peer assess performances and all will be recorded.	Musical Notation: pupils to understand musical notation through the use of 8 notes, C, D, E, F, G, A, B and C. They will consolidate rhythm knowledge and be able to perform, and possibly compose, 5-8 note melodies in either ¾ or 4/4 time signature, lasting at least 4 bars. Pupils will use boom whackers to create chords and glockenspiels for melodies – possibly own instruments.	Compose and Explore: pupils will develop their composition work into larger performance pieces. Pupils will sing songs up to 8 notes in range, in 2 parts, with the possibility of providing accompaniments to the singing with their own accompaniments. Pupils will take part in active listening to help influence their ideas. Pupils will work towards a final class performance for the concert.
MFL		On our way to School (QCA Unit 15) Counting up to 100 Reinforce transport Giving directions How to spell – the alphabet	The Planets (QCA Unit 18) Reinforce alphabet Describing colour/size and temperature Describing position Using intensifiers for opinions Giving reasons for opinions	Beach Scene (QCA Unit 16) Reinforce describing colour and size Compare colours and sizes Describing what people are doing using the 3rd person of the present tense
P.E.		Games & Gymnastics Game & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics

Additional information relating to Computing

R.E.	<p>What do Sikhs believe and how are these beliefs expressed? What are the themes of Christmas?</p>	<p>What do we know about the Bible and why is it important to Christians? Why is the Last Supper so important to Christians?</p>	<p>What can we learn about Christian faith through studying the lives of northern saints? Why should people with religious faith care about the environment?</p>
	<p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</p>		
Computing	<p>Computer Science - Use logical reasoning to explain how some simple algorithms work. Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moonbuggy Model</p> <p>IT - Select, use and combine software on a range of digital devices - Produce a storyboard and animation about the solar system. Evaluate. Use Video software (Photostory, imovie etc) to create a short documentary about the 1969 Moon Landings</p> <p>Digital Literacy - SWGFL – Digital Citizenship Pledge (Start of year – online rules) , You’ve Won a Prize Appreciate how search results are ranked Use the TASK test so that children search for a website a planet , and can explain why they have chosen it. (Title, Author, Summary, (K)Child Friendly) SWGFL How to Cite a Site. Use this to produce an information sheet about the planet</p>	<p>Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms. Create simple repeating pattern (spirograph) by using nested loops (Scratch Logo/Textease turtle), Solve problems by using loops e.g. Cargobot App, create game using loops e.g. whack a witch. Use the “Peter Packet” activity to start to understand how data flows around the world. (warning – includes reference to AIDS)</p> <p>IT - Use and combine software Use GPS/QR codes to plot a journey around the school site to make, then follow a maths trail. Search a database (eg national rail) to plan a journey</p> <p>Digital Literacy - Be discerning in evaluating digital content and conditions. SWGFL strong Passwords. Work with a class from another area of the world to produce a blog on their school day. Use Skype to discuss progress</p>	<p>Computer Science - Work with variables Create a simple game in Kodu with a basic scoring system</p> <p>IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system. Create and use spreadsheet to calculate food miles for a meal. Create a poster/website to advertise their athletes meal along with explanatory text. Use image editing software to enhance their pictures.</p> <p>Digital Literacy - SWGFL – Picture perfect – linked to enhancing pictures of food.</p> <p>Understand the opportunities computer networks offer for collaboration Create class wiki or blog explaining the design of their healthy meal</p>