Curriculum Map 2019 - 2020

**Year Group: 5**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History  **Ancient Egypt**  Children will gain an understanding  Egyptian ways of life as an ancient civilisation.  They will understand the Egyptian religions and hieroglyph systems.  They will understand significant individuals e.g Tutunkamun. | Geography  **The Water Cycle**  Children learn the physical processes of the water cycle and look at their own water usage. Maps are used to explore water sources in the UK. Compare to case study of drought in a contrasting locality. | History  **The Victorians**  Children will gain an understanding of the lives of Victorian children who are rich and poor.  They will understand the impact of Victorian advances on today’s society.  They will explore Victorian artefacts to identify clues to life at that time. | Geography  **Rivers and Floods**  Children further build their OS map skills as a source of enquiry. Case Study – the Tewskesbury floods.  Children also develop their understanding of physical process in river formation. | History  **A local study**  Children will have a detailed look at the local area through time investigating change along with reasons behind that change.  They will focus on London and Newham. | Geography  **Theydon Bois – field work in a contrasting locality**  Children will carry out research in the local urban area and compare to the rural area of Theydon Bois. Fieldwork includes environmental quality surveys, traffic surveys and questionnaires. |
| Science  **Earth and Space**  Pupils will be taught to describe the movement of the Earth and other planets relative to the sun in the solar system. As well as this, describe the movement of the moon relative to the Earth. | Science  **Properties and changes of materials**  Pupils will be taught to 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 | Science  **Forces**  Pupils will be taught to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Furthermore, children will explore and identify the effects of air resistance, water resistance and friction that act between moving surfaces. | Science  **All living things (life cycles and reproduction)**  Pupils will be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Furthermore, our children will describe the life process of reproduction in some plants and animals. | Science  **Animals including humans (development)**  Pupils will be taught to describe the changes as humans develop to old age. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans. | Science  **Forces**  Pupils will learn to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. |
| RE  **What do religions believe about God?**  Pupils will discuss what Humanists, Muslims, Sikhs, Hindus, Buddhists and Christians and believe about God and how might people represent God. | RE  **How is Christmas celebrated around the world?**  Pupils will discuss Advent and how Christians celebrate Christmas around the world.  GURU NANAK PRODUCTION | RE  **How do beliefs influence actions?**  Pupils will learn about messages in stories and discuss the theme of thankfulness. | RE  **How do Christians try to follow Jesus’ example?**  Pupils will explore the important people in their lives and how they set an example to them. | RE  **What inner forces affect how we think and behave?**  Pupils will discuss temptation, Adam and Eve, and their inner force and feelings. | RE  **Why is Muhammad (PBUH) important to Muslims?**  Pupils will learn about Muhammad (PBUH) and the events that changed his life. |
| P.E  **Indoor: Yoga**  **Outdoor: Basketball** | P.E  **Indoor: Gymnastics**  Flight  **Outdoor: Cricket** | P.E  **Indoor: Dance**  What A Card!  **Outdoor: Football** | P.E  **Indoor: Handball**  **Outdoor: Tennis** | P.E  **Indoor: Dance**  City Life  **Outdoor: Athletics** Sport’s Day Prep | P.E  **Indoor: Gymnastics** Functional use of the limbs.  **Outdoor: Athletics and Games.** |
| Online safety  **Unit 5.2** | Multimedia presentation  (linked to science/geography/PSHCE)  **Unit 5.6 3D modelling** | Spread sheets  **Unit 5.3 Spreadsheets** | Programming  **Unit 5.5 Game creator** | Handling data  **Unit 5.4 databases** | Programming  **Unit 5.1 coding** |
| MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. |
| DT  **Sarcophagi**  Children will explore how sarcophagi work and they will design and create their own scale model of a sarcophagus using cams. | Art  **Drawing**  International Art – David Hockney  Pencil and pastels | Art  **Painting**  William Morris – printing repeated patterns using lino tiles | DT  **Moving vehicles (Ford)**  Children will explore circuits, they will then have a go at creating a working moving car using a completed circuit. | Art  **Sculpture**  Giacometti wire sculptures | DT  **Bridges and boats**  Children will look at brides from around the world; they will then design and build a model wooden bridge. |
| PSHE  **Health and wellbeing**  Relationships  Male female puberty, dealing with conflicting emotions, building good relationships. | PSHE  **Health and wellbeing**  Peer pressure  How to respond to peer -pressure, positive relationships, who to talk to when in need of support. | PSHE  **Relationships**  Anti-social behaviour  Explaining types of anti-social behaviour, how to resolve conflicts. | PSHE  **Relationships**  Health  Physical mental and emotional health – positive and negative influences. | PSHE  **Living in the wider world**  Human Rights  Identifying human rights of children, support networks if human rights are violated. | PSHE  **Living in the wider world**  In the News  Recognising news sources, how information is collected, debates. |
| Music  **Unit:** **Livin’ On A Prayer**  **Style:** Rock anthems  Rock anthems:  This is a six-week Unit of Work. All the learning in this unit is focused around one song: Livin’ On A Prayer. | Music  **Unit:** **Classroom Jazz**  **Style:** Jazz and improvisation.  Listen & Appraise (descriptions for all strands as above) Musical Activities:  ● Playing  ● Improvisation Perform/Share  How this Unit is Organised  A. Listen and Appraise the two tunes and other supporting tunes.  B. Musical Activities - learn about the interrelated dimensions of music through  1. Playing instruments 2. Improvising. C. Perform and Share | Music  **Unit:** : **Make You Feel My Love**  **Style:** Pop ballads:  This is a six-week Unit of Work. All the learning in this unit is focused around one song: Make You Feel My Love. | Music  **Unit:** : **Fresh Prince of Bel-Air**  **Style:** Old School Hip Hop:  This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Fresh Prince Of Bel Air. | Music  **Unit:** **Dancing In The Street**  **Style:** Motown:  This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s. | Music  **Practise for a performance**  **Unit:** Reflect, Rewind and Replay  **Style:** Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |