



Year 5



The Reddings Primary and Nursery School Curriculum Map for 2018-19

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Theme | Cool Britannia (Anglo Saxons and Vikings) | | Earth Matters (biomes) | | Maya Civilisation | |
| | 14 weeks (8+7) | | 11 weeks (6+5) | | 13 weeks (6+7) | |
| English | <p>Traditional Tales: <i>Hansel and Gretel</i></p> <p>Persuasion: <i>estate agent report</i> (3)</p> <p>Non-chronological report/ Instructions/ setting and character description/ diary entry: <i>Monsterology – Dugald Steer</i> (5)</p> | <p>Fiction from our literary heritage: <i>Oliver Twist</i> (6)</p> | <p>Narrative: (6)</p> <p><i>The Butterfly Lion – Michael Morpurgo</i></p> <p><i>The Fastest Boy in the World – Elizabeth Laird</i></p> <p><i>Shackleton's Journey – William Grill</i></p> <p><i>The Ice Palace – Robert Swindells</i></p> | <p>Poetry: <i>free verse</i> (2)</p> <p>Recount: <i>biography/diary entry</i> (3)</p> | <p>Poetry appreciation: <i>Poetic form</i> (2)</p> <p>Balanced discussion: (2)</p> <p>Myths: <i>The Hero Twins</i> (2)</p> | <p>Suspense and mystery: (6)</p> |

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| <p>PaG Spelling from school scheme</p> | <p>Linking ideas across paragraphs using adverbials of time, place and numbers Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Verb prefixes (dis-, de-, mis-, over- and re-) Brackets, dashes or commas for parenthesis Converting nouns and adjectives into adverbs using suffixes [-ate, -ise, -ify] Causal conjunctions Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Use of commas to clarify meaning and avoid ambiguity Indicating degrees of possibility using adverbs (perhaps, surely) and modal verbs (might, should, will, must) Devices to build cohesion within paragraphs (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time, place and numbers</p> | | | | | |
| <p>Maths Herts Essential Maths Learning Sequences</p> | <ul style="list-style-type: none"> • Place value • Properties of number | <p>Calculation methods for +, -, X and ÷</p> | <ul style="list-style-type: none"> • Fractions • Percentages • Decimals | <ul style="list-style-type: none"> • Measures • Properties of shapes | <p>Area, perimeter, angles</p> | <ul style="list-style-type: none"> • Problem solving • Time • Statistics |

| Science Pupils should be taught to: | Earth and Space | Forces | Changes of Materials | Properties of Materials | All Living Things | Animals including humans |
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| | <p>Describe the movement of the 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 movement of the sun across the sky.</p> | <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> | <p>Know that 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>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that</p> | <p>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> <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>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> | <p>Describe the changes as humans develop to old age including puberty</p> |

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| <p>Computing Pupils should be taught to:</p> | <p>Morphing Image</p> <p>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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>Data Matters</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>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> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> | <p>Robotics and Systems</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
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| <p>History Pupils should be taught about:</p> | <p>Anglo-Saxons & Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture.</p> | <p>Anglo-Saxons & Vikings</p> <p>Viking raids and invasion.</p> <p>Danegeld.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p> | | <p>Non-European Study</p> <p>Ancient Mayan civilization</p> <p>Who were the Maya?</p> <p>Maya culture</p> <p>What caused the downfall of the Maya civilisation?</p> |
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| <p>Geography Pupils should be taught to:</p> | <p>UK cities and counties</p> <p>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> | | <p><u>Climates, biomes and vegetation belts</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> | | | |
| <p>Art Pupils should be taught:</p> | <ul style="list-style-type: none"> • 3-D form - Sculpture • Drawing | | <ul style="list-style-type: none"> • Textiles and collage – colour and mood to represent biomes • Drawing | | <p>Famous artist – Freida Kalo?? Painting</p> | |
| <p>DT</p> | <p>Textiles – Christmas sewing</p> | | <p>FOOD</p> | | <p>Construction and sheet materials</p> | |
| <p>Music Pupils should be taught to:</p> | <p>Livin’ on a Prayer</p> | <p>Jazz Stage 1</p> | <p>Make You Feel My Love</p> | <p>The Fresh Prince of Bel Air</p> | <p>Dancin’ in the street</p> | <p>Reflect, rewind and replay</p> |
| <p>PE Pupils should be taught to:</p> | <ul style="list-style-type: none"> • Football • Gymnastics | <ul style="list-style-type: none"> • Tag • rugby • Dance | <ul style="list-style-type: none"> • Basketball • Swimming | <ul style="list-style-type: none"> • OAA • Swimming | <ul style="list-style-type: none"> • Kwik cricket • Tri golf | <ul style="list-style-type: none"> • Athletics • Rounders |

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| <p>RE</p> <p>(HERTS agreed syllabus renewed for September 2017)</p> | <p>Rules in Christianity and Judaism</p> <p>The key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>The way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</p> <p>Codes of conduct and rules of living</p> | <p>Light as a symbol in Christianity and Judaism</p> <p>The impact of religious teachings, including the effect sacred texts have on believer's lives. Identify religious symbols and symbolic actions</p> <p>About religious festivals which share common themes, but which have meaning unique to each faith.</p> | <p>Christian and Jewish festivals: Passover</p> <p>the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p> <p>The way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p> <p>Religious festivals which share common themes, but which have meaning unique to each faith;</p> | <p>Christian and Jewish festivals: Easter</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p> <p>The way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred</p> <p>Religious festivals which share common themes, but which have meaning unique to each faith;</p> | <p>Religious leaders: Rabbis and Priests</p> <p>The function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>The roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;</p> | <p>Creation Stories</p> <p>The impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions</p> <p>Individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p> <p>Religious festivals which share common themes, but which have meaning unique to each faith;</p> |
| <p>SRE</p> <p>(Teaching SRE with confidence in primary schools)</p> | | | | | <p>Puberty: talking about puberty, male and female changes and puberty and hygiene.</p> | |

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| <p>Languages Pupils should be taught to:</p> | <p>The Planets Read carefully and show understanding of words, phrases and simple writing." Listen attentively to spoken language and show understanding by joining in and responding." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> | <p>At the Cafe Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> | <p>At school Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> | <p>Clothes Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> | <p>At the weekend Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> | <p>Regular Verbs Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> |
| <p>Curriculum Enrichment</p> | <p>Cinema trip – science focus (space) Whole school pantomime</p> | | <p>Culture and Diversity week</p> | | <p>Class trip: TBC</p> | |