



Year 5



The Reddings Primary and Nursery School Curriculum Map for 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Raiders or Traders?		Shang Dynasty		Earth Matters (biomes)	
Theme weeks	14 weeks (7+7)		11 weeks (6+5)		13 weeks (6+7)	
English (weeks) Narrative = N Non Fiction = NF Poetry = P	NF – Window (Take One Book) 3 F – Beowulf 4 F – Viking Boy 4 NF – Dragonology		F – TBD (Take One Book) F - The Kite Rider 4 F – The Firework Maker’s Daughter		F – TBD (Take One Book) NF – global warming Polar Bear Explorers’ Club Shackleton’s Journey	
Maths	Place value including decimals Negative numbers X and ÷ by 10, 100 and 1,000 Properties of number Mental multiplication and division Problem solving	Addition and subtraction strategies Formal addition and subtraction Formal multiplication Formal division Fractions (equivalent fractions; ordering and comparing; addition and subtraction)	Problem solving (all 4 operations) Multiplying fractions by whole numbers Problem solving (fractions) Measures (conversions) Area Volume and capacity	Percentages 3d shapes Reflection and translation Perimeter Angles (estimating and drawing; identifying unknown angles)	Formal division and multiplication Strategies for multiplying and dividing Problems involving scaling of quantities Measures (imperial and metric conversions) FDP problem solving Reading timetables	Problem solving (all 4 operations) Regular and irregular polygons Properties of rectangles Statistics Roman numerals
Science Pupils should be taught to:	Changes to and properties of materials 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,		Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	All living things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Animals including humans Describe the changes as humans develop to old age

	<p>including through filtering, sieving and evaporating</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 and the action of acid on bicarbonate of soda</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>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>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>Describe the life process of reproduction in some plants and animals</p>	
<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</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>		

		<p>and ranked, and be discerning in evaluating digital content</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>History Pupils should be taught about:</p>	<p><u>A study of the Anglo Saxon and Viking invasions of Britain</u></p> <p><u>Vocab</u> Vocabulary and phrases of past and present, To include, 'ancient', modern', 'BC and 'AD'</p> <p><u>Chronology</u> To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between different lives in history</p> <p><u>Characteristics of events/ people inc. changes over time</u> To describe characteristic features of past societies and periods, and to identify changes within and across different periods</p> <p>To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes</p> <p><u>Sources</u> To show an understanding that aspects of the past have been represented and interpreted in different ways and suggest possible reasons for this.</p>	<p><u>A study of the Shang Dynasty</u></p> <p><u>Vocab</u> Vocabulary and phrases of past and present, To include, 'ancient', modern', 'BC and 'AD'</p> <p><u>Chronology</u> To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between different lives in history</p> <p><i>To cross reference what was happening/ changes that were occurring in Ancient China, to that which was happening in the rest of the world (focus on areas studied by previous year groups- how does Ancient China link on a timeline to Romans/ Ancient Greece etc..)</i></p> <p><u>Characteristics of events/ people inc. changes over time</u> To describe characteristic features of past societies and periods, and to identify changes within and across different periods</p> <p>To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes</p> <p><u>Sources</u> To show an understanding that aspects of the past have been represented and</p>	

		<p>interpreted in different ways and suggest possible reasons for this.</p> <p>To begin to note connections, contrasts and trends over time</p> <p>To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, within an event and across the period studied</p> <p>To begin to produce structured work, making appropriate use of dates and terms in order to answer historically</p>	
<p>Geography Pupils should be taught to:</p>	<p>Fieldwork <i>(linked to history and changes of land use; why did the settlers settle where they did?)</i></p> <p>To use fieldwork to observe, measure, record and present features (using sketch maps, plans, graphs and digital technologies,) of land use patterns and how these have changed over time</p>	<p>Place knowledge</p> <p>'the location and characteristics of a range of the world's most significant human and physical features.'</p> <p>Human (Spring term) Great wall of China</p> <p><u>Map skills –locational</u> Use map, atlas and globe to locate environmental regions of China,</p> <p>To locate and understand the characteristics of a range of the most significant human and physical features- finding The Great Wall of China, where is it, why is it there?</p>	<p>Place Knowledge <i>Using the geographic region of the Northern Hemisphere</i></p> <p>Map skills –locational</p> <p>To locate and understand the characteristics of a range of the most significant human and physical features- North Pole and Northern Hemisphere</p> <p>Use map, atlas, globe and digital/ computer mapping to locate positions of latitude, longitude, Equator, tropic of Cancer and Capricorn, Arctic and Antarctic + Greenwich Meridian and timezones</p> <p>Compass and Map work</p> <p>To use 8 point compass skills and 4 figure grid references, symbols on Ordnance Survey Maps of the UK and key to build their knowledge of the wider world</p> <p>Physical and Human Skills</p> <p>To describe and understand climate zones, biomes and vegetation belts</p>

<p>P.E Pupils should be taught to:</p>	<p>Gymnastics develop flexibility, strength, technique, control and balance</p> <p>Invasion games play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Dance perform dances using a range of movement patterns</p> <p>Table Tennis</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>OAA Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Tag-Rugby play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Kwik-Cricket play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Tri-Golf play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Rounders use running, jumping, throwing and catching in isolation and in combination</p> <p>Athletics use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Art Pupils should be taught:</p>	<p>Illuminated letters</p>		<p>Bronzes (clay sculpting)</p>		<p>Landscapes</p>	
<p>DT Pupils should be taught to:</p>	<p>Structures</p>		<p>Kites (textiles)</p>			
<p>Music Pupils should be taught to:</p>	<p>Livin' on a Prayer</p>	<p>Classroom Jazz 1</p>	<p>Make You Feel My Love</p>	<p>Fresh Prince of Bel Air</p>	<p>Dancing In The Street</p>	<p>Composition (soundscapes)</p>
<p>RE (HERTS agreed syllabus)</p>	<p>Celebrations, key events in life and pilgrimage Pupils explore what it means to live as a Christian/Jew in Britain today, considering</p>		<p>Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in Christianity and Judaism. Pupils explore</p>		<p>Sacred texts and stories, their guidance and impact What makes a source of wisdom? Pupils investigate and interpret a range of stories,</p>	

	<p>internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p>Symbolic ways of expressing meaning</p> <p>Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p> <p>Exploring the incarnation through the Christmas story</p>	<p>and compare the lives of key leaders from contemporary life. They ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history. They learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real). They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media they begin to ask and answer their own questions.</p> <p><i>What does it mean if God is holy and loving?</i></p> <p>Communicating beyond prayer and sacred spaces</p> <p>Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some</p>	<p>sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses. Pupils interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).</p> <p>Taking responsibility for living together, values and respect</p> <p>How can people live together for the wellbeing of all? Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices. They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Pupils think about God in the light of the values of fairness and equality, love, caring and sharing.</p> <p><i>What would Jesus do?</i></p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning. They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities). Pupils learn about the practise of justice through the work of</p>
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<p>Languages Pupils should be taught to:</p>	<p>Clothes</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>	<p>At the Cafe</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>	<p>At school</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>	<p>The Planets</p> <p>Read carefully and show understanding of words, phrases and simple writing."</p> <p>Listen attentively to spoken language and show understanding by joining in and responding."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>	<p>At the weekend</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>	<p>Regular Verbs</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>

Curriculum Enrichment	West Stow Anglo Saxon Village	RAH Gala 2020	
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