



The Reddings Primary and Nursery School Curriculum Map for 2020-2021

Year 5

	Summer 1	Summer 2
English (weeks) Narrative = N Non Fiction = NF Poetry = P	Vocabulary building (1; P) “How to be a World Explorer” (2; NF) “The Nowhere Emporium” (3; N)	“Room 13” (3; N) “Macbeth” (3; N)
Maths	Percentages and problem solving Reflection and translation on a coordinate grid Multiplication and division strategies Solving problems involving scaling by simple fractions and rates Conversion of imperials and metric units of measure	Reading timetables and calculating with time Problem solving with all four operations Shape and measures (regular and irregular polygons, perimeter, properties of rectangles)
Science Pupils should be taught to:	<p style="text-align: center;"><u>Animals inc. Humans</u></p> <ul style="list-style-type: none"> • sequence the life cycles of a variety of plants and animals • name the parts of a flower • name the parts of the human reproductive system • identify ways in which the appearance of humans changes as they get older • identify some characteristics that will not change with age • recognise stages in growth and development of humans including puberty • recognise the similarities in the life cycles of plants, animals and humans • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the functions of some parts of a flower • describe the main functions of parts of a plant involved in reproduction • describe the processes of sexual and asexual reproduction in plants 	



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	<ul style="list-style-type: none">• describe the simple functions of parts of the human reproductive system• describe the life process of reproduction in some plants and animals• compare methods of seed dispersal• know that most animals reproduce by sexual reproduction• describe the changes as humans develop to old age (Teacher note: statement taken from year 5 'Animals including humans' programme of study)	
<p>Computing Pupils should be taught to:</p>		<p style="text-align: center;"><u>Morphing Image</u></p> <ul style="list-style-type: none">• To understand 3D graphical modelling enables us to explore objects that may not exist, or could be difficult to observe in other ways.• To understand that digital graphical tools can support the creation of models, enabling them to be explored and developed in 3D. Use tools in the software to create a “fly-through” to support others in viewing the model.• To understand that every computer needs an operating system to manage a wide range of processes.• To analyse/evaluate digital films and animations, considering how they are used to inform, persuade and entertain audiences.• To understand film/animation can be stored, shared and published locally and online, but that this sharing may not be appropriate.• To understand the stages in producing a live film and/or animation. The live filming could include green screen filming.• To understand the need to test and review their work with an audience.• To develop ways to use animation to meet specific audience needs.



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<p>Geography Pupils should be taught to:</p>	<p>Earth Matters – Biomes (using the geographic region of the northern hemisphere)</p> <ul style="list-style-type: none"> • Use map, atlas and globe to locate countries of Europe • To know the major cities within Europe (inc Capital cities of major European Countries) and from knowing where UK and countries of Europe are. • To locate and understand the characteristics of a range of the most significant human and physical features - North Pole and Northern Hemisphere • Use map, atlas, globe and digital/ computer mapping • To describe and understand climate zones, biomes and vegetation belts • To use fieldwork to observe, measure, record and present features using sketch maps and plans and graphs of human and physical geographical features • To use fieldwork, maps, atlases and research, to understand the geographical similarities and differences between UK and a region of the northern hemisphere. 	
<p>P.E Pupils should be taught to:</p>	<p>Fitness Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Athletics Pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin</p>	<p>Rounders Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions Pupils play with honesty and fair play when playing competitively.</p> <p>Badminton Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition.</p>



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<p>Art Pupils should be taught:</p>		<p>Collage creation – using mixed materials.</p>
<p>DT Pupils should be taught to:</p>	<p style="text-align: center;"><u>Gears & Pulleys (carried over)</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. 	<p style="text-align: center;">Celebrating Culture and Seasonality</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information & communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.



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	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. 	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.
<p>Music Pupils should be taught to:</p>		<p>Dancing in the Street. Singing, performing & composing through Charanga.</p>
<p>RE (HERTS agreed syllabus)</p>		<p>Sacred texts and stories, their guidance and impact What makes a source of wisdom? Pupils investigate and interpret a range of stories, 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.</p> <p>Taking responsibility for living together, values and respect 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>



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		<p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>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 different Christian aid agencies and consider how it links with the life and teachings of Jesus. In Judaism they explore fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects. Pupils evaluate different religious responses to justice and fairness. How can following God bring freedom and justice?</p>
<p>Languages Pupils should be taught to:</p>		