

KS2 Curriculum Mapping 2017 – 2018

Year 5

	<p>Autumn term Term 1.1 8 Weeks Week 2: 100 % attendance Friday 15th Sept Week 3: New arrival walk Thursday 21st Sept Week 4: Performance management Week 6: Teacher obs Tues 10th Week 7: Parents Evening 18th & 19th Week 8: Harvest Weds 25th Food Bank Fri 27th</p> <p>Term 1.2 7 Weeks Week 1: BLP, individual school photos Friday 10th Week 2: Anti-bullying week Week 3: Y6 assessment week Week 5: Data entry 1 Weds 6th Dec, Fri 8th Winter Fayre Week 6: Pupil progress mtgs, Y6 hall Mexico, Week 7: Tues 19th VIP, Winter Performance Weds 20th, Christmas dinner Thurs 21st, Friday 22nd Christmas party</p>	<p>Spring term Term 2.1 6 Weeks Week 1: training day Mon 8th Jan. Week 2: Attendance Trip Friday 19th Week 3: Week 4: Week 5: Teacher Obs 5th 6th Week 6: 14th Y6 at Eden Camp</p> <p>T2.2 5 Weeks Week 1: Music Art Project, Thurs 1st March World Book Day Week 2: Y6 Mock SATs week Week 3: Parents evening Wed Thurs 14th 15th Week 4: PERFORMANCE Wednesday 21st, Thursday 22nd Data, Friday Sports Relief Day Week 5: Pupil Progress Meetings, Tuesday 27th VIP Party, Thornbridge 28th, 29th March, Eggs factor 28th, 29th. Hat parade Thursday 29th</p>	<p>Summer term Term 3.1 6 Weeks Week 1: Week 2: Y6 Mock SATs week, Friday 27th April Spring Term attendance visit. Week 3: Y4 Longshaw 2nd May, 3rd May, 4th May. Week 4: Bank hol Monday, Week 5: KS2 SATs Week 6: KS1 SATs</p> <p>Term 3.2 7 Weeks Week 1: Teacher Obs Tues 5th June, Weds 6th Thurs 7th, Whitby Weds Thurs Fri Week 2: Week 3 : Sports Day Tues 19th, Week 4: Data Wed 27nd June Week 5: Pupil Progress meetings Week 6: Week 7: Monday 16th 100% attendance year, Tues 17th Y6 prom, Weds 18th VIP party, Thursday 19th Summer Fayre, Friday 20th Family Picnic +Leavers assembly.</p>
Topic /	<p>Animals and plants</p> <p>What is the difference between surviving and living?</p>	<p>Vikings and North and South America.</p> <p>What does it mean to invade?</p>	<p>Space</p> <p>Is there anything out there?</p>
Big	<p>-Survival guide</p>	<p>-Performance (WW) -Display/exhibition (OB) -Invasion re-enactment</p>	<p>-Class rocket competition and moon buggy race</p>
Events,	<p>-Grindleford -Sheffield city centre</p>	<p>Balloon Debate Jorvik Centre History Van – Anglo Saxons</p>	<p>Wonderdome Jodrell Bank</p>

English Genre (s)	<p>Holes – book study</p> <ul style="list-style-type: none"> -Survival guides -Narrative stories -Animal poems -Animal fact files (no chrons) 	<p>Visual stimulus - Saga of Biorn</p> <p>How to train your dragon – book study</p> <p>Vikings – Narratives</p> <ul style="list-style-type: none"> -Diary of a Viking -recounts -News reports of Viking invasions -non chrons -poetry/songs -play scripts 	<p>Aquila – book study</p> <p>Visual stimulus - literacy shed</p> <p>Wall-E</p> <p>Star wars</p> <ul style="list-style-type: none"> -Narratives -Non chrons -poetry -recount of trip
Maths	<p>Ratio, fractions measure – cooking</p> <p>BLP week – measure</p> <p>Gathering data and analysis</p>	<p>Shape linking to art</p> <p>Time lines</p> <p>Roman numerals</p>	<p>Large number place value – distance etc</p> <p>Time – days, years</p>

Y5 Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

Y5 Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

Working Scientifically Y5 & Y6

- The planning of different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- The taking of measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- The recording of data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- The use of test results to make predictions to set up further comparative and fair tests.
- The reporting and presenting of findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

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Y5 Properties and changes of materials

- 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.
- 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, including through filtering, sieving and evaporating.
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- demonstrate that dissolving, mixing and changes of state are reversible changes.
- 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.

Y5 Earth and space

- describe the movement of the Earth and other planets relative to the sun in the solar system.
- describe the movement of the moon relative to the Earth.
- describe the sun, Earth and moon as approximately spherical bodies.
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Y5 Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

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T1 – Scratch

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

T2 – Film making/media for performance

- 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.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
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T3 – Flowol

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Art and Design	<p>Observational drawings -Andy Goldsworthy -Georgia O'Keefe</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p>Famous Artists from history -Kazimir Malevich -Futurism -Celtic art</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p>-Peter Thorpe -Light and dark -Use of colour -Shading</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. •
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Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

BLP week:

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

□□select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Key stage 2 – Cooking and nutrition**Buggy and rocket building week:**

When designing and making, pupils should be taught to:

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Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- Britain's settlement by Anglo-Saxons and Scots
Y5 only

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- ☐☐Scots invasions from Ireland to north Britain (now Scotland)
- ☐☐Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- ☐☐Anglo-Saxon art and culture
- ☐☐Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y5 only

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Human and physical geography

- physical geography, including: the water cycle
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Invasions and how they change the world. Countries borders, how they were founded etc.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

PE	<p>OB - Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>OB - Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Both – Performance – Gym and Dance</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p>	<p>OB - Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Both – Sports day</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
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Christmas

Pupils:

- learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2);

P4C – Big questions

- discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).

describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3)

Focus on creation stories from a range of religions.

R.E taken from Sheffield Syllabus

Year 5: Religion and the individual:

What is expected of a person in following a religion or belief?

Christians

- use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1);

Year 5: Beliefs and questions:

How do people's beliefs about God, the world and others have impact on their lives?

Two from Muslims, Hindus and Buddhists

Pupils:

- explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2)

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- express their own ideas about religious issues and questions, giving reasons for their thoughts (A3)

- discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1)

Year 5: Worship and sacred places:

Where, how and why do people worship?

Investigating places of worship in Sheffield and Yorkshire.

Pupils:

- pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);

- consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas /

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE coverage</p>	<p>Class charter P4C animal welfare, life, values, pollution, environments etc Animal/Human rights – zoos, pets, animal testing</p> <p>RE objectives: P4C – Big questions</p> <ul style="list-style-type: none"> • discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3). <p>describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3)</p>	<p>P4C about invasions, violence, confrontation, stealing, murder, war, ethical dilemmas</p>	<p>P4C – design rules of the world for an ET</p> <p>P4C – What would it feel like to be an alien here? Link to real life situations e.g. refugees Book - The arrival</p>
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Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.