

YEAR 5 CURRICULUM MAP 2018-19

	TERM 1		TERM 2		TERM 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English text	<p>'The Great Kapok Tree' by Lynne Cherry</p> <p>Guided Reading: The Island at the End of Everything</p>	<p>'Falling Angels' by Colin Thompson</p>	<p>Victorians</p>	<p>'Tuesday' by David Wiesner</p>	<p>Journey to Jo'burg</p>	<p>Journey to Jo'burg Continued as guided reading text</p> <p>'Varmints' by Helen Ward</p>
Mathematics	<p>Place value</p> <p>Addition and subtraction</p> <p>Statistics</p>	<p>Multiplication and division</p> <p>Measurement – Perimeter and area</p>	<p>Mastery of multiplication and division</p> <p>Fractions</p>	<p>Linking fractions to decimals and percentages</p>	<p>Mastery of decimals</p> <p>Geometry – Properties of Shapes</p>	<p>Geometry – Position and direction</p> <p>Measurement – Converting units and volume</p>
Science	<p>Living things and their habitats (life cycles)</p>	<p>Impact of diet. Circulatory system and functions of the heart, blood vessels and blood. Ways in which nutrients and water are transported within animals, including humans. Impact of exercise. Impact of drugs (cannabis and solvent abuse)</p>	<p>Friction</p> <p>(Link with Victorians)</p>	<p>Properties and changes of materials (Compare and group according to a range of properties. Dissolving and recovering.)</p>	<p>Light</p>	<p>Forces (friction)</p>

		Changes experienced in puberty.				
PSHE and Citizenship	Role of the Council, political parties and Government	SRE	Conflict and Resolution	Working within a community	Suфраettes	Spending and Budgeting
History			The Victorians How did society change from 1750 to 1851? What was life for children of the Victorian era? Who were the key people who brought about the biggest changes? (Visit to Armley Mills?)			Suggestion: What changes did Nelson Mandela bring about in South Africa?
Geography	'Amazon Adventure!' Rainforests around the world Amazon in detail Future of rainforests Case study: Brazil	Comparing a village in Tanzania with the local geography of Alverthorpe (Check with Laura – do you still need to do this?)		'A Kingdom United' Name and locate countries, cities and key features. 6 figure grid references. Choosing the best/appropriate map. Human and physical geography of the UK. Land use.	'Food, Glorious Food' Where food comes from Food maps/miles Local/global impact Fairtrade	
Computing	E-safety Appropriate searches Select relevant information	Explain everything Make and edit a simple film Logging data using lux	Time detectives Victorian Alverthorpe Movie	Purple mash coding Draw shapes using control technology Create text, images and sounds	Crystal Rainforest Create questionnaire; record, analyse data and answer questions.	Stop motion maze

	Understand privacy/copyright					
Art	<p>Can tessellate regular and irregular shapes</p> <p>Organises own patterns</p> <p>Patterns reflect personal experiences and expression</p> <p>Creates patterns for purpose e.g. wallpaper, clothing, books.</p> <p>Discuss effects of artists' work that uses patterns</p> <p>Draw comparisons upon their pattern work and the work of artists-concludes and evaluates.</p> <p>Rainforest theme.</p> <p>Colour mixing</p>	Observational drawing	<p>Controls and experiments with tones, shades, hue and mood</p> <p>Considers choices of colours/shades for particular purposes/moods/feelings</p> <p>Looks at the effect of light/dark</p> <p>Explores texture of paint e.g. wet/thin and thick/heavy.</p> <p>Consider artists and their use/application of colour.</p>	<p>Creates own ideas for printing</p> <p>Analyses natural and man-made shapes, patterns and colours</p> <p>Chooses appropriate tools, materials and methods of working</p> <p>Experiments with combining prints taken from different objects.</p> <p>Experiments with ideas, plan in sketch books.</p> <p>Designs prints for purpose.</p> <p>Connects own work with patterns/artists</p> <p>Evaluates own work.</p> <p>Collage/canvas/screen printing.</p>	<p>Become familiar with concept of perspective.</p> <p>Independently select materials for a particular outcome.</p> <p>Produce preparatory sketches for painting and other work.</p> <p>Use proportion to sketch accurate drawings of people.</p>	<p>Uses different Weaving</p> <p>Uses contrasting materials and colours to achieve specific outcome</p> <p>Embellishes work</p> <p>Considers methods of making fabric</p> <p>Pools together experiences to complete a piece e.g. applique, drawing, sticking, cutting, paint, weaving, layering</p> <p>Uses found and constructed materials</p> <p>Works collaboratively on a larger scale)</p>
Music	Timbre	Timbre	Pitch/melody/rounds	Ensemble playing	Texture/Timbre	Melody and Chords
PE	Skills work Tag Rugby	Skills work Netball	Skill work Hockey	Dance Gymnastics	Skills work Athletics	Skills work Cricket