



## YEAR 5 CURRICULUM MAP

<b>Reading</b>	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	<p>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43)</p> <p>Whole class texts: <i>Eagle in the Snow</i>, <i>Frankenstein</i>, <i>Christmas Carol</i>, <i>She-Wolf</i>, <i>Kensuke's Kingdom</i>, <i>Journey (Picture Book)</i></p>		
<b>Writing</b>	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Earth and Space (Earth in relation to sun, Moon in relation to Earth, 270, 271) Animals, including humans (244, 248)	Forces (Gravity, air/water resistance, friction eg, 258, Resistance ex, 259, 260, 261)	Properties and changes of materials Properties and changes of materials (254, 255, Separating eg, 256, 257, Irreversible change eg) Living things and their habitats (243, 247, 249, 250)
		Working Scientifically – on going across the year		
<b>Computing</b>		Computer Science - <b>Introduction to Microbits Block coding</b> <b>Use Microbits to code a countdown timer for Space shuttle mission</b>  IT -select, use and combine software - Use Imovie to put together a documentary about the 1969 Moon Landings.  (E safety) How am I responsible online?	<b>LINK WITH THE FORGE</b> <b>Digital Imagery</b>  (Graphics & digital cameras) to use with Local Area topic part 2  <b>Computer Science - s</b> Create an on-screen <b>game in Kodu</b> that makes use of movement and includes a scoring system. eg "Shooting Fish" <b>Challenge</b> Add criteria for winning and loosing.  Develop an on screen game in Kodu ( e.g. collecting coins ) with characters - Viking theme.  <b>Digital Citizenship Pledge</b> Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge. (E safety)	<b>LINK WITH THE FORGE</b> <b>Digital Imagery</b>  ( Graphics & digital cameras) to use with Local Area topic part 2  <b>Computer Science -work with variables</b> IT - Mayan QR code for Mayan tourist board leaflet  <b>Digital Literacy -understand the opportunities computer networks offer for collaboration</b>  (E safety) Keeping sites safe (passwords, protect data/info)
		<b>History</b>		Local History Study How has Stanley Front Street changed? Use of primary and secondary sources (view old buildings, old maps, aerial map/photos, census, photos from the past)



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<b><u>Geography</u></b>	<b>Locational Knowledge</b> - position and significance of lines of longitude and latitude and time zones	<b>Locational Knowledge</b> - locate world countries,	<b>Human and physical geography</b> - trade links, natural resources including energy, food, minerals & water
	<b>Geographical skills and fieldwork</b> – on going across the year		
<b><u>D.T.</u></b>	<b>Controlled device</b> - make an electrically controlled moon device for a future moon colony.	<b>Textiles</b> - investigate and make an item of Viking clothing or design a Viking tapestry	<b>Cooking and nutrition</b> – healthy eating.
<b><u>Art and Design</u></b>	<b>Painting &amp; Printing</b> – space related	<b>Sculpture</b> – Viking helmet	<b>Artists</b> – Kandinsky <b>Drawing &amp; Collage</b>
<b>Create sketchbooks to record observations</b>			
<b><u>Music</u></b>	Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales	Focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballads.	Focused around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.  Composer study.
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
<b><u>MFL</u></b>	<b>On our way to School (QCA Unit 15)</b> <i>Counting up to 100</i> <i>Reinforce transport</i> <i>Giving directions</i> <i>How to spell – the alphabet</i>	<b>The Planets (QCA Unit 18)</b> <i>Reinforce alphabet</i> <i>Describing colour/size and temperature</i> <i>Describing position</i>	<b>Beach Scene (QCA Unit 16)</b> <i>Reinforce describing colour and size</i> <i>Compare colours and sizes</i> <i>Describing what people are doing</i>
<b><u>P.E.</u></b>	<b>Games &amp; Dance</b> <b>Game &amp; Gymnastics</b>	<b>Dance &amp; Gymnastics</b> <b>Games &amp; Gymnastics</b>	<b>Athletics &amp; Swimming</b> <b>Athletics</b>
<b>RE</b>	<b>Ourselves</b> <b>Life Choices</b> <b>Judaism</b> <b>Hope</b>	<b>Mission</b> <b>Islam</b> <b>Memorial Sacrifice</b> <b>Sacrifice</b>	<b>Transformation</b> <b>Freedom &amp; Responsibility</b> <b>Stewardship</b>