



# YEAR 5 CURRICULUM MAP 2020-2021

Reading	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, nonfiction texts and reference books / text books (NC p 43)</p> <p>Whole class texts: <i>Cosmic, Counting on Catherine, Christmas Carol, Viking Boy, She-Wolf, Journey (Picture Book), Kensuke's Kingdom</i></p>		
Writing	Transcription	<p>Spelling programme ( NC Appendix 1)</p> <p><i>*Year 3/4 spellings from Summer 20 to be covered throughout Autumn 20 alongside Year 5/6 spellings</i></p>		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	<p>NC Appendix 2</p> <p><i>*Year 4 VGP from Summer 20 to be covered throughout the 20/21 academic year</i></p>		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		<p>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.</p> <p><i>*Year 4 Summer term covered throughout 20/21 academic year</i></p>		
Science		<p>Earth and Space (Earth in relation to sun, Moon in relation to Earth, 270, 271) Animals, including humans (244, 248)</p>	<p>Forces (Gravity, air/water resistance, friction eg, 258, Resistance ex, 259, 260, 261)</p>	<p>Properties and changes of materials Properties and changes of materials (254, 255, Separating eg, 256, 257, Irreversible change eg)</p> <p><i>*Living Things and Habitats (182, 183, 184, 185)</i></p> <p>Living things and their habitats (243, 247, 249, 250)</p>
		Working Scientifically – on going across the year		
Computing		<p>Computer Science - <b>Introduction to Microbits Block coding</b> <b>Use Microbits to code a countdown timer for Space shuttle mission</b></p> <p>IT -select, use and combine software - Use Imovie to put together a documentary about the 1969 Moon Landings.</p> <p><i>*Digital Literacy -recognise unacceptable/unacceptable behaviour (E safety) How am I responsible online?</i></p>	<p>Computer Science – Create an on-screen game in Kodu that makes use of movement and includes a scoring system. eg “Shooting Fish” Challenge Add criteria for winning and losing.</p> <p>Develop an on screen game in Kodu (e.g. collecting coins) with characters - Viking theme.</p> <p><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)</p>	<p>Computer Science -work with variables IT - Mayan QR code for Mayan tourist board leaflet</p> <p><b>Digital Literacy -understand the opportunities computer networks offer for collaboration</b></p> <p><b>(E safety) Keeping sites safe (passwords, protect data/info)</b></p>
History		<p>Local History Study – Who was Tommy Armstrong? Use of primary and secondary sources (view old buildings, old maps, aerial map/photos, census, photos from the past)</p>	<p><i>*Anglo Saxon and Scots Settlement-What happened to Britain when the Romans left?</i> <b>Viking and Anglo-Saxon struggles for power</b> –How vicious were the Vikings?</p>	<p><b>Who was making history in faraway places?</b> The Maya (non-European society)</p>



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<b><u>Geography</u></b>	Where could we go? Fantastic journeys (locational knowledge) - position and significance of lines of longitude and latitude and time zones, locate world countries	<b>*Locational Knowledge – coasts</b> Locational Knowledge	Where has my food come from? (Human and physical geography) - trade links, natural resources including energy, food, minerals & water
	<b>Geographical skills and fieldwork – on going across the year</b>		
<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</b> – space painting in the style of artist Peter Thorpe.	<b>*Printmaking – Viking themed</b> <b>Art 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>*Life and Health (QCA Units 6/10)</b> <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i> <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>*Baptism and Confirmation</b> <b>Freedom &amp; Responsibility</b> <b>Stewardship</b>

Purple – Covid catch up from Summer term 2019-2020