

St. Margaret's C.E. Primary School

YEAR 5 CURRICULUM MAP

		Autumn – Space (S)	Spring – Around the world in 80 days	Summer Food
Reading	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	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)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		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		
Science		Earth and Space Link to Geography 'Where in the World' Forces (Physics)	Living things and their habitats Differences in life cycles, reproduction in some plants and animals (Biology)	Animals, including humans Human circulatory system, diet, exercise, drugs and lifestyle, nutrients and water transportation (Biology) Properties and changes of materials (Chemistry)
		Working Scientifically – on going across the year		
Computing		Research and Presenting Use of presentation software to produce a booklet/leaflet Safety Search and use text and identify bias in sites Using Data Use of graphs in science/maths investigations Create a series of graphs/ charts to support adverts.	Research and Presenting Use of shared folders to access content Use photo story to re tell a story Safety http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/ Look at travel blogs. Encourage children to set up own travel blogs using DLG. Programming Wedo lego control to link with cams	Research and Presenting More detailed radio programme to include opinions Safety http://www.travelblog.org/ Looking at validity of advertisements for tourism Using Data Flood defences simulation www.stopdisastersgame.org
History		Anglo Saxons		The Vikings- struggle for power
Geography		Locational Knowledge - position and significance of lines of longitude and latitude and time zones	Locational Knowledge - locate world countries Human and physical geography - trade links, natural resources including energy, food, minerals & water	
		Geographical skills and fieldwork – on going across the year		
D.T.		Electric control - make an electrically controlled moon buggy	Cooking and nutrition	
Art and Design		Medieval patterns - link to Lindifarne Gospels, tile prints on fabric	Norse Art – clay plaque	
		Drawing and printing	3D clay work	
				Textiles - investigate and make an item of Viking clothing or design a Viking tapestry
				Observational drawing and painting - linked to Literacy and Science work

Music	Listening and composing – Solar System Using the theme of ‘Space’ as a stimulus, children will listen to descriptive music and learn to comment on its musical features. They will learn how our universe inspired composers such as Debussy, Holst and Crumb. They will explore ostinatos and graphic scores and compose their own accompaniments.	Musical Theatre – Panto! Children will work towards the performance of a Pantomime. They will perform solos, in groups and as a class. They will choreograph dance moves and be involved in stage direction.	Cyclic Patterns – African songs/dances Children will learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.	Playing and performing together – Don’t Stop Believing Using ‘Charanga’ Children will have the opportunity to listen to and appraise a wide range of music. They will learn a song and add instrumental accompaniment. They will be encouraged to use instruments they have been learning at school and home to create a ‘class orchestra’.	Performance – Celebration Children will work towards a celebration in song for a class performance. They will sing in parts and put perform an instrumental ensemble	Jazz and Blues - Children will listen to and appraise a range of Jazz music, learning to recognise styles of music and their style indicators. They will improvise using instruments and play together as an ensemble.
MFL	On our way to School (QCA Unit 15) <i>Counting up to 100</i> <i>Reinforce transport</i> <i>Giving directions</i> <i>How to spell – the alphabet</i>		The Planets (QCA Unit 18) <i>Reinforce alphabet</i> <i>Describing colour/size and temperature</i> <i>Describing position</i> <i>Using intensifiers for opinions</i> <i>Giving reasons for opinions</i>		Beach Scene (QCA Unit 16) <i>Reinforce describing colour and size</i> <i>Compare colours and sizes</i> <i>Describing what people are doing using the 3rd person of the present tense</i>	
P.E.	Invasion Games Gymnastics		Dance Net and wall games		Athletics Striking and Fielding	
PSHCE	What positively and negatively affect their physical, mental and emotional health (including drugs, alcohol, tobacco and the media) To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’		To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns and consider the feelings of others by, if necessary, constructively challenging their point of view		To develop an initial interest and understanding of the concepts of ‘interest’, ‘loan’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)	
R.E.	What do Hindus believe and how are these beliefs expressed? What are the themes of Christmas?		Why do people travel to sacred places? (Christianity, Hinduism, Sikhism) Why is the Last Supper so important to Christians?		What can we learn about Christian faith through studying the lives of the Northern Saints?	

