

Year 5 Curriculum Map

Autumn		Spring		Summer	
Giraffes can't Dance		Rainforest Adventures		Gods and Mortals	
Question	How are we the same? How are we different?	Question	What will it mean if the rainforests disappear?	Question	What was so great about the Ancient Greeks?
Hook:	African Music playing as the children walk in. Where would they hear this? How does it make you feel? Can you dance to it?	Hook:	Visual Literacy The Living Rainforest trip	Hook:	Birmingham Museum trip – Greek exploration
Experience	Class performance	Experience	Visit a rain forest Working with children from another school	Experience	Bus Journey Be an Ancient Greek for the day Be in a chorus for a musical
Books	Giraffes can't dance	Books		Books	
Arts	William Morris	Arts		Arts	William Morris
<p>WRITING:</p> <p>Stimulus: Giraffes Can't Dance.</p> <p>Outcome: Explaining Newspaper report, re-counting events.</p> <p>British Values/PSHE/SMSC:</p> <p>Going for goals – SEAL</p> <p>How we change with age.</p> <p>Roles of voluntary groups, community and pressure groups</p> <p>Anti-bullying</p> <p>SCIENCE:</p> <p>Biology</p> <p>Animals and Humans</p> <p>Life cycles – including plants</p> <p>Climate and migration of animals</p> <p>Seasons and animals Which animals migrate from Giraffes can't dance?</p>		<p>WRITING:</p> <p>Stimulus: Rainforests being destroyed</p> <p>Outcome: Persuasive letter convincing people to save the rainforest.</p> <p>Stimulus: Where the Forest Meets the Sea by Jeannie Baker</p> <p>Outcome: Describing Setting descriptions in past, present and future tense.</p> <p>Stimulus: Chalk and Journey - through a window into the rainforest</p> <p>Outcome: Narrative Similarities and differences. Choose narrative (Imitate)</p> <p>Geography: Our world / countries and continents</p> <p>The Americas and Amazon Rainforest</p> <p>POS: Locational knowledge, economic activity, physical and human features</p> <p>Key Skills</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 		<p>WRITING:</p> <p>Stimulus: Find an ancient map - where is it? Investigate maps of Ancient Greece. Greek Gods research</p> <p>Outcome: Describing Character description on their favourite Greek God</p> <p>Stimulus: Read a diary account of Icarus or Daedalus, consider what life was like for them.</p> <p>Outcome: Write own diary</p> <p>Stimulus: Imagine they are Helen of Troy</p> <p>Outcome: Instructions how to be rescued</p> <p>Stimulus: Greek Myths</p> <p>Outcome: Narrative (Imitate and Invent)</p> <p>HISTORY:</p> <p>Key Skills</p> <p>Knowledge: Recall main events, results and changes.</p>	

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<p>Sc1: Observe changes in animals over time, reporting and presenting findings; comparing</p> <p>Key skills</p> <ul style="list-style-type: none"> • Give reasons for classifying animals • Describe the differences between life cycles of a mammal, amphibian, insect and bird. • Understand migration • Plan different types of enquiry <p>Art: Content: William Morris Skill: Mastering drawing technique Outcome: Giraffe sketching in style of William Morris</p> <ul style="list-style-type: none"> • 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. • 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] 	<p>characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. <p>Writing outcomes: Diary entry of a water droplet from the water cycle. Description of the change in an area through volcanoes and earthquakes.</p> <p>MUSIC: Singing with Birmingham Music Service</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>PE: Indoor: Gymnastics Outdoor: Invasion games through football</p>	<p>Enquiry: Select and combine information to answers questions on the past. Chronological Understanding: Periods of time within Britain and beyond.</p> <p>Order dates and events from Ancient Greece in order POS: A study of Greek life and achievements and their influence on the western world</p> <p>Art: Content: William Morris Skill: Mastering drawing technique Outcome: Greek God sketching in style of William Morris</p>  <p>Art Greek Pillars Skill: Accuracy</p> <p>MUSIC: Singing with Birmingham Music Service</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>PE: Outdoor: Striking and fielding (Rounders) Outdoor: Athletics</p>
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<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>MUSIC: Singing with Birmingham Music Service</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 interrelated dimensions of music <p>PE:</p> <p>Indoor: Dance Outdoor: OAA – problem solving</p> <p>RE:</p>	<p>RE:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>*Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> </div> <p>British values/ SMSC/PSHE</p> <p>E-Safety</p> <p>Social Enterprise project – raise money to adopt a rainforest animal.</p>	<p>RE:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>*Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p> </div> <p>British values/ SMSC/PSHE</p> <p>Anti-social behaviour</p>
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<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> <p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>					
Tremors	Stargazers	Shipwreck			
Question	What shakes our world?	Question	Why is there life on Earth?	Question	What would you really need to survive on a desert island?
Hook:	Visual Literacy	Hook:	UFO spotted / What might an alien from another planet look like?	Hook:	In the hall create a shipwreck scene. Driftwood, shells, rags from a sail, plastic bottles etc. What do they think has happened?
Experience	Perform a class assembly Film a news report	Experience	Watch videos linked to earth.	Experience	Try to create a raft that will float across a body of water carrying a weight. Can they escape the island?
Books		Books		Books	
Arts		Arts		Arts	
<p>WRITING: Stimulus: Flood by A F Villa / comparison to recent disasters Outcome: Narrative from the disasters point of view – become the flood. Narrative –create a short narrative as if they were in the disaster. Stimulus: Cave of curiosity Outcome: Poetry (Figurative) Stimulus: Titanium (Visual literacy)</p>		<p>WRITING Stimulus Read myths around the moon Photos of the moon, list verbs and adjectives Outcomes Moon myth Stimulus: UFO spotted / What might an alien from another planet look like? Study classic and contemporary designs from books. Children are to draw and design their own Alien – label and captions</p>		<p>WRITING Stimulus: Kensuke’s Kingdom Outcome: Narrative Instructing</p> <p>SCIENCE: Physics Properties and changes of materials Investigation – dissolve / filter</p>	

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<p>Outcome: Describing Setting Recount Newspaper report</p> <p>SCIENCE: (News report done in English) Simulate a tsunami, create a wave.</p> <p>Stimulus: Watch news reports on Great East Japan Earthquake 2011, what caused the tsunami.</p> <p>Outcome: News report Explanation (factual) – The universe Response to the Big Question</p> <p>Geography: Natural Disasters POS: Locational knowledge, physical features</p> <p>Map of the world, find news clipping from tremors and label on a map – what tremors.</p> <p>Key Skills</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <ul style="list-style-type: none"> • volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<p>Outcomes: write full character profile for their alien</p> <p>Science: Earth and space Sc1: Predicting Scientists: Nicolas Copernicus and Brian Cox</p> <p>Skills</p> <ul style="list-style-type: none"> • 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. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Working scientifically objectives where applicable <p>Writing outcomes: Factfile about chosen scientist – who were they? What did they achieve? How does their research impact on our lives today?</p> <p>MATHS LINKS</p> <ul style="list-style-type: none"> • solve problems involving converting between units of time (converting between time durations on different planets; solving problems e.g How long would it be between 	<p>Sc1: plan a scientific experiment; controlling variables, testing and predicting</p> <ul style="list-style-type: none"> • 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. <p>MUSIC: Singing with Birmingham Music Service</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>RE:</p> <div style="background-color: #e0e0e0; padding: 5px; border: 1px solid #ccc;"> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p> </div> <p>British Values/SMSC/PSHE</p> <p>Why and how rules and laws protect us Politics</p>
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<p style="color: red;">methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>DT:</p> <p>Talking textiles</p> <p>Outcome: 3 images to show before, during and after a natural disaster</p> <p>Skills: Cutting, sewing, selecting materials</p>  <p>MUSIC</p> <p>Singing with Birmingham Music Service</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 interrelated dimensions of music 	<p>birthdays on each planet – in days...months...hours!</p> <ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables (information about different planets presented in tables for children to interpret and ask/answer questions.) <p>ART</p> <p>Chalk sketches of space on black card</p> <p>Skill: blending</p> <ul style="list-style-type: none"> 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 to create sketch books to record their observations and use them to review and revisit ideas <p>MUSIC:</p> <p>Singing with Birmingham Music Service</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>PE:</p> <p>Indoor: Gymnastics</p> <p>Outdoor: Invasion games through football</p>	<p>Homework projects</p> <p>Create / Research an Ancient Greek building</p> <p>Reading Spine</p> <p>Varjak's Paw</p> <p>Wolves of Willoughby Chase</p>
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<p>PE:</p> <p>Indoor: Dance Outdoor: OAA – problem solving</p> <p>British Values/SMSC/PSHE</p> <p>How can we keep ourselves safe?</p> <p>RE</p> <div style="background-color: #e2efda; padding: 5px; border: 1px solid #ccc; margin-bottom: 10px;"> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p> </div> <p>Remembrance Day</p> <p>Social Enterprise project – September design a Christmas card for Jack Dromey</p> <p>Homework projects Create the / a galaxy</p> <p>Reading Spine</p>	<div style="background-color: #e2efda; padding: 5px; border: 1px solid #ccc; margin-bottom: 10px;"> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p> </div> <p>British values/ SMSC/PSHE</p> <p>Media influencing Fair Trade</p> <p>Homework projects Create a rainforest</p> <p>Reading Spine Street Child Tom’s Midnight Garden</p>	
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FATHER Wolf Brother				
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