Skerton St Luke's CE Primary School
Curriculum Map – 2018 -2019

Name: Miss Thompson **Class:** Year 5 **National Curriculum Objectives**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Topic	A Kingdom United	Food, Glorious Food	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Storytelling/ Novel	Beowulf by Michael Morpurgo **Fantastic Book Awards Novel** – Llama United, The Team with an Impossible Dream	Charlie and the Chocolate Factory by Roald Dahl **Fantastic Book Awards Novel –** The Polar Bear Explorers Club	Cakes in space by Philip Reeve and Sarah McIntire. **Fantastic Book Awards Novel –** The Secret Diary of John Drawbridge – Medieval Knight in Training	The Butterfly Lion by Michael Morpurgo **Fantastic Book Awards Novel** – The Tale of Angelio Brown	The Explorer by Katherine Rundell **Fantastic Book Awards Novel –** The Jewelled Jaguar	Hercules: The Twelve Labours [a Greek Myth] by Paul D.Storrie and Steve Kurth **Fantastic Book Awards Novel** – The never ending Birthday
Literacy Units Fiction and non-fiction	Legends from the British Isles Persuasion	Stories with historical settings Films and play scripts Classic narrative poetry.	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Cross Curricular Writing opportunities	Play scripts Letters	Recipes Instruction texts Poetry	Space Journals Explanation Text	Explanation texts Adverts	Descriptive writing Information booklets	Play scripts

Local Link	Lancaster Priory	Skerton St Lukes Church			Finding nature spots in the schools outdoor learning space.	Lancaster university sports centre.
National Link	Looking at how the UK has been built up over time.	Traditional foods of the UK	The History of the Manchester industry business.	British inventors and the area they grew up in.	Nature reserves around the UK	The Olympics stadium that was built in London for the 2012 Olympics and how it has been used after.
Global Link	Looking at the countries that were once part of the British Empire.	Focusing on countries that provide the UK with Fairtrade foods.	Focus on NASA in America, the Russian Space station and the Chinese Space station.	Looking at the countries where famous inventors have come from. (Henry Ford – American, Albert Einstein – German, Thomas Edison – American, The Wright Brothers – American, Alexander Bell – Scottish and Leonardo Di Vinci)	Looking at the Amazon forest and Life in the rich and poor areas of Rio.	Where and when the Olympics began. Look at the country that the next Olympics will be in.
Enrichment: Visits/ visitors	Visit to the priory for a signing workshop.	Visitor in for a baking afternoon.	Museum of Science and industry – Manchester	Space Man visit in school and a class sleepover.	Animal Visitors in school – Monty's Mini Beast Tour.	Ancient Greece day in school. A range of activities followed by an Ancient Greek banquet.

Science	Standalone unit on material properties – comparative / fair tests of everyday materials. Materials – reversible and irreversible changes. -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to from a solution, and describe how to recover a substance from a solution. -use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials -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	Earth and space -describe the movement of the earth, and other planets, relative to the sun in the solar system. -describe the movement of the mood 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.	Forces and falling objects -explain that unsupported objects will fall towards the earth because of the force of gravity acting between the earth and the falling object. -identify the effects of air resistance, water resistance and friction, that act between moving surfaces. -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) -Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals.	Animals including humans – growth and development of humans PLUS exercise and the circulatory system. -Describe the changes as humans develop into old age. -Describe the life process of reproduction in some plants and animals.

Geography	UK cities, countries and key features – research -name and locate countires and cities in the united kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have chancged over time. -understand geographical similarities and differnaces through the study of human and physical geography of a region of the United Kingdom,	World food – where does food come from? -locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human charcteristics, countries and major cities. - human geography, including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.	-use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world. - 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.	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Contrasting Region – Amazon Basin, rainforest -locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human charcteristics, countries and major cities.	Ancient Greece (including sport) -Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.

History	Continue to develop chronologically secure knowledge and understanding of British, Local and world History. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. Etc. Britain's settlement by Anglo-Saxons and Scots (including place names.) The Viking and anglo saxon struggle of England to the time of Edward the Confessor.	A local History Study	-the achievements of the earliest cizilizations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Vally, Ancient Egypt, The Shang Dynasty of Ancient China	Early Islamic civilization – Baghdad c AD900 -a non-european society that rovides contrast with Brisitsh history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900, Mayan civilisation c.AD 900, Benin (west Africa) c. Ad 900-1300.	-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Ancient Greece (including sport) -Ancient Greece – A study of Greek life and achievements and their influence on the western world.

Music	Listening to and performing a range of music from around the UK including anthems. -Listen with attention to detail and recall sounds with increasing aural memory.	-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Listening to high quality recorded music and how musical elements can be used to create effects, i.e. film music. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	-Develop an understanding of the history of music.	-Develop an understanding of the history of music.	Creating – improve, develop and perform rhythmic compositions using graphic notation. -Use and understand staff and other musical notations. -Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Art/DT	-create sketch books to record their observations and use them to review and revisit ideas.	Food – food from another culture, variety of cooking techniques. -create sketch books to record their observations and use them to review and revisit ideas. -know about great artists, architects and designers in history.	Drawing and painting developed into abstract textures paintings. -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Mechanical Systems – Cams, Pulleys and gears -know about great artists, architects and designers in history.	3D textiles – using gussets, using patterns, joining with seam allowance, combining fabrics Painting developed into printmaking/ collage and digital art -to improve their mastery of art and design	Figure drawing developed into 3D sculpture -know about great artists, architects and designers in history. -to improve their mastery of art and design techniques, including drawing, painting and sculpture

			-know about great artists, architects and designers in history.		techniques, including drawing, painting and sculpture with a range of materials. -know about great artists, architects and designers in history.	with a range of materials.
Computing	IT – data handling E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	DL / CS – collaboration / networking E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	IT – Modelling E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	CS – programming / computational thinking E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	IT – Multimedia E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	CS – programming E-safety – establish and reinforce messages about using technology safely, respectfully and responsibility. -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about

	content and contact. -select, use and combine a variety of software (including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	concerns about content and contact. -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	content and contact.	ways to report concerns about content and contact. -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -use logical reasoning to explain how some programs; work with variables and various forms of input and output.	content and contact.	content and contact. -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -use logical reasoning to explain how some programs; work with variables and various forms of input and output.

PE	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Invasion games with Martin Powell -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - compare their performance with previous ones	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Invasion games with Martin Powell -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - compare their performance with previous ones.	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Dance -Perform dances using a range of movement patterns. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Gymnastics -Develop flexibly, strength, technique, control and balance - compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Striking and fielding -Use running, jumping, throwing and catching in isolation and in combination. - compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Swimming and Water Safety -Swim competently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively -perform safe self-rescue in different water-based situations. Orienteering -Take part in outdoor and adventurous activity challenges both individually and within a team. Athletics -Develop flexibly, strength, technique, control and balance - compare their performance with previous ones and demonstrate improvement to achieve their personal best.