Skerton St Luke's CE Primary School
Curriculum Map – 2020-2021

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Topic	Food Glorious Food	A Kingdom United	Space	Amazon Adventure	Inventors and Inventions	Faster, Higher, Stronger
Storytelling/ Novel	**'Here We Are'** **The Lion, Witch and the Wardrobe –** C.S. Lewis (Bridging unit)	**Beowulf** - Michael Morpurgo.	**Cosmic**- Frank Cottrell-Boyce	**The Explorer** - Katherine Rundell.	**The Invention of Hugo Cabret** - Brian Selznick	**The Adventures of Odysseus**- Hugh Lupton
Literacy Units Fiction and non-fiction	Historical settings Films and play scripts- Nativity Classic narrative poetry.	Legends from the British Isles. Persuasion	Science fiction Information booklets Poems with a structure	Stories from other cultures Debate	Novel as a theme Magazine: information text hybrid	Myths Reports Poems with figurative language
Cross Curricular Writing	Recipes Instruction texts Poetry	Play scripts Letters	Space Journals Explanation Text	Descriptive writing Information booklets	Explanation texts Adverts	Play scripts
Local Link	Growing own seeds in school patch.		Local Astronomer	Finding nature spots outdoor learning space	Inventors and designer - Wayne Hemmingway	Designing mini Olympics Event held at school.
National Link	Fairtrade	How UK has developed	National Space Centre	Nature reserves around the UK	British inventors and designers.	The Olympics stadium.
Global Link			International Space Station	The Amazon	International inventors	Greece - Olympics
Enrichment	Make a Fairtrade dish using Fairtrade ingredients – shopping trip?	Legend/story-telling around a campfire on field/ outdoor classroom	Space Sleepover	Forest school den and raft building – survival.	DT visitor? Catapult/ stick inventions/ competition (levers?)	Ancient Greece day in school.
Outdoor learning	Planting seeds outside.		Star gazing/ astronomer Felting – collaborative night sky collage - felting.			Greek-themed crafts
RE	Unit 5.1 – How and why do Christians read the Bible?	Books of other faiths. Unit 5.2 – Christmas Gospels of Matthew and Luke.	Unit 5.7 - Christmas around the world Unit 5.5 – Significant women in the old testament.	Unit 5.4 – Easter Festival of Purim.	Unit 5.9 – Pentecost	Unit 5.3 – Jesus the Teacher.
Science	Materials – Properties and Changes. Pupils should be taught to: - compare and group together everyday materials on the basis of their properties (hardness, solubility, transparency, conductivity (electrical and thermal), response to magnets) - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		Earth and space. Pupils should be taught to: - 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	Living things and their habitats. Pupils should be taught to: - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Forces and falling objects. Pupils should be taught to: - compare how things move on different surfaces - notice that some forces need contact between two objects, but	Animals including humans. Pupils should be taught to: - describe the changes as humans develop to old age .

	□- use knowledge of solids, liquids and gases to decide 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, including metals, wood and plastic □- 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.	□- 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.	□- describe the life process of reproduction in some plants and animals.	magnetic forces can act at a distance -□ observe how magnets attract or repel each other and attract some materials and not others □ - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials □- describe magnets as having two poles □ - predict whether two magnets will attract or repel each other, depending on which poles are facing.	
Geography	Mountains Fair Trade/ World food – where does food come from? - Describe and understand key aspects of physical geography, including: mountains. - Name and locate key topographical features of the UK (including mountains). - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.		South America – The Amazon Basin - Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Identify the position and significance of latitude, longitude and the Equator. - Understand geographical similarities and differences through the study of the human and physical		European region - Ancient Greece - locate the word's 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 characteristics, countries, and major cities.

				geography of a region of the UK and a region within South America.
				- Describe and understand key aspects of:
				  ■ physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
				  ■ human geography, including: types of settlement and land use, the distribution of natural resources including
				  ■ - energy, food, minerals and water.		

History	Tudors - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - a significant turning point in British history. - changes in an aspect of social history, such as crime and punishment - a local history study … of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Duke of Lancaster/ Henry VIII)		Neil Armstrong - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066... a significant turning point in … history		Ancient Greece - Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Music	Charanga: Livin' On A Prayer. Pupils should be taught to: □ - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -□ listen with attention to detail and recall sounds with increasing aural memory	Charanga: Classroom Jazz 1 Music from the UK – National anthems. - develop an understanding of the history of music. - use and understand staff and other musical notations -□ listen with attention to detail and recall sounds with increasing aural memory	Charanga: Make You Feel My Love □- improvise and compose music for a range of purposes using the inter-related dimensions of music -□ 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	Charanga: The Fresh Prince Of Bel Air -□ 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,	Charanga: Dancing In The Street. -□ listen with attention to detail and recall sounds with increasing aural memory □- improvise and compose music for a range of purposes using the inter-related dimensions of music	Charanga: Reflect, Rewind and Replay. - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □

	☐ ☐		instruments with increasing accuracy, fluency, control and expression	fluency, control and expression ☐- improvise and compose music for a range of purposes using the inter-related dimensions of music		
Art/DT	Lanterns – Using digital media, drawing and Sketching. - to create sketch books to record their observations and use them to review and revisit ideas. Food technology. - understand and apply the principles of a healthy and varied diet ☐ - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☐ - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Printing – Tapestry/ story pictures on fabric. - to improve their mastery of art and design techniques, including drawing, painting. - generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces and computer-aided design - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Collaborative collage. Investigate abstract painters – Jackson Pollock. - To learn about great artists, architects and designers in history. - to improve their mastery of art and design techniques, including drawing, painting. - generate, develop, model and communicate their ideas through discussion and annotated sketches.	3D textiles – sewing -to improve their mastery of art and design techniques. - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - generate, develop, model and communicate their ideas through discussion, annotated sketches - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Mechanical Systems – Cams, Pulleys and gears - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - generate, develop, model and communicate their ideas through discussion, annotated sketches - understand and use mechanical systems in their products - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their	Figure drawing developed into 3D sculpture - clay to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, clay]

					functional properties and aesthetic qualities	
Computing	E-safety - 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.	E-safety - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	IT – data handling - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Programming / computational thinking - design, write and debug programs that accomplish specific goals. - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -	IT – Multimedia select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	CS – programming - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
PE	OAA/ Athletics/ Orienteering - take part in outdoor and adventurous activity challenges both individually and within a team	Orienteering. take part in outdoor and adventurous activity challenges both individually and within a team. Swimming and Water Safety. In particular, pupils should be taught to: ☐ swim competently, confidently and proficiently over a distance of at least 25 metres ☐ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Swimming and Water Safety -☐ perform safe self-rescue in different water-based situations. Orienteering take part in outdoor and adventurous activity challenges both individually and within a team.	Swimming and Water Safety -☐ perform safe self-rescue in different water-based situations. Gymnastics and Dance - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☐- perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming and Water Safety -☐ perform safe self-rescue in different water-based situations. Field Games - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Swimming and Water Safety (?) Athletics - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - use running, jumping, throwing and catching in isolation and in combination