 Year 5 Curriculum Document

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Autumn | Spring | Summer |
| Topic | Invaders and Settlers | Infinity and Beyond | Mayans |
| Outdoor Learning | Biology walks in local area  Local Geography trips – looking at landscape and farming | Climate walks/atmosphere experiments | Forest walks to compare to rainforests and collect collage resources |
| English  Fiction  Non fiction | The Man Who Walked Between Towers  Robot Girl  The Tempest  Hidden Figures: The True Story of Four Black Women and the Space Race | The Lost Thing  Unspoken  The Lost Happy Endings  Beowulf | Otto, Autobiography of a Teddy-Bear  Anne Frank  Firebird  Curiosity |
| Maths | Place Value  Addition and Subtraction  Statistics  Multiplication and Division  Perimeter and area | Multiplication and Division  Fractions  Decimals and percentages | Decimals  Geometry (Shape)  Geometry (Position and direction)  Measurement (converting unites)  Measurement (volume) |
| Cross curricular maths | Geometry position work and area and perimeter work linked to Viking lands/ UK and Viking Farmland and maps  Volume regarding water storage for long journeys | Statistics work linked to Science experiments  Percentages/fractions and decimals work linked to levels of different gases in the air and o zone | Statistics work linked to science experiments  Measurement of units linked to food work  Tessellation and repetition of shapes linked to Mayan print work |
| Science | Biology –  Explore and compare the life cycles of a mammal, amphibian, insect and bird within our local area.  Chemistry –  Distilling salt-water experiment for the sea travelling Vikings.  Physics –  Magnet exploration and how they help navigation | Biology –  Explore how the human body works and how fit and healthy it would need to be to be an astronaut.  Chemistry –  Materials that would be good in different situations and which wouldn’t exploration e.g. different pressures/atmospheres  Physics –  Space exploration and the Earth’s movement in space | Biology –  Classify and compare our animals and plants to those of South America.  Chemistry –  Changing states experiment using chocolate that grew near the Mayans.  Physics –  Constellations exploration and how they would have aided navigation |
| Geography | Explore the Geography of Scandinavia. Why did the invaders choose the UK? What was wrong with their own countries geographically? (UK and global map work) | How does the climate on Earth compare to other planets and why? Learn about the O-zone layer and the atmosphere on Earth and other planets (UK and global map work) | Explore the features of earthquakes, how they happen and why. – link with the Mayans and part of the downfall of the civilisation.  Compare England and our surrounding area to South America and Rainforests. Deforestation links(Global map work) |
| History | Who lived in the UK before the Vikings invaded? Who were the Vikings and what happened to them? | The Space Race and ancient beliefs and ideas of what the stars were. (Do not cover Mayans) Also some ancient stories about the different constellations. | Compare England and our current beliefs to those of the Mayans. Look at their use of constellations and what they believed about stars and link it to what we know now (Previous learning in half term before) |
| Computing  Communicate using ICT should be done throughout as work presentation. | Code:  Create a game about invaders using If, Then and else conditions  Connect:  Participate in class webpage and google classroom  Collect:  Create a database which can store information about different animals as well as a key to follow. | Code:  Use a range of sensing tools to control events in a space themed game  Connect:  Participate in class webpage and google classroom  Collect:  Create a database to record information about the Ancient Greeks | Code:  Use reporter and Boolean operators to create a maths generator  Connect:  Participate in class webpage and google classroom  Collect:  Create a database to record data on the two volcanoes in Italy |
| Art  (developing ideas should be covered constantly) | Drawing/Sculpture/digital media  Use sketchbooks to master the associated techniques and create art around the Vikings | Painting/Inspiration from the greats  Use sketch books to master the associated techniques and create space images based on David Hardy/Don Dixon/William Kenneth Hartmann | Collage/print  Mastering techniques in sketch books then using different mediums to portray Mayan and rainforest patterns |
| D&T  (Each D&T area must be split in to design, make, evaluate) | Materials and construction –  create long ship models | Mechanics/ Taking inspiration from design throughout history – create electronics and mechanical product designs based on Space | Food-  Creating food dishes from South America |
| RE | Christianity  Worship | Islam/Hinduism  Worship | Exploring Sikhism |
| Music  (Charanga ) | 1. Livin’ on a prayer  2. Classroom Jazz 1 | 1. Make you feel my love  2 Fresh prince | 1. dancing in the street  2. Reflect, Rewind and Replay |
| PSHE | 1. Being me in my world  2. Celebrating difference | 1. Dreams and goals  2. Healthy me | 1. Relationships  2. Changing me |
| PE | 1.  Gymnastics  Games  2.  Swimming  Invasion games | 1.  Swimming  Net games  2.  Gymnastics  Dance | 1.  Athletics  Fielding games  2.  OAA  Athletics |
| French | 1. Do you have a pet?  2. What is the date? | 1. Weather  2. Clothes | 1. Planets  2. Olynmpics |