



**Curriculum Map
Year 5: 2020/21**

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.

| Foundation Subjects: | National Curriculum Coverage: | Year 5 | | |
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| | | Autumn Greeks | Spring Invaders and Settlers - Anglo Saxons | Summer Earth, our home (South America, |
| Art and Design | Collect information, sketches and resources to present ideas imaginatively in a sketchbook. Develop ideas. Comment on work with a fluent grasp of visual language. | Collect drawings/ pictures of Ancient Greek artefacts (pots, Parthenon) from other artists | | |
| | In drawing, use a variety of techniques to use interesting effect e.g. reflection, direction of sunlight; use a choice of techniques to depict movement, shadow and reflection; choose a style of drawing suitable for the work e.g. realistic or impressionistic; use lines to represent movement | Realistic and impressionistic sketching of the same everyday items (Greek Gods). | | |
| | In print, build up layers of colours; create an accurate pattern showing fine detail; use a range of visual elements to reflect the purpose of the work. | Develop print for Greek plates with an accurate pattern. | | |
| | In sculpture, show life-like qualities and real-life proportions, or if more abstract provoke different interpretations; use tools to carve and add shape/texture and pattern; combine visual and tactile qualities; use framework such as moulds or wire to add stability or form. | Use tools to create and carve clay pots. | | |
| | Show how great artists have influenced your work - Banksy | | Banksy murals. | |
| Computing | 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 simple algorithms work and to detect and correct errors in algorithms and programs | | | |
| | Understand computer networks, including the internet; how they can provide multiple services, such as the WWW and the opportunities they offer for communication and collaboration | | | |
| | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | | |
| | 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 to collect and present data and information | | | |
| | Use technology safely, respectfully and responsibly; know a range of ways to report concerns about content and contact. Be discerning in evaluating digital content | | | |

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| Design and Technology | Design | 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 | | | Design and make a device that helps reduce plastic pollution in the world's oceans looking at existing research and products in the market |
| | | Make | | | |
| | Evaluate | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | | | Create detailed annotations of the whole product and cross sections along with diagrams |
| | | Technical knowledge | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | | |
| | Cooking & nutrition | 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 | | | Use the workshop at Castle Manor to use a range of tools and equipment to perform practical tasks |
| | | Investigate and analyse a range of existing products | | | Evaluate and analyse device created to reduce plastic pollution |
| | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | Evaluate and analyse device created to reduce plastic pollution. | |
| Science | Working scientifically | Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | | |
| | | Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate | | | |
| | | Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | | | |
| | | Using test results to make predictions to set up further comparative and fair tests | | | |
| | | Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | | | |
| | | Identifying scientific evidence that has been used to support or refute ideas or arguments | | | |
| | Living things and their habitats | describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | | | Pupils will study and learn about different animal life cycles in a variety of living things. For example: tigers, snakes, pandas or giraffes. The pupils will also look at plants in the sensory garden. |
| | | describe the life process of reproduction in some plants and animals | | | Pupils will learn and be able to define the term 'reproduction' giving examples and drawing detailed diagrams to show reproduction. |
| | Animals, including humans | describe the changes as humans develop to old age | Pupils will be able to draw a timeline to indicate stages of growth and development of humans. Pupils should learn about the differences in bodily changes as you get older and the differences between boys/ men and girls/women. Practical Science investigations related to the Curious Scientist programme. | | |
| | Properties and changes of materials | compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets | Pupils will learn about reversible changes, including evaporating, filtering, melting and dissolving. Pupils will also learn about changes which are not reversible such as: rust and burning. | | |
| | | know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | Pupils will also learn about the different particles made up in a solid, liquid and gas and | | |
| | | use knowledge of solids, liquids and gases to decide how mixtures might be separated, | | | |

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| | including through filtering, sieving and evaporating | will be able to represent this through pictorial representations. | | |
| | give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic | Finally, pupils will learn about everyday materials and will understand their different properties and purpose. | | |
| | 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 | | | |
| Earth and space | describe the movement of the Earth, and other planets, relative to the Sun in the solar system | | Pupils will be introduced to the model of the Sun and Earth that enables them to explain day/night, 24 hours in day and the different seasons in the UK. Pupils will learn the order of the planets in relation to the sun. They will also learn the names of the planets in the solar system. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. | |
| | describe the movement of the Moon relative to the Earth | | | |
| | describe the Sun, Earth and Moon as approximately spherical bodies | | | |
| | use the ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | | | |
| Forces | explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | | | Pupils should explore falling objects and make parachutes using plastic bags to analyse and understand air resistance. Pupils should explore the effects of air resistance in relation to aero planes, parachutes and potentially sycamore seeds. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects. Pupils will also be able to use real life examples to describe the risk of poor friction. For example - the lack of friction between car tyres and the road when there has been a large amount of ice on the roads. |
| | 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 greater effect | | | |
| Geography | Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, including how these have changed over time | Google maps and atlases to compare to countries with other Ancient civilisations and name these countries. Look at Greece's key physical and human characteristics including key cities, including changes in Ancient and Modern Athens. | | South America - environmental regions, key physical and human characteristics, countries, and major cities |
| | Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | | Lines of latitude and longitude Hemispheres Tropics of cancer and Capricorn Arctic/ Antarctic circle Greenwich/ meridian lines, time zones |
| | Describe and understand key aspects of physical geography, including: climate zones. | | | Climate zones and land use |
| | Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water | | | Human and physical geography of South America - energy, food, minerals and water. |
| | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Google maps and atlases to compare to countries with other Ancient civilisations and name these countries. | | |
| | Use six-figure grid references to build their knowledge of the United Kingdom and the wider world | | Children to find places, countries and cities and record grid references using Atlases. Children to | |

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| | | | locate and find current Anglo Saxon settlements including: Sutton Hoo and West Stow. | |
| | Use different types of fieldwork sampling 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, statistics and digital technologies. | | Visit to Haverhill recreation ground to look at natural resources. Compare with a city and discuss food, energy and water. | |
| History | Ancient Greece - a study of Greek life and achievements and their influence on the western world | Research and written non-chronological report | | |
| | Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including impact locally | | Trip to Weststow to observe impact locally. Look at settlements in terms of positioning - close to rivers. Looking at Anglo Saxon place names | |
| | Use sources of evidence to deduce and analyse information about the past. Select suitable sources of information and give reasons for choices. | Look at artefacts - box of Greek artefacts | | |
| | To discuss and evaluate the reliability of sources | Look at primary and secondary sources - including curriculum vision books and websites | Look at primary and secondary sources - including curriculum vision books and websites. Struggle for power for Vikings. | |
| | Develop a chronologically secure knowledge of British, local and world history | | Timeline of British (local) history | |
| | Describe the main changes in a period of history, using accurate and appropriate terms such as: religious, social, political, technological and cultural, continuity, legacy, change | See knowledge organiser and pre and post assessments to learn terminology | See knowledge organiser and pre and post assessments to learn terminology | |
| Music *National curriculum statements are marked as bold. Italics show the knowledge from Charanga units. Music *National curriculum statements are marked as bold. Italics show the knowledge from Charanga units. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: <i>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</i> <i>To choose a song and be able to talk about:</i> - <i>Its main features; Singing in unison, the solo, lead vocal, backing vocals or rapping; To know what the song is about and the meaning of the lyrics; To know and explain the importance of warming up your voice</i> <i>To know and be able to talk about:</i> <i>Performing is sharing music with other people, an audience; A performance doesn't have to be a drama! It can be to one person or to each other; Everything that will be performed must be planned and learned; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; A performance involves communicating ideas, thoughts and feelings about the song/music</i> | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |
| | Improvise and compose music for a range of purposes using the inter-related dimensions of music: <i>To know and be able to talk about improvisation:</i> - <i>Improvisation is making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; To know that using one or two notes confidently is better than using five; To know that if you improvise using the notes you are given you cannot make a mistake; To know that you can use some of the riffs you have heard in the Challenges in your improvisations; To know three well-known improvising musicians</i> <i>To know and be able to talk about:</i> <i>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends; A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure; Notation: recognise the connection between sound and symbol</i> | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |
| | Listen with attention to detail and recall sounds with increasing aural memory: <i>Know and be able to talk about:</i> <i>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song; How to keep the internal pulse; Musical Leadership: creating musical ideas for the group to copy or respond to</i> | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |
| | Use and understand staff and other musical notations: <i>To know and be able to talk about:</i> <i>Different ways of writing music down – e.g. staff notation, symbols; The notes C, D, E, F, G, A, B + C on the treble stave; The instruments they might play or be played in a band or orchestra or by their friends</i> | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |
| | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: <i>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</i> <i>To know the style of the five songs and to name other songs from the Units in those styles.</i> <i>To choose two or three other songs and be able to talk about:</i> <i>Some of the style indicators of the songs (musical characteristics that give the songs their style); The lyrics: what the songs are about; Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch); Identify the main sections of the songs (intro, verse, chorus etc.); Name some of the instruments they heard in the songs</i> | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |
| | Develop an understanding of the history of music: | <i>ongoing</i> | <i>ongoing</i> | <i>ongoing</i> |

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| | To choose two or three other songs and be able to talk about The historical context of the songs. What else was going on at this time? | | | |
| | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: - Its main features; Singing in unison, the solo, lead vocal, backing vocals or rapping; To know what the song is about and the meaning of the lyrics; To know and explain the importance of warming up your voice To know and be able to talk about: Performing is sharing music with other people, an audience; A performance doesn't have to be a drama! It can be to one person or to each other; Everything that will be performed must be planned and learned; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; A performance involves communicating ideas, thoughts and feelings about the song/music | ongoing | ongoing | ongoing |
| Religious Education | Know what key beliefs people hold about God, the world and humans: Hinduism, Sikhism | | | |
| | Why some figures, e.g. founders, leader and teachers, inspire religious believers: Martin LK (faith in action) | | | |
| | What sacred texts and other sources say about God, the world and human life: Christmas story, Jesus' crucifixion, Sikhism | | | |
| | What is expected of a believer following a religion and the impact of belief on people's lives: Karma, samsara and moksha in Hinduism | | | |
| | Why some occasions are sacred to believers and what people think about life after death: Karma, samsara and moksha in Hinduism | | | |
| | How religions respond to global issues of human rights, fairness, social justice and the importance of the environment: commitment to God by Christians and Hindus | | | |
| Physical Education (where applicable) | Use running, jumping, throwing and catching in isolation and in combination | | | |
| | 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 | | | |
| | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | |
| | Perform dances using a range of movement patterns | | | |
| | Take part in outdoor and adventurous activity challenges both individually and within a team | | | |
| | Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| | 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] | | | |
| | Perform safe self-rescue in different water-based situations. | | | |
| French | explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Numbers 1-10 | | Days of the week |
| | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | <ul style="list-style-type: none"> Ask someone's name and say your own. Ask how someone is and respond to the same question | | |
| | speak in sentences, using familiar vocabulary, phrases and basic language structures | | | Describe hair and eyes |
| | appreciate stories, songs, poems and rhymes in the language | Numbers 1-10 | | Days of the week |
| | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Musical Instruments and girl/boy/dragon. | <ul style="list-style-type: none"> Classroom Objects Colours | Identify parts of the body |
| | describe people, places, things and actions orally* and in writing | | Say your age | Give basic character |

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| | | | | descriptions (physical) |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | First notions of gender | • Gender Basic word order | • Simple word order • Gender The definite article | |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Musical instruments | Describe an object's colour | Describe eyes, hair and appearance | |
| present ideas and information orally to a range of audiences | French Chateaux project | Say your age | Famous French People Project | |
| read carefully and show understanding of words, phrases and simple writing | Read greetings and questions | Recognise classroom instructions | Recognise days of the week | |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Greetings | Classroom objects | Give basic character descriptions | |
| listen attentively to spoken language and show understanding by joining in and responding | Asking and answering spoken questions/greetings. | Classroom instructions | Listen and understand classroom instructions and praise words. | |