|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Delves Lane Primary School | | Year 5 Curriculum Map | | | | | | | | Delves Lane Primary School |
| **Term** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Reading and phonics** | | Literal retrieval skills  Vocabulary development | | | Literal retrieval skills  Vocabulary development  Deduction skills | | | Literal retrieval skills  Vocabulary development  Deduction skills  Inferential skills | | |
| **Writing** | **Fiction** | Journey  Short Burst Writing  Story Pattern: Diary Entry  Focus: Setting/Description | The Highwayman  Short Burst Writing  Story Pattern: Wishing Tale  Focus: Suspense | | My Iceland  Short Burst Writing  Story Pattern:  Focus: Fantasy Tale | Short Burst Writing:  Description of a Dalek  Genre: Characterisation  Focus: Character description | | The Old Mill  Short Burst Writing  Story Pattern: Narrative  Focus: Suspense | Bedd Gelert  Story Pattern: Folk Tale  Focus: Losing Tale | |
| **Non-fiction** | How to draw a magical door  Text type: Instructions | What is a Highwayman?  Text type: Information text | | Come to my fantasy world!  Text type:  Persuasion | Alternative balanced argument  Text type: Balanced discussion | | How to find the old mill  Text type: Instructions | Visit Beddgelert  Text type:  Persuasion (Brochure) | |
| **Maths** | | Place Value  Addition and subtraction | Multiplication and division  Fractions | | Multiplication and division  Fractions | Decimals and percentages  Perimeter and area  Statistics | | Geometry: Shape  Geometry: position and direction  Decimals | Negative numbers  Measurement: converting units  Measurement: Volume | |
| **Science** | | **How can materials change?**  planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  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  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  know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  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. | **How forces be helpful?**  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 when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  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  explain that unsupported objects 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. | | **What is in our solar system?**  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  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. | | | **How do living things reproduce?**  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  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.  describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  describe the life process of reproduction in some plants and animals. | **How does our body change from birth to old age?**  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 when 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.  describe the changes as humans develop to old age. | |
| **History** | | **Who’d win in a fight, an Anglo-Saxon or a Viking?**  the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | **How did the Ancient Greeks help to shape the world we live in?**  Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | **How did life change for children in Britain during the Victorian era?**  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | |
| **Geography** | | **Where on earth is Scandinavia?**  locate the world’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  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **How many counties are there in the United Kingdom?**  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 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  describe and understand key aspects of:   * 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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | **How are rivers formed and how do we use them?**  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 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  describe and understand key aspects of:   * 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 | | |
| **Art** | | **Graffiti: art or vandalism?**  use sketchbooks to review and revisit ideas  improve their mastery of art and design techniques, including drawing with a range of materials  improve their mastery of art and design techniques, including painting with a range of materials  improve their mastery of art and design techniques, including sculpture with a range of materials  Learn about great artists in history | | | **How can we coil a vase?**  create sketch books to record their observations  use sketchbooks to review and revisit ideas  improve their mastery of art and design techniques, including drawing with a range of materials  improve their mastery of art and design techniques, including painting with a range of materials  improve their mastery of art and design techniques, including sculpture with a range of materials  Learn about great artists in history | | | **How did William Morris create his art?**   improve their mastery of art and design techniques, including drawing with a range of materials  Learn about great artists in history  Learn about great designers in history | | |
| **Design and Technology** | | **How can I build the world’s strongest bridge?**  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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | | **How can I make a toy move?**  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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  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  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | | | **What’s in season?**  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. | | |
| **RE** | | **How does the Jewish community worship?** | | **What was the role of the three wise men?** | **What do the stories of Christianity teach us?** | | **Why was Jesus crucified?** | **What beliefs are there in our community?** | | |
| **PE** | | **Tag Rugby** | **Dodgeball** | | **Dance** | **Gymnastics** | | **Outdoor and adventurous activities** | **Football** | |
| **PHSE** | | **Being me in my world** | **Celebrating differences** | | **Dreams and goals** | **Relationships** | | **Healthy me** | **Changing me** | |
| **Computing** | | **Coding – Unit 5.1** | | | **Spreadsheets – Unit 5.3** | **Databases – Unit 5.4** | | **Game creator – Unit 5.5** | **3D Modelling – Unit 5.6** | |
| **Music** | |  |  | |  |  | |  |  | |
| **MFL** | |  |  | |  |  | |  |  | |