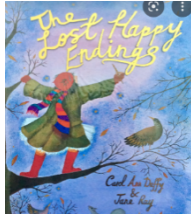
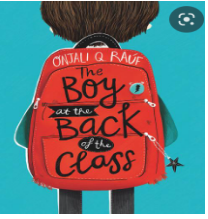

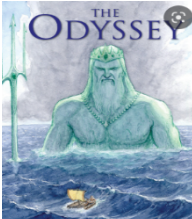
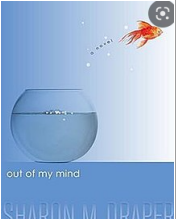




Year 5 Curriculum Map



	Autumn Term Sep-Dec	Spring Term Jan-April	Summer Term May-July		
E N G L I S H	Lost Happy Endings Description Narrative Police report Poster 	The Jamie Drake Equation Persuasive letter Advert Newspaper article The Boy at the Back of the Class Writing in role Poetry News report Speech writing 	Golden Horseman of Baghdad Writing in role Narrative extract Balanced argument 	Ancient Greek Myths Narrative extract Description Report (mythical creature) 	Out of my Mind Poetry Recount Speech writing Review 
S P A G	Determiners Nouns, Adjectives, Verbs, Adverbs/adverbials Tenses Perfect form Prepositions Relative clauses Noun phrases Choice of nouns/ pronouns for cohesion Relative pronouns (who, which, where, when, whose, that) Nouns Adjectives Adverbs Adverbials Verbs Statements Commands Exclamations Fronted adverbials Conjunctions of time Modal verbs Standard English: did/ done; were/was Subordination Prefixes Commas to clarify meaning/ ambiguity Commas after fronted adverbials and in lists Commas in lists !,? and capitals Inverted commas All apostrophes Brackets for parenthesis Homophones and other words that are often confused Aloud/allowed; farther/further; guessed/guest; heard/herd; steel/steal; cereal/serial; desert/dessert Word families Synonyms and antonyms		Nouns Adverbs Adverbials Verbs Adjectives Determiners Prepositions Conjunctions of time Subordination Perfect form of verbs Modal verbs Choice of noun or pronoun Expanded noun phrases Tense consistency Relative clause where relative pronoun may be omitted Possessive pronouns Relative pronouns Standard English Sentence types Commas to clarify meaning/ambiguity Commas after fronted adverbials Commas in lists Capitals Full stops Questions Exclamation marks Inverted commas All apostrophes Brackets, commas and dashes for parenthesis Word families Synonyms and antonyms Homophones and near homophones Suffixes Prefixes		
M A T H S	Number Place value Addition and subtraction Multiplication and division Fractions Measurement Perimeter and area Statistics		Geometry Shape Position and direction Number: Decimals Negative numbers Measurements Converting Units Volume		
H I S T	Crime and Punishment: Why did Crimes and Punishments change over time? In this unit, we will be looking at how Crime and Punishment has changed over the centuries, focussing on Maidstone. We will be discussing the prison and its history in the town including some major crimes that have occurred in Maidstone.	Early Islamic Civilisation: How was the Islamic Civilisation able to spread so far, so quickly? In this unit, we will study the impact of early Islamic civilisations in the Middle East, with a particular focus on the Golden Age of Baghdad. We will be looking at how the civilisation	Ancient Greece: What evidence can we use to show that the Ancient Greeks have contributed to the lives we live today? In our Ancient Greece unit, we will be looking at the contributions the Ancient Greeks have made to the world, in particular, focussing on		

O R Y		grew around the prophet Mohammed and the Islamic conquests. We will be covering the contributions to global development and how this civilisation still influences us today.	democracy, the rule of law and rights for individuals. We will be learning all about their myths and legends, as well as their pantheon of deities.		
	<ul style="list-style-type: none"> - Explore trends, looking at continuity/change and similarity /difference/significance - Examine different aspects of history eg social, cultural, political and religious - Gain historical perspective by making connections between local, national and international history - Examine in depth an aspect of local history from a period beyond 1066 - Extend chronological understanding by exploring a theme over time eg crime and punishment - Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political - Address and devise a wide range of historically-valid questions about change and cause - Understand how knowledge of the past is constructed from a range of sources - Understand how evidence is used rigorously to make historical claims - Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda - Construct informed responses that involve thoughtful selection and organisation of relevant historical information 				
G E O G R A P H Y	South America In our South America unit, we will be looking at the different countries that make up the continent, as well as understanding which countries fall inside the Tropics of Cancer and Capricorn. We will be exploring the different physical geographical features, focussing particularly on the Andes mountain range and the Amazon rainforest.	Peru In our Peru unit, we will be taking a deep dive into Peru, understanding how Peru compares to the UK. We will be comparing the biomes of the two countries and their human geographical features, such as settlements and trade. We will explore the reasons behind environmental issues Peru faces. Lastly, we will use maps and digital technologies to locate volcanoes in Peru, and describe how and why volcanoes form and erupt.	Fieldwork - Land use in our local area Through the use of geographical skills, we will be researching how land in Maidstone has been and continues to be used to promote industry and growth within our local town. We will also be looking at how different areas of Maidstone have been developed over time, and identifying where we believe Maidstone will grow over the next decade.		
	<ul style="list-style-type: none"> - Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world - Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length - Use 8-point compass, grid references and Ordnance Survey maps - Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) - Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) - Understand the interaction between physical and human processes and features - Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features - Identify position of latitude, longitude and N/S Hemispheres - Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic - Identify position of Prime/Greenwich Meridian and time zones - Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically 				
S C I E N C E	Earth and Space In our Space and Earth unit, we will be exploring the movement of the Earth, the differences between the concepts of Heliocentric and Geocentric models of the universe as well as the philosophers who came up with these concepts. We will be studying the different planets in our solar system and how the interaction between planets and celestial bodies affect time on Earth.	Living Things and their Habitats Through living things in our habitats, we will be exploring a variety of different animals and plants' life cycles and the process of reproduction.	Properties of Materials In properties of materials, we will be exploring the hardness, solubility, transparency and conductivity of a variety of different materials. We will be learning that some materials dissolve in water and how to recover these materials from a solution.	Forces In our forces unit, we will be covering the concept of gravity, resistance and friction. We will be learning about the concept of drag and how different mechanical items can exert force on a range of different items.	Animals including Humans Throughout this unit, we will be learning about the stages of human development from conception to old age. We will explore how our bodies change as we get older and will investigate the process of human gestation.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 - Understand 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Describe the changes as humans develop to old age.
<ul style="list-style-type: none"> - Use test results to make predictions to set up further tests (comparative/fair) - Identify scientific evidence that has been used to support/refute arguments - Use science experiences to plan different types of enquiry - Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs - Report and present findings from enquiries, examining causal relationships and reliability of results - Independently decide which observations to make - Recognise and control variables where necessary - Take measurements using a range of scientific equipment with accuracy and precision 				
<p>R E</p> <p>Why do some people think God exists? If God is everywhere, why go to a place of worship? In RE during term 1, we will be studying the existence of God and why people believe in God. We will be exploring how the concept of a God came into being and what different people think about God in today's world. In term 2, we will be exploring different places of worship for the different religions as well as exploring different places of worship and alternative roles in society.</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) In this unit, we will be exploring the teachings of Jesus and how we can apply these lessons in the modern time. We will be explaining why Christians believe that Jesus' messages are still important today and how they live their lives by his teachings.</p>	<p>What does it mean to be a Muslim in Britain? In this unit, we will be exploring what it means to be a Muslim in Britain today. We will be exploring the different things Muslims believe and how these contrast to different religions. We will also be looking at Muslim places of worship and the different religious items that Islam has.</p>		
<ul style="list-style-type: none"> - I can present different views on why people believe in God or not, including my own ideas - I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs - I can make connections between how believers feel about places of worship in different traditions - I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers 	<ul style="list-style-type: none"> - I can explain some of the teachings of Jesus and the ways they are applied today - I can recall some of Jesus' parables and say what they might teach Christians about how to live - I can explain the impact Jesus' example and teachings might have on Christians today - I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today 	<ul style="list-style-type: none"> - I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad - I can make connections between the key functions of the mosque and the beliefs of Muslims - I can talk about the significance of the Holy Qur'an to Muslims 		
<p>P S H E</p> <p>Be Yourself TEAM: Together Everyone Achieves More In term 1, we will be focussing on Being Ourselves, we will be learning about ourselves and understand that we are all special. We will be learning about what feelings might make us feel uncomfortable and how to employ different strategies to help us manage these uncomfortable feelings. In TEAM, we are going to be looking at how to work collaboratively, respond to differences in opinions and how to be respectful of others. We will be exploring what responsibilities we have and how to live up to these responsibilities.</p>	<p>Britain Democracy In Britain and Democracy, we will be learning about our core British values and how to be an upstanding member of society. We will be learning about democracy and how it is everyone's individual right to actively participate. We will be exploring what democracy means and its impact on shaping the society we live in.</p>	<p>Money matters Eat like a Champ In term 5, we will be studying why money matters and how we can be more responsible with our money. We will be learning about why people borrow money and the possible dangers with this. In term 6, we will be looking at healthy eating. We will be covering what makes a balanced meal and how it is important to ensure that we get all major food groups into our diet.</p>		

	<ul style="list-style-type: none"> - Explain why everyone is unique and understand why this should be celebrated and respected - Understand why I should share my own thoughts and feelings and I know how to do this - Explore uncomfortable feelings and understand how to manage them - Appreciate why we sometimes feel shy or nervous and know how to manage these feelings - Identify when I might have to make different choices from those around me - Explore how it feels to make a mistake and describe how I can make amends - Talk about the attributes of a good team - Accept that people have different opinions and know that I can politely disagree with others and offer my own opinion - Work collaboratively to complete a task - Compromise to ensure a task is completed - Reflect on the need to care for individuals within a team - Understand the importance of shared responsibilities in helping a team function successfully 	<ul style="list-style-type: none"> - Talk about the range of faiths and ethnicities in Britain and identify ways of showing respect - Explain what a community is and what it means to belong to one - Research why and how laws are made and identify what might happen if laws are broken - Discuss the terms democracy and human rights in relation to National government - Investigate what charities and voluntary groups do and how they support the community - Consider the lives of people living in other places, and people with different values and customs - Understand the importance of Freedom to make choices. - Appreciate the need for change 	<ul style="list-style-type: none"> - Explain financial risks - Understand how retailers try to influence our spending - Understand what value for money means and can explain how to tell if things are good value - Explain why we need to budget and how we make one - Recognise why people borrow money - Explain what tax is and why we need to pay it - Investigate a healthy eating model. - Explain the function of Nutrients - Understand the importance of hydration - Explore the need for Energy - Appreciate the importance of food labelling - How to stay active
A R T	Digital Collage Space themed: Luke Robson In this unit, we will be exploring how to create collage using technology. We will be exploring and comparing artists' work and using these as inspiration to create our own space-themed digital collages using computer programmes. We will focus on layering, composition and juxtaposition to make our collage eye-catching.	Batik Artist Study: Daniel Jean-Baptiste In this unit, we will be studying the artistic style of Daniel Jean-Baptiste and how he used batik to create his artwork. We will be exploring where batik originated from and creating our own artistic pieces using this style and inspired by Peruvian animals.	Self-portrait Artist Study: Frida Kahlo Oil pastels In this unit, we will be studying the artist Frida Kahlo and replicating her artwork style when creating our own piece of art. The theme of this project is 'Identity' and this links to our science unit, which includes the stages of human development. The pupils will create two self-portraits, one of them as a baby / toddler and one of them now. We will be experimenting with different techniques such as blending and complementary colours.
	<ul style="list-style-type: none"> - Capture artistic process in our sketch books - In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration - In painting, use watercolours to suggest mood - In collage, with increasing confidence, combine visual and tactile qualities - In sculpture, combine visual and tactile qualities - In print, make printing blocks eg from coiled string on card to create repeating pattern - Enhance digital media by editing including sound, video, animation, still images and installations - Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation - Communicate ideas and comment on artworks using artistic language - Improve mastery of art/design techniques with wide range of materials - Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks e.g. tactile, influence, captivate 		
D T	Food and Cooking Seasonality - Making muffins with seasonal produce. Throughout our Cookery unit, we will be designing and creating our own muffins, exploring different cooking methods and techniques. We will explore seasonality in Kent and use local and seasonal ingredients to innovate our own recipes. Lastly, we will design and create packaging to showcase the contents.	Textiles Designing and Sewing a bag Throughout our textiles unit, we will be joining materials using different sewing techniques and stitches. We will be designing, creating and evaluating our own bag, using a variety of different stitches and techniques. We will be evaluating a range of bags to make decisions about our own designs.	3D Design In this unit, we will be exploring how to create 3D designs through software. We will be focusing on how to solve a problem with our designs and evaluating how effective our solutions were. We will be evaluating a range of computer generated products to support our design process.
	<ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams - Use research to inform design and generate own design criteria - Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing - Confidently take calculated risks to become innovative, resourceful and enterprising - Generate own design criteria and evaluate ideas and products against these - Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts - According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes - Construct more complex structures by applying range of strategies in order to solve real / relevant problems - Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products - Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages) - Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors) 		

C O M P U T I N G	Online Safety Creating Media: Stop Motion Animation Through terms 1 and 2, we will be focussing on online safety and stop motion animation. In online safety we will be learning about how to report something that makes us feel uncomfortable online and how to keep ourselves safe in the digital world. In stop motion, we will be exploring the techniques needed to create a short film with the goal of creating our own.	Data Handling: Mars Rover 1 Programming: Micro:bit Throughout the data handling unit, we will be exploring how the Mars Rover transmits data from Mars to Earth. We will explore what binary code is and will experiment with using it ourselves. Through programming, we will be learning how to use programs to give a simple set of instructions to a robot to accomplish specific goals. We will also be writing our own programs.	Programming: SonicPi Computing Systems and Networks: Search Engines Skills Showcase: Mars Rover 2 TinkerCAD We will be covering how to write simple programs followed by how to decode them to ensure that bugs are not present in the code. We will be focusing on how to sequence and select certain programs to complete a simple task.			
<ul style="list-style-type: none"> - Confidently, competently and responsibly use information and communication technology - Write and debug programs that accomplish specific goals, including controlling or simulating physical systems - Solve problems by segmenting them into smaller parts - Use sequence, selection and repetition in programs - Accurately manipulate variables and various forms of input/output - Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs - Express own ideas by selecting, using and combining a variety of software on digital devices to design and create programs - Recognise the opportunities computer networks offer for communication and collaboration - Use a wide range of search technologies effectively and appreciate how results are selected and ranked - Be discerning in evaluating the reliability of digital content 						
M U S I C	We will be listening to a selection of music from different genres and discuss how the music makes us feel. We will embark on a musical journey through the solar system, exploring how our universe inspired composers including Gustav Holst and John Williams. We will learn to play a piece of music linked to space on various instruments. We will perform rhythms on untuned percussion instruments following graphic and staff notation.	We use our knowledge of rhythms and duration to perform a ternary piece of music in the key of C. We will learn how to form triads and play them on tuned percussion and melodic instruments, and at different speeds. We will sing two-part seasonal songs, observing phrasing, accurate pitch and changes in tempo and dynamics.	We will listen and compare music from five different musical traditions and identify where given changes occur. We will learn how to recognise primary chords in the key of C, and work in pairs to create a short ternary piece to play on tuned percussion instruments. We will learn a Peruvian song, and develop our response to changes in pitching, tempo and dynamics.	We will listen to Western Classical Tradition and Film music, and identify percussion, woodwind and string instruments. We will discover how history has inspired composers, and use this knowledge to structure our own musical ideas to perform on various instruments. We will learn a traditional Islamic song, and observe phrasing, accurate pitching and appropriate style.	We will listen to popular music and be able to describe how the music makes us feel. Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. We will learn about musical instruments from the Early Period and sing and perform extant music by the Greeks.	This term, we will listen to musical trends popularised at music festivals across the world. We will learn about musical instruments and compose song accompaniments to be played on available instruments, and play and perform them as a carnival band. We will present to others a variety of songs with actions, observing phrasing, accurate pitching and appropriate style.
<ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations - Use and understand staff and other musical notation - Listen with attention to detail and comment on inter-related dimensions of music - Play and perform in solo and ensemble contexts for a range of audiences - Use voices and musical instruments with increasing accuracy, fluency and expression - Make connections across music from different eras, traditions and genres - Develop a secure understanding of the history of music 						

P E	Gymnastics We will be exploring how to improve flexibility and balance through a variety of different exercises and holds. OAA In OAA, children will learn how to read a map of the school grounds and use this to find control points in various activities.	Gymnastics We will be looking at how to work effectively as part of a team and create gymnastic sequences. Dance We will be developing our skills of performance, composition and appreciation through a unit of work based on Christopher Bruce's 'Ghost Dances.' This work is based on a historical political / social era in South America (the focus of our Geography unit) and incorporates imagery and social references from that area.	Swimming We will be swimming at Mote Park Leisure Centre. We will be learning swimming skills from our starting points. Multi Skills Throughout multi-skills, we will be applying the skills that we master to a range of different sports.	Swimming We will be swimming at Mote Park Leisure Centre. We will be building upon skills that we previously acquired. OAA In OAA we will be using compass points and scaling to solve problems	Swimming We will be swimming at Mote Park Leisure Centre. We will be building upon skills that we previously acquired. Athletics In athletics, we will enhance our athletics ability through a range of different styles of running, throwing and jumping.	Swimming We will be swimming at Mote Park Leisure Centre. We will be building upon skills that we previously acquired. We will have the opportunity to earn swimming badges. Rounders In rounders, we will be improving our hand eye coordination skills through throwing, catching and striking skills practise.
<ul style="list-style-type: none"> - Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel - Evaluate and recognise own and others' success and identify strategies for improvement - Use a broad range of skills in isolation and in combination to become physically confident - Develop mastery of flexibility, strength, technique, control and balance - Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship - Apply principles suitable for attacking and defending - Participate in outdoor and adventurous activities - Perform dances and gymnastic routines on own and with others using a range of movement patterns - Evaluate and compare performances with previous ones - Demonstrate improvement to achieve personal best 						
M F L	Phonics 3 ¿Qué Fecha es Hoy? (What is the date?) We will be improving our understanding of Spanish phonics. We will also be learning the Spanish terms for each of the months and days so that we can effectively explain when things have happened.	¿Qué Tiempo Hace? (What is the weather like?) We will be exploring different words for the weather. We will be practising putting these into sentences and conversation.	Los Planetas (The Planets) We will be applying our knowledge gained from our Space topic and developing an understanding of that vocabulary in Spanish.	La Ropa (Clothes) We will be covering the different elements of vocabulary for items of clothing. We will be exploring how to put this into complex sentences.	Las Olimpiadas (The Olympics) We will be focussing on the Olympics. We will be learning about Spanish Olympic stars and the Spanish names for the sports.	¿Tienes una mascota? (Do you have a pet?) We will be exploring different words for pets. We will be putting this vocabulary into context.
<ul style="list-style-type: none"> - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity - Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3' - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name - Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat') 						