

Year 5 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic: Meet The Greeks	Topic: Black History Month	Topic: Keen To Be Green		Topic: Settlements - Vikings	
<p>Historical Content the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Human and physical geography □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Historical content a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Locational knowledge 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)</p> <p>Place Knowledge 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</p> <p>Human and Physical Geography 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</p>		<p>Historical Content the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Examples (non-statutory)</i> <i>This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</i></p> <p>Human and physical geography □ 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</p>	

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Working Scientifically: Ongoing Unit During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> □ 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. 					
Science: Animals Including Humans	Science: Forces	Science: Living Things and Their Habitats	Science: Earth and Space	Science: Properties of Materials	
Pupils should be taught to: <ul style="list-style-type: none"> □ describe the changes as humans develop to old age. NB SRE content of Hamilton plans to be taught in Spring term.	Pupils should be taught to: <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. 	Pupils should be taught to: <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. 	Pupils should be taught to: <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. 	Pupils should be taught to: <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 □ 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. 	
The Class Orchestra – Performing together as an ensemble.	Music: Wider Opportunities Clarinets and Trumpets - Recap the 5 notes that both instruments can play together.	The Class Orchestra – Performing together as an ensemble	Music: Wider Opportunities Focus on expanding repertoire, new notes introduced on both instruments aiming to play a C major scale. Reading musical notation, without the notes written underneath.	The Class Orchestra – Performing together as an ensemble Music: Wider Opportunities – Develop instrumental technique, expand repertoire and play in different keys.	

Music Content 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; use and understand staff and other musical notations	Music Content 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; use and understand staff and other musical notations	Music Content Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory.	Music Content 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; use and understand staff and other musical notations	Music Content 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; use and understand staff and other musical notations	
Music On-going Skills: (Including weekly singing assemblies and class assemblies) Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
PSHE: Fun, food and fitness: influences	PSHE: Keeping safe: out and about	PSHE: Sex and relationship education: puberty	PSHE: Drug, alcohol and tobacco education: influences	PSHE: Mental health: stereotypes, discrimination and prejudice (including tackling homophobia)	PSHE: Citizenship: democracy
PSHE Content Pupils learn: 1. about the factors that influence people's choices about the food they buy and eat 2. that messages given on food adverts can be misleading 3. about how the media influences people's ideas about fun, food and fitness	PSHE Content Pupils learn: 1. about keeping safe near roads, rail, water, building sites and around fireworks 2. about what to do in an emergency and basic emergency first aid procedures 3. about problems that can occur when someone goes missing from home	PSHE Content Pupils learn: 1. about the way we grow and change throughout the human lifecycle 2. about the physical changes associated with puberty 3. about menstruation and wet dreams 4. how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty	PSHE Content Pupils learn: 1. about the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis) 2. about the conflicting messages portrayed in the media concerning alcohol and tobacco 3. strategies to resist pressure concerning drug use	PSHE Content Pupils learn: 1. about stereotyping, including gender stereotyping 2. about prejudice and discrimination (in relation to homophobia) and how this can make people feel	PSHE Content Pupils learn: 1. about the role of the local council 2. about the role of the government, the main political parties and how laws are made 3. about voluntary and community pressure groups

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: 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.

MFL - Spanish

Intercultural understanding , Greetings Revision,
How old are you? Revision
Have you got any sisters and brothers?

MFL - Spanish

Colours and pets, The two frogs, Body parts, Numbers Revision,
Months & festivals, Days of the week & word origins

MFL - Spanish

The Very Hungry Caterpillar, Opinion and pets, Opinion and
siblings, Dates

Pupils should be taught to:

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- 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.

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Invasion Games - Hockey	Athletics/Cross Country	Dance	Gymnastics	Athletics	Striking & Fielding Games - Cricket
Use running, jumping, throwing and catching in isolation and in combination	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Perform dances and a range of movement patterns	Develop flexibility, strength, control and balance.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination
Swimming		Invasion Games - Tag Rugby	Other Adventurous Activities	Gymnastics	Invasion Games - Attacking & Defending
Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.		Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Take part in outdoor and adventurous activity challenges both individually and within a team	Develop flexibility, strength, control and balance.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending