

## St. Stephen's C.E. Primary School - YEAR 5 CURRICULUM MAP

	Autumn – Angry Anglos	Spring - The Vicious Vikings	Summer – Marvellous Mexico
Enrichment	Anglo Saxon day	Sikh Gurudwara	Beamish museum River visit
Science	Light and sound (space and the solar system)  Plants  Working Scientifically – on going across the year	Light and sound  Properties and changes of materials(solid, liquids and gasses)	Animals, including humans Forces
Computing	Computer Science - use logical reasoning to explain how some simple algorithms work IT - select, use and combine software on a range of digital devices - Digital Literacy - appreciate how search results are ranked	Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms IT - use and combine software Digital Literacy - be discerning in evaluating digital content and conditions	Computer Science -work with variables IT - combine a variety of software to accomplish given goals, analyse and evaluate data, design system Digital Literacy - understand the opportunities computer networks offer for collaboration
History	The Anglo Saxons  The Anglo Saxons continued	The Vikings  The Vikings continued	The Maya  The Maya continued
Geography	Investigating our local area (a focused enquiry). Visit into Willington  Why on Earth?	How is Alaska changing?  Where does our water come from and go to? Water's never ending journey!	Arteries of the planet: rivers. River visit  What, why and where? Sustainable tourism around the world.
	Geographical skills and fieldwork – on going across the year		
D.T.	Electric control - make an electrically controlled moon buggy	Textiles - investigate and make an item of Viking clothing or design a Viking tapestry (Viking themed purses)	Cooking and nutrition – Mexican food
Art and Design	Painting & Printing – space related  Create sketchbooks to record observations	Sculpture – Viking helmet	Artists – Arcimboldo Drawing & Collage
Music	Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score	African drumming, songs/dances world music Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales – moved to Summer Term 2018 due to: Rock and Pop	(Samba band / street music, ensemble structures, carnival Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales)
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		

MFL	<b>On our way to School (QCA Unit 15)</b> <i>Counting up to 100</i> <i>Reinforce transport</i> <i>Giving directions</i> <i>How to spell – the alphabet</i>	<b>The Planets (QCA Unit 18)</b> <i>Reinforce alphabet</i> <i>Describing colour/size and temperature</i> <i>Describing position</i> <i>Using intensifiers for opinions</i> <i>Giving reasons for opinions</i>	<b>Beach Scene (QCA Unit 16)</b> <i>Reinforce describing colour and size</i> <i>Compare colours and sizes</i> <i>Describing what people are doing using the 3rd person of the present tense</i>
P.E.	<b>Games</b> <b>Gymnastics</b> <b>Dance</b> <b>Athletics</b> <b>OAA</b> <b>Swimming</b>		
R.E.	Does belief in the Trinity help Christians make better sense of God as a whole?  Is the Christmas story true?	What is the best way for a Christian to show commitment to God?  How significant is it for Christians to believe God intended Jesus to die?	How far would a Sikh go for his/her religion?  Do Sikhs think it is important to share?
PSHCE	<u>Challenging Stereotypes</u> To identify stereotypes To challenge stereotyped attitudes, including their own. <u>British Values</u> To identify and respect difference.		<u>Everyone is Equal Week</u> I understand that everyone is equal and there are many protected characteristics that can make us different. <u>British Values</u> To understand that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. (To understand that laws protect us and keep us safe).  <u>Moving On</u> Feelings linked with change.