

Year 5 Curriculum Map

Term	School theme	Line of Enquiry	Predominant subjects	Themed Weeks	Music focus *Each unit covers the interrelated dimensions of music: pulse, rhythm, pitch through listening, appraising performing and composing.	Computing focus	Languages focus	PE Focus PE at Avon is taught using the FUNS cards from the REAL PE scheme of work. These skills cards are colour progressive and are taught every term alongside each unit. Once a child has achieved a colour part in a particular skill they are challenged to attempt the next colour.
1	“Where ever I lay my hat?”	How did Britain change during the Anglo-Saxon and Viking eras and who were most vicious?	History Geography	Week 1: A Fresh Start PSED/SMSC focus	Charanga Don’t Stop Believin’	What can I hear? Decompose a problem to design an algorithm to write a program. Know which resources on the internet I can download and use.	La Jolie Ronde Spanish Buildings and directions	Unit 1 – Personal Skills
2	“Don’t stop believing!”	What do Sikhs and Christians have in common and how can they inspire us?	RE (faith and belief)	Week 1: Remembrance Week Week 7: Christmas: What can we learn from the life and teachings of Jesus and why is he important?	Charanga Bells Ring Out		La Jolie Ronde Spanish Days of the week	Unit 2 – Social Skills
3	“Can you feel it?”	Why don’t we fall off the Earth?	Science and D&T		Charanga Classroom Jazz 1	Great British Weather! Use logical reasoning to detect and	La Jolie Ronde Spanish Sport and hobbies	Unit 3 – Cognitive Skills

4	“The times they are a changing”	What would the press have told us about in Ancient Greece?	History	Week 2: Book Week Week 4: Easter: What can we learn from the life and teachings of Jesus? Why is Jesus important?	Charanga Benjamin Britten – A Tragic Story	debug mistakes in a program. Use different tools to collect data and present it in different ways.	La Jolie Ronde Spanish Food and mealtimes	Unit 4 – Creative Skills
5	All I need is the air that I breathe!”	The time of your life...	Science SRE		Charanga Stop!	We can share! Change an input to a program to achieve a different output. Talk about the dangers of spending too long online. Use a search engine appropriately.	La Jolie Ronde Spanish Weather and seasons	Unit 5 – Applying Physical Skills
6	“What a Wonderful World...”	Are we responsible for natural disasters? More materials and their properties	Geography/Science	Week 3: International artists ART (exhibition)	Year 5/6 Production		La Jolie Ronde Spanish Describing where you live	Unit 6 – Health and Fitness

Term 1: How did Britain change during the Anglo-Saxon and Viking eras and who were most vicious? What does settlement mean today?

History focus	Britain’s settlements- the struggle for the kingdom
Geography focus	Locational knowledge of the United Kingdom and its physical characteristics, land use and settlement over time
Launch	Create a fictional scenario through drama, where different groups ‘invade’ and ‘settle’. Explore the issues arising from this.
Landing	Create a mini settlement on the school field as an ‘attraction’ to share with other children in the school.
ELLI focus	Cat and owl
RSSA focus	Article 19: Be protected from being hurt or badly treated in any way. Article 7: You have a right to a nationality
Visit/Visitor	Bristol museum, members of community who has settled in the local area in the last sixty years M-SHED HAS GOOD DISPLAY.
International link	Research migration globally
Local link	How has the local population changed over the last ten years?
British values	<u>Tolerance</u> of beliefs and customs & Mutual respect – find out where people in Bristol have come from and why – West Indian/Jamaican community/Polish – plot communities on local map

Term 2: What do Christians and Sikhs have in common?	
RE focus	Christianity and Sikhism: how can they both inspire us?
Art focus	Pattern in art, ceramics and textiles (include Sikh patterns)
Launch	Explore the theme of 'inspiration'. Give a presentation to the class about what or who inspires you and why.
Landing	Display of ceramics and fabric painting with own patterns, and stained glass designs
ELLI focus	Unicorn and bee
RSSA focus	Article 13: Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
Visit/Visitor	Sikh temple, local church
International link	Look for inspiring patterns in art work globally
Local link	look at pattern in the environment
British values	Individual Liberty – freedom of speech – who has inspired you? LOCAL/GLOBAL?

Term 3: Why don't we fall off the Earth?	
Science focus	Earth and Space, forces. Properties and changes of materials (relating to D&T focus)
D&T focus	Designing, making and packaging a baked product
Launch	How the solar system evolved- making mini tornados in bottles
Landing	Hold a debate with one side arguing the world is flat, the other proving otherwise
ELLI focus	Spider and chameleon
RSSA focus	Article 17: Get reliable information from newspapers, books, radio, television and the internet, as long as it is not harmful to you.
Visit/Visitor	At-Bristol's planetarium
International link	Research space programs globally
Local link	-
British values	Mutual respect – discuss achievements of notable figures in 'Space Race'. How do we earn respect?

Term 4: What would the press have told you about the Ancient Greeks?	
History focus	Study of life, achievements and influence on Western world and the causes of the war with Sparta
Launch	Journalism training day. What will you need to find ALL the facts on your trip back in time to Ancient Greece?
Landing	Greek dress-up day and carousel of activities
ELLI focus	Unicorn and owl
RSSA focus	Article 17: Get reliable information from newspapers, books, radio, television and the internet, as long as it is not harmful to you. Are all sources of information 'reliable'?
Visit/Visitor	Bristol Museum/workshop,
International link	Use the internet to find out about modern Greece. Would Greek 'news' make the global press now?

Local link	Publish and share Greek writing with the school community
British values	Democracy – Athenians and Spartans: debate pros and cons of systems and relate to modern life & personal beliefs (Individual Liberty)

The Time of your Life...	
Science focus	The life cycles of humans, animals and plants.
RSE focus	Puberty 3: Coping with change, Boys, personal hygiene
Launch	David Attenborough day. Find out about the great naturalist, and enjoy clips from his many BBC broadcasts.
Landing	Present own independent study about the reproduction and life cycle of a chosen animal or plant to class and parents, through chosen media.
ELLI focus	Cat and spider
RSSA focus	Article 6: You have a right to life
Visit/Visitor	Wild place visit/visitor, BBC natural history unit
International link	Research how life cycles are being shortened and animals/plants endangered in other parts of the world.
Local link	How are Bristol zoo/wildplace helping to ensure the survival of many species of plants/animals?
British values	Mutual respect for the opinions and experiences of others, individual liberty- freedom to talk about issues that may be difficult

Term 6: Are we responsible for natural disasters? More materials and their properties	
Geography focus	Physical geography: earthquakes and volcanoes, use of maps/atlases
Science focus	Great inventors- properties and changes of materials
Launch	Creating mini-volcanos with baking soda and vinegar
Landing	Prepare a speech after investigating the effect of climate change on natural disasters
ELLI focus	Chameleon and dolphin
RSSA focus	Article 26: Help from the government if you are poor or in need- how are children cared for by their governments after natural disasters?
Visit/Visitor	Investigate visit to factory in Avonmouth to find out how materials are used in production
International link	As above, and how do scientists predict natural disasters and protect inhabitants??
Local link	How has science/chemistry and invention impacted in the local area?
British values	Individual liberty – compare how a disaster (eg) in the UK would play out as opposed to a disaster in a developing country. Eg Nepal earthquake/Tsunami. Why do the poorest people in our communities often suffer the most?