

## Year 5 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
<b>Science</b>	<p><b>Materials: Mixtures and separation</b> Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.</p>	<p><b>Materials: Properties and changes</b> Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.</p>	<p><b>Forces and space: Earth and space</b> Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk.</p>	<p><b>Living things and their habitats: Life cycles and reproduction</b> Comparing the life cycles of plants, mammals, birds, amphibians and insects. Investigating asexual reproduction in plants and comparing sexual and asexual reproduction.</p>	<p><b>Forces and space: Imbalanced forces</b> Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system</p>	<p><b>Animals: Human timeline / Making connections: Does the size of an asteroid affect the diameter of its impact crater?</b></p> <p><b>Animals: Human timeline</b> Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans.</p> <p><b>Making connections: Does the size of an asteroid affect the diameter of its impact crater?</b> Children explore the relationship between the size of model asteroids and the diameter of the impact crater they create through experiments, data analysis, and drawing conclusions. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.</p>
<b>History &amp; Geography</b>	<p><b>Life in Victorian Britain</b> Pupils study the main changes that took place during Victorian Britain, including changes to transport, factories and mines and urbanisation. They learn about how different classes were affected by industrialisation including considering conditions for factory workers. Pupils learn about the changes in transport also comparing who these changes benefitted most. They also look at the impact of changes to town and country life. Pupils learn about</p>	<p><b>What is life like in the Alps?</b> Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p>	<p><b>Ancient civilisations: Greece</b> Pupils begin by placing Ancient Greece on a timeline, relative to other periods they have studied. They identify the sources of archaeological evidence that tell us about Ancient Greece, including pottery and paintings on pottery. Pupils also look at contrasting interpretations. Pupils look at examples and use these to explore aspects of Greek society such as warfare, the role of women and slavery. They consider the question 'What did the Greeks</p>	<p><b>Why do Oceans matter?</b> Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p>	<p><b>1,000 years of Crime and Punishment</b> This post-1066 thematic unit provides pupils with a broad chronological sweep of nearly a thousand years of Crime and Punishment. Pupils start by looking at community justice during the Middle Ages, linking this back to their learning of Saxon justice in Yr4. Pupils discover stories about crime and how it changed through the ages, and about criminals and how fairly they were dealt with. Pupils debate, relating</p>	<p><b>Would you like to live in the desert?</b> Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p>

	characteristic features of Victorian society such as schools and workhouses. Weighing up what they have learnt about the Victorian era, pupils finally consider the question 'were the Victorian times a Dark Age or a Golden Age'?		do for us? They evaluate evidence analysing a story for evidence of Greek-origin words as well as debating to discover the greatest Greek and planning their own Greek legacy museum.		issues to themes around citizenship. This topic helps pupils to develop a deeper understanding of historical concepts: change continuity, turning points.	
<b>Art &amp; Design Technology</b>	<b>Sculpture and 3D: Interactive installation</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	<b>Cooking and nutrition: Developing a recipe</b> Research and modify a traditional Bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from.	<b>Drawing: I need space</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	<b>Mechanical systems: Making a pop-up book</b> Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.	<b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	<b>Digital world: Monitoring devices</b> Applying Computing knowledge and understanding to program a Micro: bit animal monitoring device. Children develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects.
<b>RE</b>	<b>Why do people have to stand up for what they believe in?</b> Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.	<b>Why doesn't Christianity always look the same?</b> Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide through looking at artwork, history, case studies and first-hand accounts.	<b>What happens when we die? (Part 1)</b> Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.	<b>What happens when we die? (Part 2)</b> Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1.	<b>Who should get to be in charge?</b> Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.	<b>Why are some places in the world significant to believers?</b> Using maps, pictures and texts, children investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture.
<b>French</b>	buildings on the high street Directions Revision of connectives and adjectives Asking where places are Pause words Revision of days of the week Times of day Christmas lesson 1 & 2		Revision of days of the week Revision of hobbies introduced in Y4 Simple future tense Months of the year Revision of sports/hobbies vocabulary, revision of numbers 0-50, comparisons, revision of immediate future Revision of fruit and food from Y3 and introduction of further foods Revision of connectives Breakfast		Ingredients for a French dessert Revision of days of the week/months of the year Weather Seasons Saying where you live Revision	
<b>PSHE</b>	<b>PSHE: Healthy minds and healthy bodies</b> Hygiene Setting personal goals Healthy lifestyles: looking after one's body and mind	<b>Anti-bullying Positive Friendships</b> Our conscience and empathy in decision making Asking for help Cyberbullying	<b>Respectful relationships now and in the future</b> Gender differences and stereotypes Challenging prejudice and discrimination Respectful relationships	<b>Different Families Same Love</b> Challenging stereotypes and celebrating diversity Understanding family differences	<b>Living and Growing Staying Safe</b> Puberty Staying safe online: being share aware	<b>Friendships Managing change and loss</b> Rights, responsibilities and respect in friendships Building good friendships Coping with change and loss
<b>PE</b>	<b>Football &amp; Swimming</b>	<b>Netball &amp; Swimming</b>	<b>Gymnastics &amp;Swimming</b>	<b>Tag Rugby &amp; Tennis</b>	<b>Cricket &amp;Hockey</b>	<b>Basketball &amp; Athletics</b>
<b>Computing</b>	<b>Kingswood Primary School Online Scheme of Work</b>		Unit 5.1 We are Game Developers In this unit, pupils will learn to: ●create original artwork and sound for a game		Unit 5.3 We are Architects In this unit, pupils will learn to: ●understand the work of architects, designers and engineers working in 3-D	Unit 5.4 We are Web Developers In this unit, pupils will learn:

			<ul style="list-style-type: none"> <li>●design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>●detect and correct errors in their games</li> <li>●use iterative development techniques.</li> </ul>	<ul style="list-style-type: none"> <li>●develop familiarity with a simple CAD tool</li> <li>●develop spatial awareness by exploring and experimenting with a 3-D virtual environment</li> <li>●develop greater aesthetic awareness</li> </ul>	<ul style="list-style-type: none"> <li>●the name and function of components making up the school's network</li> <li>●how information is passed between the components that make up the Internet</li> <li>●what the source code for a web page looks like and how it can be edited</li> <li>●how a website can be structured ●how to add content to a web pag</li> </ul>	
Music	<b>What shall we do with the drunken sailor?</b> Sea shanties, beat, rhythm, chords, bass, dot notation	<b>Why we sing</b> Gospel music, instruments, structure, texture, vocal decoration.	<b>Madina tun nabi</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones	<b>Composing for protest!</b> To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda	<b>Building a groove</b> Beat, rhythm, basslines, riffs	<b>Época</b> Texture, articulation, rhythm, tango