

# YEAR 5 CURRICULUM MAP

		Autumn – The Ancient Greeks	Spring – Welcome to the Rainforest	Summer- Our local area
<b>R e a d i n g</b>	Word reading	NC Appendix 1 (NC p 43)		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books / text books (NC p 43)		
<b>W r i t i n g</b>	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
<b>Science</b>		Properties of materials (Solids, liquids and gases and changes in atoms). <b>Properties and changes of materials</b> (reversible and irreversible changes)	Living things and their Habitats / <b>Animals including humans</b> (changes in humans as they grow).	Earth and Space. <b>Forces</b> (gravity, friction, air resistance, water resistance, levers pulleys and gears)
		Working Scientifically – on going across the year in all areas.		
<b>Computing</b>		<b>Computer Science - Use logical reasoning to explain how some simple algorithms work.</b> Espresso Coding	<b>Digital Literacy - Be discerning in evaluating digital content and conditions.</b> PACMAN	<b>IT - Combine a variety of software to accomplish given goals, analyse and evaluate data, design system.</b> Scratch
<b>History</b>		<b>The Ancient Greeks</b> – The changes that have occurred over time and the impact these changes have had on life today.	<b>Aztecs</b>	<b>Local History study-</b> The study of the local area in which we live.
		History skills (chronological understanding) and fieldwork- on going across the year		
<b>Geography</b>		<b>Location Knowledge</b> locate world's countries, use maps to focus on Europe (inc Russia) and North/South America, concentrate on environmental regions, key physical and human characteristics, countries, and major cities	<b>Place knowledge- Contrasting locality study: UK, Greece and region of South America</b>	<b>Human and Physical</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		Geographical skills and fieldwork – on going across the year		
<b>D.T.</b>		<b>Food-</b> Greek food tasting	<b>Textiles</b> – Design and make own hand puppets linked to the Rainforest	<b>Technological Knowledge:</b> understand and use mechanical and electric systems in own products.
<b>Art and Design</b>		Ancient Greek Architecture and design. Creating Greek pots	Linked to design and technology.	Arts Week Local art study
		Create sketchbooks to record observations		
<b>Music</b>		<b>Charanga</b> 'Livin on a Prayer' Classroom Jazz Christmas carols	<b>Charanga</b> 'Make You Feel My Love' 'Fresh Prince of Bel Air'	<b>Charanga</b> 'Dancing in the street' Reflect, rewind and replay
		North Tyneside Music Hub - Charanga		
<b>MFL</b>		<b>Unit 7</b> <b>Mon ecole et moi</b> Vocabulary related to school Telling the time Christmas in France	<b>Unit 7</b> <b>Mon ecole et moi</b> Vocabulary related to school Telling the time <b>Unit 8</b> <b>Qu'est-ce que tu veux?</b> Ordering food/drink in a café.	<b>Unit 8</b> <b>Qu'est-ce que tu veux?</b> Ordering food/drink in a café.

P.E.	Gymnastics and Hockey	Dance and Football/Tennis	Athletics and Cricket/Rounders
PHSE	<p><b>Safety education</b> Risks Responsibility for judgements Responsibility for own safety Safe use of internet and mobile phones People I trust</p> <p><b>Anti-bullying education</b> Rules and laws Stereotyping Challenging all 'isms' Media impact</p>	<p><b>Puberty</b> Logistics for girls Hygiene Positive and negative relationships</p> <p><b>Emotional health and wellbeing</b> Healthy eating Choices</p>	<p><b>Drugs education</b> <b>Peer pressure</b></p> <p><b>Physical and social environment</b> Developing and using the school grounds</p>
R.E.	<p><b>The Bible</b> Origin, structure, content, use. The importance of the Bible for Christians. <b>Christmas</b> - Peace</p>	<p><b>Jesus</b> How Jesus is represented through art and in the gospels. People's perspectives of Jesus <b>Easter</b> Events which led to the crucifixion</p>	<p><b>Hinduism</b></p>
<p><b>Statutory subject in all year groups</b> <b>Curriculum must be based on North Tyneside Agreed Syllabus</b></p>			

<p><b>Computing</b></p>	<p><u>KODU Pacman Computer Science - Control and Planning</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><u>Sonic Pi - Coding Music Computer Science - Control and Planning</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p><u>What is a computer?</u></p> <p>IT &amp; Digital Literacy &gt;</p> <p><b>Information Handling and Digital Research</b></p> <p><i>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><u>Building Retro Games with Scratch - Computer Science - Control and Planning</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><u>Building Collaborative Websites - IT &amp; Digital Literacy &gt;</u></p> <p>Communication and Collaboration</p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></p> <p><i>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i></p> <p><u>Manipulating Sound - IT and Digital Literacy</u></p> <p><i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>
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Additional information relating to Computing

