

Marine Academy Primary Year 5 Curriculum Map 2016-2017

Year 5	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Fairgrounds</p>  <p>We all know that fairground rides are designed to thrill our senses, through fear, excitement and the unexpected. How are these rides powered in a way which enables them to speed up and slow down at just the right moments, whilst staying on a track that twists upside down?</p> <p>These mysteries will be revealed as we learn more about the science behind energy, forces, sound and light.</p>	<p>Myths and Legends</p>  <p>People have been telling stories since prehistoric times, not just to entertain but as a means of passing on their history, beliefs and culture. Many of these stories we refer to as myths and legends, stories that are timeless and are as relevant today as when they were first told. By studying these myths and legends we can learn more about the people and the cultures who created them, and understand how we - today - can adapt and craft our own stories for future generations to enjoy.</p>	<p>Bake it!</p>  <p>We are going to find out about science by making bread. The processes involved in bread-making can teach us how molecules behave in different materials (solids, liquids and gases) and how these materials can be changed.</p>	<p>Climate Control</p>  <p>We all have a vital role to play in protecting and preserving our environment. As our population continues to grow, putting increased pressure on valuable resources, we – as global 'caretakers' – must act responsibly and with care to safeguard our planet for future generations.</p> <p>Explain to the children that, together, you are going to learn about climate change and the vital role that we play in looking after our environment.</p>	<p>Switched On</p>  <p>Control systems are all around us, from our mobile phones and MP3 players to computers, consoles and televisions. In fact there are so many control systems in the world, we may not even realise how much we take them for granted. However, as technology develops and control systems become more intelligent, we have to ask ourselves what our society will be like in 50 or 100 years' time. Will robots do everything for us?</p>	<p>Fit for Life</p>  <p>Your body is the most valuable thing you will ever own. It's your job to keep your body fit and healthy because it has to last you a lifetime! We are going to find out how best you can do that.</p>
English	<p>Fiction: Short Stories – Fantasy (3 weeks) Non-Fiction: Instructions and Explanations (2 weeks) Poetry: The Power of Imagery (1 week)</p>	<p>Fiction: Classic Novels (3 weeks) Non-Fiction: Argument and Debate (2 weeks) Poetry: Debate Poem (1 week)</p>	<p>Fiction: Biographies and Autobiographies (3 weeks) Non-Fiction: Recounts (2 weeks) Poetry: Classic Narrative and Oral Poems (1 week)</p>	<p>Fiction: Classic Fiction (3 weeks) Non-Fiction: Persuasive Writing (2 weeks) Poetry: Class Poems (1 week)</p>	<p>Fiction: Short Stories - Mystery (3 weeks) Non-Fiction: Non-Chronological Reports (2 weeks) Poetry: Poetic Style (1 week)</p>	<p>Fiction: Drama - Shakespeare (3 weeks) Non-Fiction: Reports and Journalistic Writing (2 weeks) Poetry: Slam Poetry (1 week)</p>
Maths	<p>Unit 1: Whole Numbers (1) Numbers to 10 million Place and value Comparing numbers within 10 million</p>	<p>Unit 3: Fractions (1) Subtracting unlike fractions Fractions and division Converting fractions to decimals</p>	<p>Unit 5: Area of a Triangle Base and height of a triangle Finding the area of a triangle</p>	<p>Unit 8: Measurements Converting a measurement from a larger unit to a smaller unit Converting a measurement</p>	<p>Unit 12: Properties of Triangles and 4-sided Shapes Angles of a triangle Right-angled, isosceles and</p>	<p>Unit 14: Volume of Cubes and Cuboids Building solids using unit cubes</p>

	<p>Rounding to the nearest thousand and estimating</p> <p>Unit 2: Whole Numbers (2) Using a calculator Multiplying by tens, hundreds or thousands Dividing by tens, hundreds or thousands Order of operations Word problems (1) Word problems (2)</p> <p>Unit 3: Fractions (1) Like and unlike fractions Adding unlike fractions</p>	<p>Adding mixed numbers Subtracting mixed numbers Word problems</p> <p>Unit 4: Fractions (2) Product of proper fractions Word problems (1) Product of an improper fraction and a proper or improper fraction Product of a mixed number and a whole number Word problems (2) Dividing a fraction by a whole number Word problems (3)</p>	<p>Unit 6: Ratio Finding ratio Equivalent ratios Word problems (1) Comparing three quantities Word problems (2)</p> <p>Unit 7: Decimals Converting decimals to fractions Multiplying by tens, hundreds and thousands Dividing by tens, hundreds and thousands Using a calculator Word problems</p>	<p>from a smaller unit to a larger unit</p> <p>Unit 9: Mean (average) Understanding mean (average) Word problems</p> <p>Unit 10: Percentage Percent Converting more fractions to percentages Percentage of a quantity Word problems</p> <p>Unit 11: Angles Angles on a straight line Angles at a point Vertically opposite angles</p>	<p>equilateral triangles Parallelograms, rhombuses and trapeziums</p> <p>Unit 13: Geometrical Construction Drawing triangles Drawing 4-sided shapes</p>	<p>Drawing cubes and cuboids Understanding and measuring volume Volume of a cuboid and of liquid</p> <p>Unit 2: Whole Numbers (2) Using a calculator Multiplying by tens, hundreds or thousands Dividing by tens, hundreds or thousands Order of operations Word problems (1) Word problems (2)</p>
SMSC	<p>It's Our World</p> <ol style="list-style-type: none"> Devising a class charter Understanding rules and laws Saving energy (1) Saving energy (2) Climate change (1) Climate change (2) 	<p>Say No!</p> <ol style="list-style-type: none"> Risk taking Legal and illegal drugs Effects and risks of smoking Effects and risks of drinking alcohol Keeping safe in my local area: say no to gangs Anti-bullying 	<p>Money Matters</p> <ol style="list-style-type: none"> Keeping track of my money Paying for goods Family expenses Planning and budgeting Charity work Fund-raising for charity 	<p>Who Likes Chocolate?</p> <ol style="list-style-type: none"> The real cost of chocolate What is fair trade? Consumer power The media and information Advertising Recognising and challenging stereotypes 	<p>People Around Us</p> <ol style="list-style-type: none"> Similarities and differences How we are all connected Living and working cooperatively Recognising and challenging prejudice Gender stereotypes Contributing to society – jobs people do 	<p>Growing Up</p> <ol style="list-style-type: none"> Growing and changing Body changes and reproduction What is puberty? Wishes, hopes and dreams Positive change Unwelcome change
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	<p>ICT & Computing International Science Technology</p>	<p>Art History International Society</p>	<p>International Science Technology</p>	<p>Geography International Science Technology</p>	<p>ICT & Computing International Science Society Technology</p>	<p>Art International Physical Education Science</p>
Enriched Curriculum Activity	Trip to Goose Fair, Tavistock	Trip to Castle Performing Arts Day with Andy Blackwell	Visit from Warburtons Bread Trip to Devonport Guildhall Bakery	Education through Expeditions Trip and Visit Trip to the National Marine Aquarium	Trip to Plymouth University Robotics	Trip to Brickfields Trip to Plymouth Raiders
French	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 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 present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language 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 describe people, places, things and actions orally and in writing present ideas and information orally to a range of 	

					audiences	
Computing	<p>Term 1: We are toy designers - Prototyping an interactive toy</p> <p>Term 2: We are musicians - Producing digital music</p> <ul style="list-style-type: none"> • 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 • use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<p>Term 3: We are HTML editors - Editing and writing HTML</p> <p>Term 4: We are meteorologists - Presenting the weather</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 		<p>Term 5: We are software developers - Developing a simple educational game</p> <p>Term 6: We are co-authors - Producing a wiki</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	
RE	<p><u>What does it mean to belong to a religion/belief system?</u></p> <p>Theme: Religion and the Individual/Community</p> <p>This enquiry explores aspects of religious festivals, celebrations, practices and community and the beliefs to which they relate. Children are encouraged to investigate a religion/belief system they have not yet encountered such as Buddhism, Sikhism, Baha'i and Humanism</p> <ul style="list-style-type: none"> • How do members of this faith/belief celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith/belief community? · the wider world? <p>Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>		<p><u>How should we live and who can inspire us?</u></p> <p>Theme: Inspirational People</p> <p>This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community</p> <ul style="list-style-type: none"> • What positive examples have people given that show us how to live? • What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community? • How have the actions and example of people of faith or belief changed our world? • How might we change our lives in the light of the qualities demonstrated by other people? 		<p><u>Why do religious books and teachings matter?</u></p> <p>Theme: Teaching and Authority</p> <p>This enquiry explores how religions and beliefs express values and commitments in a variety of written forms and how value is attached to those writings</p> <ul style="list-style-type: none"> • What different kinds of writing and story are important to religions and beliefs? • Where do the most special kinds of writings and stories come from? • How do communities show that they value special books and writings? • What are the moral messages that can be found in stories from religions and beliefs? • How can I best express my beliefs and ideas? 	
PE	<p>Term 1: Hockey</p> <p>Term 2: Football</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, basketball, football and hockey], and apply basic principles suitable for attacking and defending • use running, jumping, throwing and catching in isolation and in combination 		<p>Term 3: Swimming and Gymnastics</p> <p>Term 4: Dance</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best • take part in outdoor and adventurous activity challenges both individually and within a team • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively such as front crawl, backstroke and breaststroke • perform safe self-rescue in different water-based situations 		<p>Term 5: OAA/Athletics</p> <p>Term 6: Rounders</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics] 	
Music	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 		<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	
Role Play Area	Fairground Ticket Store	Mystical Creatures	Cake Stall	Oil Spill	Minecraft	Washing Line of Sports