

Marine Academy Primary Year 5 Curriculum Map 2017-2018

| Year 5 | Autumn | | Spring | | Summer | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Focus | <p>Space Explorers</p>  <p>We know that when we look up at our sky we will see the Sun, the Moon and the stars. We take them for granted. But why are they there? What do they do? How do they affect the Earth? Astronomy, like all sciences, is about asking questions. By becoming space explorers, we can find out more about our solar system and the deeper mysteries of the universe.</p> | <p>Building a Village</p>  <p>Is this neighbourhood a good place to live – what do you think? Have you ever wondered why people in the past chose to live here? Together, we are going to find out about the places where people live. We'll be looking at different countries as well as different times in history and different societies.</p> | <p>Existing, Endangered, Extinct</p>  <p>From tiny tadpoles to giant squid, living things exist in an amazing variety of forms. Why is there so much variety and how do scientists sort, identify and classify the millions of species living today?</p> | <p>The Great, the Bold and the Brave</p>  <p>The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.</p> | <p>Champions for Change</p>  <p>One day, you should have the right to vote – to decide who will lead your country. What will you do with your vote? Which party or leader would you choose? What issues would get your attention? Politics is about taking an active role and interest in the future, to improve our lives and those of others.</p> | <p>World Cup</p>  <p>People like to compete with each other in all kinds of ways – but especially in sport. We want to know who can run the fastest or which team can score the most goals. The World Cup is one of the sporting competition in the world. Let's discover more about the World Cup and how we could organise our own competition</p> |
| English Writing | <p>Fiction: Significant Authors <i>Weslandia</i> by Paul Fleischman</p> <p>Non-Fiction: Instructions and Explanations <i>Jungle Survival Handbook</i> by Jen Green</p> | <p>Fiction: Modern Classic Fiction <i>Black and White</i> by David Macaulay</p> <p>Non-Fiction: Information Texts <i>The Secrets of Stonehenge</i> by Mick Manning and Brita Granström</p> | <p>Fiction: Classic Fiction <i>I Am Cat</i> by Jackie Morris</p> <p>Non-Fiction: Non-Chronological Reports <i>Dragonology: The Complete Book of Dragons</i> by Dugald Steer, Helen Ward and Douglas Carre</p> | <p>Fiction: Tales from Other Cultures <i>The Story of Antigone</i> by Ali Smith</p> <p>Non-Fiction: Blogs and Reports <i>My Secret War Diary</i> by Flossie Albright by Marcia Williams</p> | <p>Fiction: Historical Stories <i>The Ice Bear</i> by Jackie Morris</p> <p>Non-Fiction: Information Texts <i>Ripley's Believe It or Not! Mighty Machines</i> by Mark Ripley</p> | <p>Fiction: Faraway Fiction <i>Cloud Busting</i> by Malorie Blackman</p> <p>Non-Fiction: Non-Chronological Reports <i>How to Live Like a Stone Age Hunter</i> by Anita Ganeri</p> |
| English Reading | Poetry: Narrative Poems (1 week) | Poetry: Choral and Performance Poetry (1 week) | Poetry: Villainous Characters (1 week) | Poetry: Poetic Style (1 week) | Poetry: The Power of Imagery (1 week) | Poetry: Free Form Poetry (1 week) |
| Maths | Unit 1: Whole Numbers (1) Numbers to 10 million Place and value | Unit 3: Fractions (1) Subtracting unlike fractions Fractions and division | Unit 5: Area of a Triangle Base and height of a triangle | Unit 8: Measurements | Unit 12: Properties of Triangles and 4-sided Shapes | Unit 14: Volume of Cubes and Cuboids |

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| | <p>Comparing numbers within 10 million</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>Converting fractions to decimals</p> <p>Adding mixed numbers</p> <p>Subtracting mixed numbers</p> <p>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>Finding the area of a triangle</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>Converting a measurement from a larger unit to a smaller unit</p> <p>Converting a measurement 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>Angles of a triangle Right-angled, isosceles and equilateral triangles Parallelograms, rhombuses and trapeziums</p> <p>Unit 13: Geometrical Construction Drawing triangles Drawing 4-sided shapes</p> | <p>Building solids using unit cubes</p> <p>Drawing cubes and cuboids</p> <p>Understanding and measuring volume</p> <p>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> |
| Science | <p>Out of this World In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth.</p> | <p>Material World In this topic, the children learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible changes.</p> | <p>Circle of Life In this topic children look at life cycles of various species – including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals.</p> | <p>What's that Sound? Children will already know many things about sound, even without any formal teaching of it. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.</p> | <p>Let's get Moving In this topic children learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work.</p> | <p>Growing Up and Growing Old In this topic children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.</p> |
| SMSC | <p>We're All Stars!</p> <ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models | <p>Be Friendly, Be Wise</p> <ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. e-Safety | <p>Living Long, Living Strong</p> <ol style="list-style-type: none"> 1. Talking about puberty 2. Male and female changes 3. Puberty and hygiene 4. The concept of well-being 5. Being an effective learner 6. Role models | <p>Daring to be Different</p> <ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying | <p>Dear Diary</p> <ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other | <p>Joining In and Joining Up</p> <ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising |
| Foundation Subjects | Please see International Primary Curriculum (IPC) Topic Booklets for each Unit. | | | | | |
| | Science | Geography | International | History | Society | Geography |

| | History Art Technology International | History Technology Science Society International | Science Technology | Art International | Technology History International | Science International History Art Technology |
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| Enriched Curriculum Activity | Explorer Dome in School | Trip to Cotehele House on the Train | Trip to Dartmoor Zoological Park | Trip to Wildwood Escott Anglo Saxon Village | Visit from Johnny Mercer MP | Football on the Hoe followed by watching the Big Screen in the City Centre |
| French or Spanish | <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 bloggers Term 2: We are architects</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 artists Term 4: We are cryptographers</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 web developers Term 6: We are game developers</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> 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? 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><u>Why do religious books and teachings matter?</u> 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? | | <p><u>How should we live and who can inspire us?</u> 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? | |
| PE | <p>Term 1: Hockey 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 | | <p>Term 3: Swimming and Gymnastics 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 | | <p>Term 5: OAA/Athletics 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, | |

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| | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> 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>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> 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 | Solar System | Eco-Friendly Building | Rainforest | Viking Armour Workshop | House of Commons | World Cup Themed |
| | Space Rocket | Tudor House | Evolution Themed | Anicent Greek Building | Ballot Box | |