






All Saints Church School Curriculum Map

YEAR 5	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	To infinity and beyond 		The Ancient Mayans 		Who let the Gods out? 	
Educational Visits / Visitors/ enrichment	Theatre Visit Cool Aeronautics				We, the Curious- Bristol	
History including STEAM ideas to promote learning	<p>History of Space – Space travel, Space inventions (telescope/Satellites etc), The Space Race</p> <p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>To accurately use dates and terms to describe historical events;</p> <p>To understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>Pupils should continue to develop a chronologically secure knowledge and</p>		<p>Manmade or Natural Disaster – which best explains the disappearance of the Maya around AD900?</p> <p>A non-European society that provides contrasts with British history.</p> <p>Building a Mayan temple</p>		<p>How Greek are we?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world</p> <p>Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’ and ‘civilization’.</p> <p>Understand Ancient Greece, Greek life, their achievements and influence on the western world.</p>	

	<p>understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To find out about the early years of space exploration from 1940 to 1970.</p> <p>To find out about the first landing on the moon.</p> <p>To investigate some of the ways in which astronauts explore space today.</p>		<p>Outdoor Learning focus linked with History; designing and creating labyrinths with sticks or stones</p>
<p>Science including STEAM ideas to promote learning (including some DT skills)</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To know the difference between geo and heliocentric solar system and how views have evolved.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Carry out a simulation investigation to demonstrate why the moon appears as it does in the sky.</p> <p>Look at photos of the moon and identify key features.</p>	<p>Properties of Materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.</p>	<p>Animals including Humans</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.</p>

	<p>Match lunar phases to relative positions of the Moon, Sun and Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Calculate scales and ratios for a model of the solar system.</p> <p>Research, collate & create graphs for data about the planets.</p> <p>Forces Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Plan an investigation into the effectiveness of various parachutes</p> <p>Identify variables that need to change and that need to stay constant</p> <p>Record data using a 'best of three' approach</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Investigate how levers work; exploring how the position of fulcrum, load and effort impacts on use</p> <p>Investigate how pulleys work and how the number of pulleys used changes the effort required</p>	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Outdoor learning: Cooking on a fire</p>	
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	<p>Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>		
<p>DT including STEAM ideas to promote learning</p>	<p>Mechanisms: Cams – moving toy</p> <p>Use sheet materials and construction tools with appropriate supervision. Consider the aesthetic qualities and functionality of my work when making.</p> <p>Rocket/Mars explorer STEAM with links to science. Cool Aeronautics</p>	<p>Textiles: Mayan worry dolls</p> <p>Use sheet materials and construction tools with appropriate supervision.</p>	<p>Food and Nutrition: Greek flat breads, salad and dips</p> <p>Use sheet materials and construction tools with appropriate supervision.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products which are fit for purpose.</p> <p>Cut, mix and mould and begin to use pizza oven to heat food with adult supervision.</p>
<p>Geography including STEAM ideas to promote learning</p>	<p>What are the main features of South America? Know the names of, and locate, some South American countries. Find out about Brazil’s key features, including human and physical issues. Know about fruits and natural resources that South American countries have Know what is meant by the term ‘street children’. Know key physical and human characteristics of a chosen location in South America.</p>	<p>What creates a rainforest and why are they located where they are? Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is. Pupils should know where many of the world’s rainforests are situated. Know what is meant by the term ‘tropics’.</p> <p>Identify the locations of rainforests across the world. Use four-figure grid references to identify features on a map, including using a key.</p>	<p>Why is climate change such an important topic? Know what we mean by climate change. Recognise the issues associated with industry and climate zone. Know what we mean by ‘greenhouse gases’. Know what is meant by ‘ozone layer’. Know about the campaign of Greta Thunberg and others.</p> <p>Use a world map to locate different areas in the world that have been most affected by climate change. Understand how time zones work and be able to relate the time at places compared with Greenwich meantime.</p>

	<p>Use a map of South America to locate different countries and to understand how time zones impact on them. Understand how time zones work and be able to relate time of places compared with Greenwich meantime.</p> <p>Draw a map of a South American country and add key features linked to that country. Use Digimaps to show how different settlements in some countries may have changed over the years.</p> <p>Use data collected about South America to construct line graphs and pie charts based on a line of enquiry. As a result of their findings, know what the next set of questions are to ask.</p>	<p>Use lines of latitude and longitude on a map of the world to locate a place (e.g., rainforests).</p> <p>Sketch out features found at different layers of a rainforest. Use sketches as evidence in an investigation.</p> <p>Consider different features of a rainforest, for example, rainfall, temperature, etc. Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables. Select evidence from the range that is most reliable, considering validity and bias.</p>	<p>Use a sketch to explain what the ozone layer is and describe the impact of greenhouse gases. Use Digimaps to show how different settlements in some countries may have changed over the years.</p> <p>Use data collected about climate change to construct line graphs and pie charts and discuss findings. As a result of their findings, know what the next set of questions are to ask.</p>
<p>English genres and some suggested texts</p>	<p>Space Survival – T4W</p> <p>How to protect your home from Burglars (Home Alone video) - Non-Chronological Report</p> <p>Experience Earth Text – Persuasive Advert</p> <p>Wild Worlds – Poetry</p>	<p>The Princess and the Warrior</p> <p>Twisted Tale – Hansel and Gretel</p> <p>Twisted Tales – Newspaper articles</p> <p>The Dreadful Menace</p>	<p>Thesus and the Minotaur – Persuasive Writing</p> <p>Farther</p> <p>Eye of the Storm – Suspense and Pace</p> <p>Who were the best inventors? - Balanced Argument</p> <p>Explanation text – Non-Chronological Report (Geography)</p>
<p>Art</p>	<p>Typography and Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>Making Monotypes</p>	<p>Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p>Mixed Media Land and City Scapes</p>	<p>Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Fashion Design</p>

	Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines.	Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations	Explore contemporary fashion designers and create your own 2D or 3D fashion design working to a brief.
Computing	<p>Data handling: Mars Rover 1 Learning the vocabulary associated with data: data and transmit.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.</p> <p>Understanding how data is collected in remote or dangerous places.</p> <p>Understanding how data might be used to tell us about a location.</p> <p>Learn about different forms of communication that have developed with the use of technology.</p> <p>Learning that external devices can be programmed by a separate computer.</p> <p>Computing systems and networks: Search engines To know how search engines work.</p> <p>To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</p>	<p>Programming 1: Music: Scratch Iterating and developing their programming as they work.</p> <p>Confidently using loops in their programming.</p> <p>Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</p> <p>Writing code to create a desired effect.</p> <p>Using a range of programming commands.</p> <p>Using repetition within a program.</p> <p>Online safety: Year 5 Identifying possible dangers online and learning how to stay safe. Evaluating the pros and cons of online communication.</p> <p>Recognising that information on the internet might not be true or correct and learning ways of checking validity.</p> <p>Learning what to do if they experience bullying online.</p>	<p>Creating media: Stop motion animation Decomposing animations into a series of images.</p> <p>Decomposing a story to be able to plan a program to tell a story.</p> <p>Using video editing software to animate.</p> <p>Skills Showcase: Mars Rover 2 Learning the difference between ROM and RAM.</p> <p>Recognising how the size of RAM affects the processing of data.</p> <p>Understanding the fetch, decode, execute cycle.</p> <p>Learning how the data for digital images can be compressed.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Understanding how bit patterns represent images as pixels.</p> <p>Using logical thinking to explore software more independently, making predictions based on their previous experience.</p> <p>Independently learning how to use 3D design software package TinkerCAD.</p>

	<p>To understand what copyright is.</p> <p>To know the difference between ROM and RAM.</p> <p>Developing searching skills to help find relevant information on the internet.</p>		<p>Learn about different forms of communication that have developed with the use of technology.</p>
<p>Music</p>	<p>Musical Theatre Explain what musical theatre is and be able to recall at least three features of this kind of music.</p> <p>Categorise songs as action songs or character songs.</p> <p>Select appropriate existing music for their scene to tell the story of a journey.</p> <p>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>	<p>Looping in Remixing Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	<p>Blues Name three key features of blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the 12-bar blues correctly.</p> <p>Play the notes of the blues scale in the correct order, ascending and descending.</p> <p>Play a selection of blues scale notes out of order in their own improvisation.</p>
<p>PSHE (SCARF)</p>	<p>Me and My Relationships Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p> <p>Valuing Difference Recognising and celebrating difference, including religions and cultural</p>	<p>Keeping Safe Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, alcohol)</p> <p>Decision-making skills</p> <p>Rights and Respect Rights, respect and duties relating to my health</p> <p>Making a difference</p>	<p>Being My Best Growing independence and taking ownership</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p> <p>Growing and Changing Managing difficult feelings</p>

	Influence and pressure of social media	Decisions about lending, borrowing and spending	Managing change How my feelings help keeping safe Getting help
RE	<p>God – What does it mean to be loving and holy? Know that Christians believe God is omnipotent, omniscient and eternal, and this means that God is worth worshipping. Know that Christians believe that God is both holy and loving, and Christians balance ideas of God by being angered by sin and injustice but also loving, forgiving and full of grace. Know that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Know that Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p>Incarnation/God - Was Jesus the Messiah? To explain the ‘big story’ of the bible and show an understanding of why Jesus was believed to be the Messiah. To identify how the prophecies predicted and shared hope for a new Messiah To understand why Christians believe in Jesus’ incarnation in becoming their Messiah To show how Christians put their beliefs about Jesus’ incarnation into practice when celebrating Christmas.</p>	<p>Islam - What is the best way for a Muslim to show commitment to God? Understand the importance of commitment Learn about the 5 pillars of Islam. How Muslims show commitment through the 5 pillars of Islam. Compare commitment to the Humanist and Christian view of commitment Link their new learning about commitment to their life.</p> <p>Salvation - What did Jesus do to save human beings? Outline the timeline of the ‘Big Story’ of the bible, explaining how incarnation and salvation fit within. Explain what Christians mean when they say that Jesus’ death was a sacrifice using theological terms Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s supper. Show how Christians put their beliefs into practice Weigh up the value and impact of ideas of sacrifice in their own lives and in the world today.</p>	<p>People of God - How can following God bring freedom and Justice? Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Give examples of times when I misinterpreted something. Explain two different Muslim interpretations of Jihad. Recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>

	Godly Play – The Night of Power		
Maths	Place Value Addition and Subtraction Number Properties Multiplication and Division Multiplication - Area Geometry 4 rules through Statistics Fractions	Place Value Decimals, negative numbers and rounding Four rules linked to measure Division Multiplication and division problem solving Geometry – 3D, Translation of 2-D Fractions and Percentages Fractions Time Missing information application	Statistics Time Missing information application to addition and subtraction Multiplication and Division Mass/volume and capacity
French MFL	Phonics throughout The date Planets	Phonics throughout The weather Do you have a pet?	Phonics throughout Olympics Clothes
PE	Leadership Fitness Tag Rugby Dance	Mini Muay Thai Quicksticks Netball Gymnastics	Swimming Rounders Athletics