



St Helen's Catholic Primary School
Year 5 Curriculum Map 2017 - 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Mission Statement & Gospel Values 5 th -8 th Sept KS1 Prayer & Praying/KS2 The Mass 11 th -22 nd Sept Domestic Church – Family 25 th Sept-13 th Oct Judaism 16 th – 20 th Oct	Saints 30 th Oct- 3 rd Nov Year of Mercy Week 13 th -17 th Nov Baptism/Confirmation – Belonging 6 th – 24 th Nov Advent/ Christmas – Loving 27 th Nov- 19 th Dec	Other Faiths – 3 rd - 19 th Jan Local Church – Community 22 nd Jan – 9 th Feb	Eucharist – Relating 19 th Feb - 9 th Mar Lent / Easter – Giving 12 th – 29 th Mar	Pentecost – Serving 12 th Apr – 4 th May Reconciliation – Inter-relating 8 th – 25 th May	Universal Church – World 4 th - 22 nd June Friends of Jesus & Stories Jesus told 25 th June – 13 th July
Science	<u>Earth and Space</u>	<u>Separating Mixtures</u>	<u>Forces</u>	<u>Materials</u>	<u>Types of Change</u>	<u>Life Cycles</u>
Comp	Computing Programme of Study Focus – Online Safety 5.4 We are web developers (creating a web page about cyber safety) Kidztype.com	Computing Programme of Study Focus – 5.2 We are cryptographers (cracking codes) Saving	Computing Programme of Study Focus – 5.1 We are game developers(developing an interactive game) Screenshots	Computing Programme of Study Focus – 5.3 We are artists (Fusing geometry and art) Printing	Computing Programme of Study Focus – 5.5 We are bloggers (Sharing experiences and opinions) Copy & Paste	Computing Programme of Study Focus – 5.6 We are architects (Creating a virtual space) Saving
Geography	<u>Investigating Rivers and the water cycle</u> Use mapping skills to identify the main rivers in the UK and Europe. Identify the river journey; main focus on the River Thames. Use ordnance survey maps Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<u>A contrasting European locality - Italy</u> Use mapping skills to identify settlement, land use, economic activity, trade links. Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 6 figure grid reference Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>A contrasting settlement – Central or South America – Brazil</u> Link to climate zones, biomes and vegetation belts. Use mapping skills to identify the location and types of settlements and land use. Identify the position and significance of latitude, longitude and the Tropics, Identify climate zones, biomes, vegetation belts. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			



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History	Cultural History <i>Icons and Inventors</i>		Tracing aspects of the past in our locality with reference to what life was like for a Tudor living in East London. Including the persecution of Catholics.		Summer 1 - British Empire - The changing power of monarchs with a case study of Queen Victoria and what life was like during her reign. Including the growth of the British empire. The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain.		
Art	Street Art Store images and present them using software. Add collage to a painted printed or drawn background. Experiment with wet media to make a range of marks, lines, textures and shapes. Work into print with a range of media e.g. pen. Banksy		Spring 2 - Castles and Palaces Study Queen Victoria's most frequent residences of Balmoral and Windsor Castle. Use different media to create different marks, lines, patterns and shapes within a drawing. Explore colour mixing techniques with coloured pencils. Sir William Whitfield		Arts Weeks Shape, model, form and construct from observation or imagination. Chn to adapt their work according to their views.		
DT	Electrical Systems Children to understand how Thomas Edison influenced the world. Using research, discuss a range of relevant products that respond to changes in the environment using a computer control program such as automatic nightlights, alarm systems, security lighting. Investigate electrical sensors such as light dependent resistors (LDRs) and a range of switches such as toggle switches. To gain an understanding of how they are operated and how they work, use each component to control a bulb in a simple circuit. Demonstrate and enable children to practise methods for making secure electrical connections e.g. screw connections. Explore a range of electrical systems that could be used to control their products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Test the system to demonstrate its effectiveness for the intended user and purpose.			Spring 2 - Tudors Design the food based on a design criteria. Know how to prepare ingredients safely & hygienically. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.		Bird Hides - Frame structures Develop design criteria. Generate ideas through an exploded diagram. Develop a prototype. Select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing, accurately. Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate the product against the design criteria.	
PE	Dance - (Rubbish) Games – Basketball (Net / Court / Wall Games)	Gym (Bridges) Games – Handball (Invasion and Target (Ball Handling Games))	Dance - (What a Card / Word Power) Games - Hockey (Invasion Games (Implement and Kicking))	Gym (Flight) Games - Rounders (Striking and Fielding Games)	Dance (City Life / Pleased to see you) Games (Athletics – Unit 1)	Gym (Functional use of the limbs) Games (Athletics – Unit 2)	
Music	Space- Understanding technical and scientific aspects of music, manipulating and analysing sounds using ICT.	Don't Stop Believin' – Rock. Cover versions, 80s music, literacy links, analysing performance.	Cyclic patterns - learning about African music, learning African dances, creating a cyclic composition on untuned and tuned percussion instruments.	Song writing - exploring song writing techniques using skills of famous musicians, e.g. John Lennon.	Classroom Jazz – Jazz. History of Music – Jazz in the historical context. Composition, improvisation.	Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.	
French	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Use a dictionary to identify hobbies & Sports vocabulary Numbers 1-80 continuous Grammar Conjugate high frequency verbs to build sentences. Identify which verb is appropriate to the particular sport or hobby. Faire (Do) Jouer (Play)	Read carefully and show understanding of words, phrases and simple writing. Read and follow instructional language. Read and translate recipes in French. Use dictionaries to identify kitchen objects and table settings. Grammar Notice the key features and patterns of language. Identify the use of imperative verbs for instructions.	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Practice and teach the sign of the cross to Yr1 Practice and teach the Hail Mary to Yr 2 Learn the history song and dance of Sur le Pont D'Avignon. Teach it to year 3 on the French Day Create colour poems Preparation for the French Day <ul style="list-style-type: none"> • Food revision • Ordering items Grammar Identify similarities and differences with English.	Describe people orally and in writing. Use dictionaries to review, read, write and spell family vocabulary. Use adjectives to describe family members. (appearance/ personality) Grammar Notice the key features and patterns of language Use comparative and superlative adjectives. Identify masc/fem/ plural agreements of adjectives.	Describe things orally and in writing. Write phrases from memory, and adapt these to create new sentences to express ideas clearly. Use dictionaries to develop vocabulary for school subjects. Express opinion on school subjects. Write about school subjects from memory. Grammar Conjugate high frequency verbs to build sentences. J'aime, J'adore, Je deteste (Like, love, hate) Notice the key features and patterns of language. Create negatives Ne _____ pas independently	Appreciate stories, songs, poems and rhymes in the language. Read, listen to, translate and role play French traditional stories Grammar Identify high frequency verbs, sentence structures and familiar vocabulary in different contexts.	
P5HCE	New Beginnings Getting on and falling out	Say No to Bullying Economy	Going for goals! Citizenship	Good to be me Healthy Lifestyles – Drugs & Alcohol	Relationships Safety	Changes Journey in Love	
Ed Visits	Jewish Museum Rome	Brick Lane Street Art Thames Explores	Tate & Lyle Junior Citizens GLA Place of Worship - Hinu	Ballet	Ragged School Holland	Festival of Voices Zoo – London	