

# Year 5 Curriculum Provision Map



## Curriculum Drivers - interwoven throughout our Curriculum -

Ourselfs



Our Aspirations



Our Communities



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme</b>	<b>Mediterranean Life</b> <i>(long unit)</i>		<b>A Voyage of Discovery</b> <i>(longer unit)</i>		<b>'Ere Be Dragons!</b> <i>(longer unit)</i>	
<b>Numeracy</b>	Knowing & Using Numbers Addition & Subtraction Properties of shape Multiplication	Position, direction & movement Division Fractions, decimals & percentages Measurement Cross curricular application of statistics	Knowing & Using Numbers Addition & Subtraction Properties of shape Multiplication Position, direction & movement Division Fractions, decimals & percentages Measurement Cross curricular application of statistics  Revision and embedding of Year 5 Key Concepts assessed as not yet secure		Revision and embedding of Year 5 Key Concepts assessed as not yet secure Revision and embedding of Year 5 Key Concepts assessed as not yet secure	
<b>Literacy</b>	a new ending for a Greek Myth a clear set of instructions <b>Grammar focus:</b> 1st person and past tense, conjunctions and adverbs for cohesion, adverbs of time (next/then)  a diary extract in role a newspaper recount suitable for a younger reader <b>Grammar focus:</b> relative clauses (which/where)		a new scene for a play  <b>Grammar focus:</b> formal and informal dialogue, use of line breaks to show pauses  a persuasive presentation	a balanced discussion text adverbs and adverbials that contrast (on the other hand/however/other people believe)	a poem using vivid images  An adventure story a non-chronological report <b>Grammar focus:</b> first person and past tense, adverbs and adverbials of time, 3rd person and present tense, adverbs and adverbials (because/however/therefore)  a new episode for a known story a short biography <b>Grammar focus:</b> parenthesis, inverted commas for speech, adverbs and adverbials of time	
<b>Science</b>	<b>Properties and Changes of Materials:</b> Dissolving and solutions Separating Mixtures Permanent and non-permanent changes of state		<b>Earth and Space:</b> Night and Day The Solar system The apparent movement of the Sun <b>Forces:</b> Gravity Friction, air resistance & water resistance Levers, pulleys and gears		<b>Animals Including Humans:</b> Changes in old age <b>Living Things and Their Habitats:</b> Reproduction Life cycle of birds, mammals & amphibians Human life cycle + Relationship Education	
<b>Computing</b>	<b>Coding:</b> use Scratch to code and create a platform game with an ancient Greek theme. <b>Connecting and Communicating:</b> learn about using the Internet safely and responsibly through blogging		<b>Communicate:</b> create an animation about to explain night and day	<b>Communicate:</b> create a stop motion animation about the Pilgrim Fathers' voyage to America using Stop Motion Animator and Movie Maker.	<b>Coding and Communicating:</b> create a multiple choice adventure games based on the theme of dragons (PowerPoint).	
<b>History</b>	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b>		<b>A local history study:</b> The Barbican area and the Mayflower Steps The journey of the Pilgrim Fathers		<b>The achievements of the earliest civilizations:</b> The Shang Dynasty of Ancient China.	
<b>Geography</b>	<b>Locational Knowledge:</b> Mapping- Europe (including the location of Russia)		<b>Place Knowledge:</b> Compare and contrast UK with other countries <b>Locational Knowledge:</b>		<b>Locational Knowledge:</b> Mapping- Asia (with a focus on China)	

	<b>Geographical Skills and Field work:</b> Use index and contents page of atlas Use maps to research factual information		<i>Hemispheres and Time Zones</i> <b>Locational Knowledge:</b> Mapping- North America <b>Human and Physical geography:</b> Vegetation belts <i>Land use, trade and economic links</i>				
<i>Art and Design</i>	<b>Inspiration from Great Artists - Painting:</b> <i>Mediterranean land, sea and cityscapes (Van Gogh, Gaudi, Picasso, Manet,)</i>		<b>Textiles:</b> <i>American folk art - quilting</i>		<b>Drawing and Painting:</b> <i>Dragon paintings, using inks and watercolour</i>		
<i>Design Technology</i>	<b>Cooking and Nutrition:</b> <i>Flavours of the Mediterranean</i>		<b>Supporting Structures:</b> <i>Bridges and Towers</i>		<b>Joining and Finishing Materials:</b> <i>Chinese dragon mask</i>		
<i>Music</i>	<b>Describing Music:</b> <i>The music of Europe</i> <b>Compose and Transcribe:</b> <i>Use standard notation to indicate how many beats.</i>		<i>Holst -The Planets'</i> <b>Compose and Transcribe:</b> <i>Timbre and duration</i> <b>Perform and Evaluate:</b> <i>controlled playing, with expression</i>	<b>Describing Music:</b> <i>Modern American music</i> <b>Perform and Evaluate:</b> <i>Sing with confidence, holding a part and in tune.</i>	<b>Describing Music:</b> <i>Music of Asia</i>		
<i>Ph ysi cal Educ ation</i>	<i>Games/Gymnastics</i>	<b>Games:</b> <i>Team invasion games</i>	<b>Personal Fitness:</b> <i>Create own Boot Camp regime</i>	<b>Games:</b> <i>Invasion Games</i>	<b>Gymnastics:</b> <i>Travelling Symmetrical/asymmetrical balances</i>	<b>Games:</b> <i>Athletics</i>	<b>Gymnastics:</b> <i>Sequences on apparatus</i>
	<i>Dance</i>	<b>Zumba Away Dance</b> <i>(whole class)</i>		<b>Space man Dance</b> <i>(groups)</i>	<b>Mayflower Bound Dance</b> <i>(groups and partners)</i>	<b>Chinese Lion Dance:</b> <i>(groups)</i>	
<i>Religious Education</i>	<b>Religion and The Individual/ Religion and The Community</b> <i>(Christianity)</i> <b>Christmas</b> <i>(Christianity)</i>		<b>Creation</b> <i>(Multi-Faith)</i>	<b>Faith in Our Community</b> <i>(Multi-faith – including Plymouth Brethren)</i>	<b>Easter</b> <i>(Christianity)</i> <b>Religion and The Individual/ Community</b> <i>(Buddhism)</i>		
<i>Languages</i> <b>Need new 5 &amp; 6 scheme</b>							
<i>PSHME</i>	<b>Themselves:</b> <i>Rules and democracy</i>	<b>Communities:</b> <i>Empathy and Understanding Anti-bullying</i>	<b>Awareness of the Behaviour of Others:</b> <i>Relationships and peer-pressure</i>	<b>Local Area:</b> <i>Understanding a local, topical issue</i>	<b>Respecting Others and E-Safety:</b> <i>Respect for diversity Relationship Education</i> <b>Keeping Healthy and Safe:</b> <i>Personal hygiene+ and medicines</i>		