



St Oswald's Curriculum Map Year 5

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Characteristics of Learning

*Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas*

Speaking and Listening

To listen carefully making timely contributions and asking questions that are responsive to others ideas and views. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations. To recognise powerful vocabulary and build these words and phrases into their own talk. To plan and present information clearly with ambitions detail and description for the listener. To participate in debates, arguments and use relevant details to support their opinions and add humour where appropriate. To follow complex directions /multi step instructions without the need for repetition. To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teacher to improve performance. To

combine vocabulary, choices, gestures and body movement to take on and maintain the role of character. To develop agree and evaluate rules for effective discussion. To engage in longer and sustained discussion about a range of topics. To ask questions offer suggestions challenge ideas and give opinions in order to take an active part in discussions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Fiction: Who let the Gods out by Maz Evans Ancient Greece; DK Eyewitness</p> <p>Icarus Hercules</p> <p>Writing; Quest tale - Fiction Non Chronological report - Greeks</p> <p>Poems: Kenning Poem - The Minotaur - Kenning Twinkl</p> <p>Grammar; relative clauses parenthesis, speech followed by action</p>	<p>Fiction: Cosmic by Frank Cottrell Boyce Space; Bloomsbury Discovery Gravity- Jason Chin The Way back Home- Olivier Jeffers Cloud Busting</p> <p>Writing: Newspaper report - Apollo landing / Tim Peake - Non fiction</p> <p>Poems: Performance Poetry - Free verse - space Cloud Busting</p> <p>Grammar; direct and indirect speech + cohesive devices to link paragraphs passive and active voice and relative clauses Spelling; prefixes Hyphenated prefixes</p>	<p>Fiction: Viking Boy Tony Bradman Vicious Vikings Horrible Histories The boy at the back of the class - Onjali Raúf The Saga of Erik the Viking Terry Jones</p> <p>Writing: Setting description, character description of a Viking</p> <p>Recount Letter</p> <p>Poems: Riddle; Dane geld Performance</p> <p>Grammar; relative clauses modal verbs parenthesis commas, tenses, modal verbs expanded noun phrases</p>	<p>Fiction: The Tempest Vrystal and Gems DK Eyewitness The Lion the Witch and the Wardrobe The hatchet Gary pullman 'If' Rudyard Kipling Beetle Boy.</p> <p>Writing: Play scripts - Fiction Non chronological report on gold - Non fiction</p> <p>Poetry: cinquains</p> <p>Grammar colon for a list and explanation adverb f possibility past progressive tense present progressive tense expanded noun phrase bullet points</p>	<p>Fiction: Cogheart Gut Wrenching gravity and other fatal forces Clockwork by Phillip Pullman The Invention of Hugo Cabret- Brian Selsnick Icky Doo Dah - The fairground fiasco.</p> <p>Writing: Losing Tale - Fiction x2</p> <p>Poetry: Shape Poems</p> <p>Grammar; cohesion parenthesis fronted adverbials relative clause concise nouns for cohesion direct speech and speech followed by action</p>	<p>Fiction: Beetle Boy Secrets of animal life cycles- Andrew Solway The Promise - Nicola Davies Secret Garden The Wonder Garden by Jenny bloom</p> <p>Writing; Information text, explanation text</p> <p>Poetry; The Glory of the garden - Rudyard Kipling Preparing poems - Grandads garden. Rhyming Poems</p> <p>Grammar; Homophones, commas for ambiguity, contractions recap apostrophe for possession and plural possession. Semi colon to separate independent clauses colon for explanation</p>
Maths	<p>Number Place Value (3 wks)</p> <p>Addition and subtraction (2 wks)</p> <p>Statistics (1 wks)</p>	<p>Statistics (1 wks)</p> <p>Number Multiplication and Division (2 wks)</p> <p>Measurement Perimeter and Area (2 wks)</p>	<p>Number Multiplication and Division (3 wks)</p> <p>Fractions (4 wks)</p>	<p>Number Fractions (2 wks)</p> <p>Decimals and percentages (2 wks)</p>	<p>Number Decimals (4 wks)</p> <p>Geometry Properties of shapes (3 wks)</p>	<p>Geometry Position and Direction (1 wk)</p> <p>Measurement Converting units (2 wks) Volume (1 wk)</p>
Topic Theme	Greece- Gods and Mortals	Stargazers; Earth and Space	Traders and Raiders	Alchemy Island	Scream Machine	Beast Creator/ Allotment

			Vikings			
Protected Characteristics Story Books	My little Book of Big freedoms (Freedom, liberty, race, equality)	Where the Poppies Now Grow Hilary Robinson and Martin Impey (Age) The Day the War came Nicola Davies (Race and Equality) Black and British David Olusga- (Race and Ethnicity)	Leaf (difference)	Boy Overboard Morris Gleiitzman (faith, ethnicity, race)	Stand Up, Stand Out 25 rebel heroes Kay Woodward (Gender ethnicity and race, religion and belief, sexual orientation, age)	How to heal a broken wing Bob Graham (Disability)
Science	Chemistry Properties & Changes of Materials 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'	Earth and Space -Movement of Earth and the other planets in relation to the sun -Movement of the Moon -Earth's rotation to describe day/night	Chemistry Properties & Changes of Materials · know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · demonstrate that dissolving, mixing and changes of state are reversible changes	Chemistry Properties & Changes of Materials · 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.	Physics Forces · explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object · identify the effects of air resistance, water resistance and friction, that act between moving surfaces · recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Biology Living Things & their Habitats · describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird · describe the life process of reproduction in some plants and animals. · describe the changes as humans develop to old age
Stand alone investigations		<u>Can we track the sun?</u> <u>Why do planets have craters?</u> <u>How do we know the earth is round?</u> <u>How does the Moon Move?</u> <u>How do rockets lift off?</u>		<u>Why does milk go off?</u> <u>Will it erupt?</u> <u>Why does a compass always point north?</u> <u>Can you clean dirty water?</u> <u>Which materials conduct heat?</u>	<u>Why are zip wires so fast?</u> <u>What do pulleys do?</u> <u>How do levers help us?</u>	<u>How many potatoes can you grow?</u> <u>Do dock leaves cure a sting?</u> <u>What is the life cycle of a mel worm?</u> <u>How do worms reproduce?</u> <u>why do birds lay eggs?</u>
History	Knowledge	Knowledge	Knowledge			

	<p>Ancient Greece -Taught about a study of Greek life and achievements and their influence on the western world</p> <p>Skills Develop a broad understanding of ancient civilisations</p> <p>compare an aspect of life with the same aspect in another period</p> <p>compare life in early and late times studied</p> <p>Add time period to timeline</p> <p>Vocab Greek empire B.C Olympics Soldier Slave Pottery Vase Alphabet Alexander the great Coins Column Tunic Pythagoras</p>	<p>Black History; Jospeline Baker; Historical Importance</p> <p>WW2: The Home Front Stand Alone History How did Britain change before/during/after the war? What happened to the economy, jobs and lifestyles. Look at the difference in leaders.</p> <p>Skills examine causes and results of great events and the impact on people</p> <p>Add events to a timeline</p> <p>Vocab Century / ies Anniversary Medal Barrage balloon Tank Prisoner Working life Women</p>	<p>The Viking struggle for the kingdom of England to the time of Edward the Confessor The Vikings -Viking raids and invasions -Resistance by Alfred the Great and Athelstan (First King of England) -Edward the Confessor and his death in 1066</p> <p>Skills compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events</p> <p>place current study on time line in relation to other studies</p> <p>use relevant terms and periods labels</p> <p>make comparisons between different times in history compare life in early and late times studied</p> <p>begin to identify primary and secondary sources use evidence to build up a picture of life in time studied</p> <p>fit events into a display sorted by theme time</p> <p>Use the internet and books to find evidence</p>			
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			<p>Add to a timeline</p> <p>Vocab Vikings King Decade Century Long Boat Slave Thatched house Thor Odin Freyja Spear Shield</p>			
Geography	<p>Knowledge Locating countries and landmarks</p> <p>Skills Chn should be able to locate a country, continent and discuss the environmental aspects of that environment.</p>	<p>Knowledge Locating physical features</p> <p>Skills Identify climate zones, biomes, vegetation belts</p>	<p>Knowledge countries locations</p> <p>Skills use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>shrovetide ; Map of Ashbourne; Plot key points on the map. Use coordinates to get to different points on the map. Plot Key routes Add in geographical features (river, hills, roads,</p>	<p>Map reading using coordinates human and physical features</p> <p>Skills To describe direction and position using coordinates. Linking to a compass and degrees. Compare historical maps.</p>	<p>Knowledge Theme parks in the UK and overseas</p> <p>Skills Observe cities and locate on a map.</p>	<p>Knowledge Local field work contrasting locations</p> <p>Skills Use another school, exchange locality through letters and email. Compare areas of environment - eg/ Ashbourne to inner city Birmingham. Questionnaires and data handling</p>
R.E. Christianity & Sikhism	<p>UC U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Explain who and why individuals and communities express the meanings of their beliefs</p>	<p>UC U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Explain and interpret a range of beliefs teachings and sources of wisdom and authority in order to understand</p>	<p>L2.6 What does it mean to a be a Muslim in Britain today?</p> <p>Explain the religions and world views which they encounter clearly, reasonably and</p>	<p>L2.6 What does it mean to a be a Sikh in Britain today?</p> <p>Explain the religions and world views which they encounter clearly, reasonably and</p>	<p>UC U2.4 Christians and how to live- 'what would Jesus do?'</p> <p>Explain how and why communities express the meaning of their beliefs and values in many</p>	<p>L2.7 What matters most to a Humanist and Christians?</p> <p>Begin to explore some of the ultimate questions that are raised by human life in wats that are well informed and which invite reasoned</p>

	and values in many different forms	religions and ways of seeing the world. Identify investigate and respond to questions posed.	coherently; evaluate them drawing on a range of introductory level approaches	coherently; evaluate them drawing on a range of introductory level approaches	different forms and ways of living enquiring into the variety of different and relationships that exist between them.	personal responses, expressing insights that draw on a wide range of examples- art, media, philosophy. Articulate beliefs values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.
SMSC	Use a range of social skills in different contexts	Understand legal boundaries and respect the civil and criminal law of England	Sense of enjoyment and fascination when learning about themselves and others	Cooperate well with others and be able to resolve conflicts effectively	Reflect on their beliefs, religious or otherwise that inform their perspective on life and their interest in and respect for different faiths, feelings and values.	Know about Britain's democratic parliamentary system and its central role in shaping our history and values
P.E.	Football/Tag Rugby	Hockey/basketball	Netball/gymnastics	Dance/tennis	Cricket/athletics	Sportsday/athletics/rounders
Computing	Selection in Quizzes (Programming)- link to topic Scratch	Systems and Searching (Computing systems and Networks) Power points	Fact File databases (Data and information) Maths J2 data	Introduction to Vector Graphics (Creating Media) Google drawings	Selection in physical computing (Crumble, Scratch) (Programming)	Video Production (Creating Media) Micosoft photos Chipchamp
Online Safety Keeping Safe Online	Healthy lifestyles (Use the Online Safety curriculum and Project Evolve)	Digital citizenship You've won a prize (Use the Online Safety curriculum and Project Evolve)	Online Reputation (Use the Online Safety curriculum and Project Evolve)	How to cite a site (Use the Online Safety curriculum and Project Evolve)	Managing information on line Strong Passwords (Use the Online Safety curriculum and Project Evolve)	
Art	Skill: Observational drawing, sculpture, shape, form, pattern, moulding Materials: Pencil, clay Progression of skills: 1) Mark making with pencil. Creating light and dark with different techniques. Annotating with personal comments.	Skills: Colour mixing, shape, form, layering Materials: pencil, chalk, paint Artist suggestion: Peter Thorpe Progression of skills: 1) Explore the colours of space, different planets/moon - collage of colours in sketchbooks	Skills: shape, pattern, collage Materials: Pencil, Pen, string, card, foil, felt tip pen, printing block and paint Progression of skills: 1) Investigate Viking jewellery and armour. Look for patterns and sketch these into sketch books. 2) Designing a Viking brooch based on pattern research.	Skills: Photography, line, texture, colour Materials: Paint, pencil Progression of skills: 1) Photography of grand doors in town - Ashbourne town hall. 2) Grid method sketch of door.	Skills: Colour mixing, line, pattern and texture Materials: string, PVA, paint, pencil Progression of skills: 1) Experiment with close up patterns and lines from mechanisms and fair ground rides. - Use a mixture of pen, pencil and fine liner.	Skills: Pattern, line, shape Materials: Pencil, fine liner Artist suggestion: Rosalind Monks Progression of skills: 1) Look at artwork by Rosalind Monks - experiment with using intricate patterns used by the artists in sketchbooks. 2) Look at the similarity and differences of Darwin's insect

	<p>2) Researching Greek patterns often used on pots and recreating in sketch book.</p> <p>3) Austin's Butterfly - Half/half pencil sketch of pots focussing on symmetry and shape and continuing pattern.</p> <p>4) Using research to design own clay pot - think about shape, size and patterns inspired by ancient Greece.</p> <p>5) Make a clay coil pot.</p>	<p>2) Colour mixing using chalk - primary, secondary, tertiary</p> <p>3) Look at art work by Peter Thorpe. Think about the effects of the bright colours. Use chalk to recreate some of the effects.</p> <p>4) Use chalk pastels to create a backdrop of deep space - blending and merging colours.</p> <p>5) Use chalk to create a planet or rocket - blending brighter colours - complimentary colours - think about what will stand out against background.</p>	<p>3) Practise building up a 3D pattern by gluing string on cardboard or paper.</p> <p>4) Create a Viking brooch - base shape, draw pattern in pencil, glue on the string in the pattern. Cover with foil and press into the gaps. Use felt tip to add colour.</p> <p>Shrovetide Art: Sketch the Plinth</p>	<p>3) Imaginative art - linked to Narnia through the wardrobe. Watercolour sky and silhouette of lamppost/trees.</p>	<p>2) Explore the colours of a fair. Dark sky with bright, loud colours. Create a mood board page in sketch books.</p> <p>3) Abstract art - soak pieces of dark string in PVA glue, pull them out and drop onto sketchbook or card. Let them fall randomly creating the effect of chaos and roller coasters.</p> <p>4) Used mixed media - pens, oil pastels and paint to fill in the gaps between the string.</p>	<p>drawings (see Curriculum Maestro) and Rosalind Monks's drawings. Annotate in sketch books.</p> <p>3) Patterns - Twinkl (Drawing skills teaching pack - drawing texture)</p> <p>4) Insect outlines - experiment with shapes and outlines of different insects.</p> <p>5) Final piece - chosen insect shape filled with patterns.</p>
D & T			<p>Key skills:</p> <ol style="list-style-type: none"> 1) Select from and use a range of tools and equipment to perform practical tasks. 2) Technical knowledge. 3) Build structures, exploring how they can be made stronger, stiffer and more stable 4) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Key vocabulary: Shape, resistance, streamlined, longship, size, scale, float</p>	<p>Key Skills</p> <ol style="list-style-type: none"> 1) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 2) Select from and use a range of tools and equipment to perform practical tasks. 3) Select from and use a wide range of materials and components, including construction materials. <p>Key vocabulary: Mechanical, moving/rotating parts, design criteria, functional</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) Select from and use a range of tools and equipment to perform practical tasks. 2) Technical knowledge. 3) Build structures, exploring how they can be made stronger, stiffer and more stable 4) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 5) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Key vocabulary:</p>	<p>Key skills:</p> <ol style="list-style-type: none"> 1) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups 2) Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 3) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Key vocabulary: Seasonality, construction, purpose, planting</p>

					Structure, shape, stability, frame, safety	
<p>PSHE (PSHE Matters scheme is on the server)</p>	<p>Being healthy</p> <p>Being Healthy ASK: I don't like vegetables so why do I have to eat them? Knowledge Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. Exploring how we make choices about the food we eat. Identifying how to make informed choices. Developing skills to make their own choices. Recognising how images in the media do not always reflect reality. Setting simple but challenging goals.</p> <p>British Values: Democracy School Council</p>	<p>Anti Bullying Bullying Matters</p> <p>Bullying Matters ASK: What does a bully look like? Knowledge Understanding that their actions affect themselves and others.</p> <p>Developing strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise from a number of factors. Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling'). Knowing how to recognise bullying and abuse in all its forms</p>	<p>Exploring emotions</p> <p>Exploring Emotions ASK: Why do I sometimes feel angry? Knowledge Recognising a wider range of feelings in others and how to respond appropriately. Recognising that their actions can affect themselves and others. Developing strategies to resolve disputes.</p> <p>Deepening their understanding of good and not so good feelings. Extending emotional vocabulary. Exploring the intensity and range of feelings. Recognising when they experience conflicting emotions and how to manage these.</p>	<p>Relationships ASK: What makes a good friend? Knowledge Recognising what a healthy relationship is. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship, including those between acquaintances, friends, relatives and families. Understanding the true meaning behind civil partnerships and marriage. Resolving conflicts. Recognising that forcing anyone to marry is a crime. Understanding about confidentiality and about times when it is necessary to break a confidence</p>	<p>Being Responsible Knowledge Research, discuss and debate topical issues. Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone. To understand there are some cultural practices against British law. Explore rights and responsibilities at home, school, community and the environment. Develop skills to carry out responsibilities. Explore others' points of view. Explore what being part of a community means and how they belong</p> <p>British Values: Democracy, respect and Rule of Law</p>	<p>Discrimination Debating ethical issues difference and diversity</p> <p>Difference and Diversity ASK: Should boys cry? Knowledge Identifying how to listen and respond respectfully to a wide range of people. Recognising the factors that make people the same or different. Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes. Understanding the correct use of the terms sex, gender identity and sexual orientation.</p> <p>British Values: Tolerance of other faiths, Mutual respect</p>
<p>British Values Story Books</p>	<p>All about Politics DK and Andrew Marr</p> <p>My little Book of Freedoms (Democracy)</p>				<p>Two Monsters (Respect and Tolerance)</p>	<p>The island at the End of Everything (respect, tolerance) Julian is a mermaid- (gender sexual orientation tolerance)</p>
<p>SRE</p>	<p>Well being and mental health</p>	<p>Positive role models</p>			<p>Being an effective learner</p>	<p>Recap puberty and changes to the body from year 4</p>
<p>MFL Primary Language Network</p>	<p>Talking about us/school subjects (Extended feelings, recap personal information,</p>	<p>Time in the city (Spanish city, buying a ticket, directions, descriptions,</p>	<p>Healthy eating, going to market (Fruit and veg nouns, class survey, prices,</p>	<p>Clothes (Clothes nouns, verb to wear, describe using adjectives, read</p>	<p>Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior</p>	<p>Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts</p>

Spanish	introduce a friend, subjects and opinions)	shopping, festive jumper)	market dialogue, recipe)	descriptions, design and write)	learning recall, planet creations)	about the beach) Language Puzzle*
Music	Charanga Livin' on a prayer Harvest	Charanga Classroom Jazz 1 Charanga; Space	Charanga Make you feel my Love Charanga; Vikings Mothers Day	Charanga Fresh Prince of Belair Easter	Charanga Dancing in the street Fathers Day	Charanga Reflect, rewind, replay
Special Days	Harvest	Remembrance Christmas Manchester Imperial war Museum	Shrovetide/Lent Valentines day	Easter - church wc 20 th and 27 th March Mother's Day St George's day		
Courageous Advocacy	Macmillan tea party Food bank Ivengers	Black History month- Josephine baker Anti Bullying week Ivengers	Online safety Ivengers	 Ivengers	Refugee week	Food from around the world World Oceans day Healthy selfies Ivengers