

Class 5 Curriculum Map

Miss Gooding

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Retell beginning – Tiny Feet</p> <p>Retell ending – Tiny Feet</p> <p>Recount of Queen Elizabeth II’s life.</p> <p>Diary – Running on the Roof of the World</p> <p>Retell - Running on the Roof of the World</p> <p>Biography – Dalai Lama</p>	<p>Instructions – Get up, Elizabeth.</p> <p>Recount of part of the trip – Everest</p> <p>Biography – Tenzing Norgay</p> <p>Non-Chronological Report on Mountains</p> <p>Kings and Queens Poetry – The Head that Wears the Crown</p>	<p>Retell – Medusa</p> <p>Character description – Theseus and the Minotaur</p> <p>Retell - Theseus and the Minotaur</p> <p>Retell – Icarus and Daedalus</p> <p>Information leaflet – Why you should visit Madagascar.</p>	<p>Retell – Escape from Pompeii</p> <p>Diary - Escape from Pompeii</p> <p>Setting description – When a Giant Stirred</p> <p>Non-Chronological Report on Romans</p> <p>Character description - Boudicca</p>	<p>Setting description of The Great Hall – Beowulf</p> <p>Retell – Beowulf</p> <p>Retell – A Life Electric</p> <p>Explanation – How to make an electrical circuit</p> <p>Retell – Arthur High King of Britain</p> <p>Poetry – Haiku Cinquain</p>	<p>Retell – Forgotten Forest</p> <p>Persuasive Letter – Don’t chop down the forest.</p> <p>Retell – The Lumberjack’s Beard</p> <p>Biography – Greta Thunberg</p> <p>Non-Chronological Report on Tudors</p>
Maths	<p>Place value</p> <p>Addition and Subtraction</p>	<p>Measurement: Length and Perimeter</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Measurement: Area</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Statistics</p> <p>Geometry: Properties of Shape</p> <p>Geometry: Position and Direction</p>
Science	<p>Animals, including Humans</p> <p>Focusing on the digestive system in humans and animals and the functions of the teeth. Looking at</p>	<p>Living Things and the Habitats</p> <p>Explore a variety of ways to identify, sort, group and classify living things. Create classification keys to group, identify and name living</p>	<p>Sound</p> <p>Explore how vibration causes sound and how sound travels, as well as how sound can change pitch and loudness. Survey sound around the school</p>	<p>States of Matter</p> <p>Look at the differences between solids, liquids and gases, classifying objects and identifying their properties. Work scientifically and</p>	<p>Electricity</p> <p>Introduction to electricity learning about what it is and how it was discovered. Identification of appliances that use</p>	<p>What do Scientists do? Conservation</p> <p>Children are challenged to think about their own idea of what a scientist is and does before exploring the</p>

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	<p>herbivores, carnivores, and omnivores in the context of teeth, digestion and the food chain. Will build on knowledge of food chains to more complex chains and webs</p>	<p>things from the local habitat and beyond. Knowledge that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things.</p>	<p>and investigate how sound changes over distance and through different materials.</p>	<p>collaboratively to investigate the weight of gas. Explore how water changes state and find the ideal temperature to melt chocolate.</p>	<p>electricity in homes and how to keep safe. Construct circuits and explore which switches can break and reconnect a circuit.</p>	<p>three different branches of science and what each branch involves. The children then look at the process of the scientific method for conducting investigations and experiments. They must think about what each step involves and why each one is important to the process. Alternatively, they can research more information about different science careers. To generate suitable enquiry questions and make careful observations. Children explore the careers of microbiologists and pharmacologists who develop new medicines. They will investigate the process of testing a new medicine using a fair test and discuss the importance of fair testing. The children will learn the terms dependent, independent and</p>
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						control variables and use these to plan fair tests. To draw conclusions from careful observations. To create a hypothesis and plan an investigation to answer an enquiry question. To conduct a practical experiment, record findings in a table and draw conclusions from data.
Computing	Coding	Online Safety Making Music	Writing for different audiences	Logo Animation	Effective Searching Hardware Investigators	Spreadsheets
R.E.	People Called Gift	Community Giving and Receiving	Self-Discipline New Life	Building Bridges God's People	Judaism Islam	Hinduism Sikhism
Geography	<u>Human and Physical</u> Mountains Look at some of the ways that mountains are formed and some of the different types of mountains and how mountainous areas can be seen on a topographical	<u>Human and Physical</u> Earthquakes Look at the causes of earthquakes. Why earthquakes happen. How we measure the severity of an earthquake and how to keep safe in an earthquake.	<u>Area Study: Place and location</u> Madagascar Children to locate Madagascar on a map and look at the countries that surround it and we will use the eight points of a compass to navigate around it. We will investigate the different	<u>Human and Physical</u> Volcanoes Explore a world map and identify the northern hemisphere and the equator. They will be able to use geographical vocabulary and knowledge to locate some famous volcanoes	<u>Human and Physical</u> Plants across the world Children will discover some of the strangest plants from around the world, locating them on a world map and identifying the continent and country in which they can be	<u>Human and Physical</u> Settlements To find out about the needs of early settlers and the origins of place names. Children will recap some of the name endings that came from village names given by early settlers, such as places

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	<p>map. Identify where the major mountain ranges of the world are located. Investigate the height, population, features and origin of a particular mountain. Look at how mountains have their own climate due to their high altitude as well as looking at how mountains are used for tourism.</p>		<p>landscapes, locating beaches, rivers and mountains while comparing the landscapes to ours in the U.K. Discover where Madagascar is in relations to the equator and The Tropic of Capricorn and explore how the landscape affects the weather across the country. Look at Madagascan cities and find them on a map using four figure grid references as well as using the 8 points of a compass to navigate around the map from settlement to settlement. We will compare the natural resources to ours and look at imports and exports of resources from the country.</p>	<p>around the world learning facts about them and why they are famous. Will learn how volcanoes are formed and look at detailed images of volcanoes erupting learning what happened when a volcano erupts and what causes the eruption along with the impact that volcanic eruptions have on the surrounding environment. Will learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different, the differences between extinct, active and dormant volcanoes and will be able to share these facts with others. Next, we are going to look at the Earth's crust and how it is divided into large tectonic plates learning the names of the major plates and volcanoes and other natural disasters that occur on</p>	<p>found. We will consider whether all plants can grow in different places around the world. They will then go on to explore the main climate zones and biomes of the world, identifying plants that grow in a particular biome and where these biomes are around the world. They will find out why some crops grow better in different parts of the world than others, and how plants get from the fields to our tables. Look at some of the many ways in which humans use plants, including for wood, paper, medicine, fabrics, rubber and cosmetics. Children will define the word 'biodiversity' and find out what a mega-diverse country is. They will identify the 17 megadiverse countries in the world and locate them on a</p>	<p>ending in - don, - chester, - stow or - wick, and find out what they mean. They will then use a map to identify some modern towns, cities and villages that have these suffixes, seeing if they can identify the reason it was named as it was. Children will be able to be able to identify a range of mapping symbols and know their meanings. Children will identify different types of roads in the UK, such as motorways, 'A' roads and 'B' roads. They will start to understand how the road system works and use what they have found out to navigate from one settlement to another. To be able to design a village settlement influenced by physical features and personal choice</p>
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				the boundaries of these plates. We will look at the 'ring of fire' and the hot spots for volcanoes on a map.	map before carrying out their own research into one of these megadiverse countries.	
History	<p>Kings and Queens</p> <p>From William the Conqueror's reign in 1066, King John and how he made himself so unpopular. King Henry VIII and why he married so many times. Who Queen Anne was and what Queen Victoria achieved during her reign as well as looking at the role of the British monarchy today.</p>	<p>Ancient Greeks</p> <p>To find out who the ancient Greeks were and locate their civilisation on a timeline. Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. Compare and contrast the two city states of Athens and Sparta. Use primary and secondary sources to find out about daily life in ancient Greece. Find out about gods, goddesses and religious beliefs in ancient Greece. Investigate the lives and teachings of the ancient Greek scholars and philosophers. Explore how modern life has been influenced by the ancient Greeks.</p>	<p>Romans</p> <p>The impact that the Roman empire had on life in Britain. Look at the invasion of Britain and the eventual conquest. Investigate the building of roads and bathhouses, Hadrian's wall and why and where it was built. Roman religion and Gods giving a better understanding of the culture and beliefs of Roman people. Look at the British resistance of Boudicca</p>	<p>Anglo-Saxons</p> <p>Learn about the invasions of the Anglo Saxons and Scots in the 5th century. Investigate where the invading troops came from and where in Britain they settled. Look at how life in Britain changed as a result of this. Look at how Anglo Saxons influenced the English language. Look at what life was like in a typical AngloSaxon village and look at the Gods and Pagan beliefs.</p>	<p>Tudors</p> <p>To locate the Tudors on a timeline and to learn about Henry's six wives. Children will use various sources to determine what Henry VIII was like in both appearance and character. Children will use primary sources to extract information and use this information to give an overview of what they think Henry was like. To learn about the roles, responsibilities and importance of a Tudor monarch. Children will find out about Henry's marriage to Catherine of Aragon, looking at some of the reasons why the marriage failed. They will consider why there were differing opinions about the divorce and the ways in which it</p>	

