

## Curriculum Implementation: Year group 5 Cycle A

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Amazing Americas		Mysterious Mayans		Invaders and Settlers	
Science	<u>Living things</u> -dissecting flowers looking at male and female reproductive parts -storyboard on pollination and fertilisation -investigating tubers and runners and children growing their own plants asexually - exploring life cycles of different mammals -bird lifecycles -complete and incomplete metamorphosis -compared lifecycles of insects and reptiles using various resources	<u>Earth and Space</u> -look at the movement of the earth in relation to the sun and moon using a range of practical resources -look at the movement of the moon in relation to the Earth, exploring day and night and the seasons -phases of the moon -fact files about our solar system	<u>Properties and changes of materials</u> -make a brochure identifying differences between solids, liquids and gases -testing materials based on their properties in stations -soluble and insoluble investigation -conductors and insulators investigation (Link to maths for presenting results in line graph and analysing) -using circuits to identify electrical conductors -separating materials using various processes. -investigated reversible and irreversible changes.	<u>Forces</u> -videos to show forces in action and identify the differences between -horrible history video to intro Isaac Newton then did gravity investigation. -made parachutes to investigate air resistance. - investigated water resistance using 3D shapes. - Friction investigation using a shoe. - introduced mechanisms (link to DT catapults.		
Reading	<ul style="list-style-type: none"> <li>• 'The Explorer' class text</li> <li>• Comprehension lessons covering fiction and non-fiction linked to theme.</li> </ul>		<ul style="list-style-type: none"> <li>• 'The Curse of the Maya' class text</li> <li>• Comprehension lessons covering fiction and non-fiction linked to theme.</li> </ul>		<ul style="list-style-type: none"> <li>• 'Viking Boy' class text</li> <li>• Comprehension lessons covering fiction and non-fiction linked to theme.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Comparing fiction and non-fiction texts.</li> <li>• Reading Plus</li> <li>• Discussion Read linked to class text.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing fiction and non-fiction texts.</li> <li>• Reading Plus</li> <li>• Discussion Read linked to class text.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing fiction and non-fiction texts.</li> <li>• Reading Plus</li> <li>• Discussion Read linked to class text.</li> </ul>			
Writing	<p>Hook – Debate from different perspectives on the building of a paper mill in the Amazon. Looking at the features of an argument text. Planning, writing and editing an argument text. Written up in perfect pink book.</p>	<p>Hook – watched Deadly 60 episode. Looking at the features of a non-chronological report text. Planning, writing and editing a non-chronological report on animals ‘Deadly 60’. Written up in perfect pink book.</p>	<p>Hook – Learn about sacrifice and order Apocolypto pictures. Drama in the hall. Looking at the features of a newspaper report. Planning, writing and editing a newspaper text. Written up in the perfect pink book.</p>	<p>Hook – Make a Mayan headdress. Looking at features of an adventure story. Using DADWAVERS to write a setting description. Planning, writing and editing an adventure story. Written up in the perfect pink book.</p>	<p>Hook – Learn about Lindisfarne. Drama in the hall. Looking at the features of a letter. Looking at formal writing style. Planning, writing and editing a letter. Written up in perfect pink book.</p>	<p>Hook – Read the beginning of Beowulf (Michael Morpurgo). Looking at the features of a character description. Focus on figurative language. Planning, writing and editing a character description about Grendel. Written up in perfect pink book.</p>
Spelling	Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check ‘shape’ spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and word level activities.					
Maths	<p><u>Place Value</u> Children practise reading and writing Roman Numerals. Developing an understanding of ways to represent numbers in models (e.g. bar modelling,</p>	<p><u>Statistics</u> Geo Link – Atherton traffic and shop surveys. Children put data into tally charts, bar graphs and analysed these.</p>	<p><u>Perimeter and Area</u> Measuring practise (mm and cm) Children find perimeters of shapes including</p>	<p><u>Decimals and percentages</u> Used 100 square to introduce tenths and hundredths. Used place value charts to recognise position of digits.</p>	<p><u>Shape</u> Use shape family to recap angle names. Children identify angles in 2D shapes. Children learn to use a protractor to</p>	<p><u>Measures</u> Recap telling the time using class set of clocks and ITP. Used posters to introduce units of time.</p>

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	<p>place value charts, partitioning, part whole models) Reading and writing numbers Understanding place value in numbers to 1,00,000 Estimating numbers on number lines and empty number lines. Rounding numbers Applying knowledge to a range of reasoning and problem solving questions</p> <p><u>Addition and Subtraction</u></p> <p>Addition and subtraction Mental strategies for addition, using a range of strategies when playing maths</p>	<p>Looked at different types of charts and what they tell them.</p> <p><u>Multiplication and Division</u></p> <p>ITP to introduce multiples. Children investigate rules for multiples. Used Factor Spider song from Number Fun. Prime Number investigation using 100 square. Column multiplication practise. Short division practise. Vocabulary links. Problem solving linked.</p>	<p>missing sides and irregular shapes. Children calculate areas of rectilinear, triangles and irregular shapes.</p> <p><u>Fractions</u></p> <p>Finding unit fractions of shapes and numbers. Finding non-unit fractions of shapes and numbers. Used fraction walls to identify equivalences. Using x and divide to find equivalent fractions. Compared and order fractions using common denominators. Children added and subtracted fractions using</p>	<p>Children use small decimal number cards to order and compare. Recap rules of rounding. Children round decimal numbers. Use 100 square to identify percentages. Children recap method for finding <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> etc. Children practise finding percentages of numbers.</p> <p>Link to science – recorded results of insulators and conductors lesson in line graph and analysed.</p>	<p>measure and draw angles. Children learn angles on a straight line and around a point and practise working out missing ones. 2D shape hunt on playground to recap shape names. Investigate 2D shapes, identifying properties. What am I? game in pairs. Sort shapes using Carroll and Venn diagrams. Explore 3D shapes and identify properties. Sort 3D shapes using Carroll and Venn diagrams. Use ITP to demonstrate reflection and translation. Children use mirrors to practise reflecting and</p>	<p>Children practise converting units of time. Looked at equipment for measuring length. Children practise measuring using these. Recap multiplying by 10, 10, 1000. Children convert units of length. Children practise using equipment for weighing. Children practise reading scales. Children practise converting g and Kg, ml to L etc. Children looked at common imperial measurements. Children problem solve using money.</p>
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	<p>games and solving problems</p> <p>Column addition/subtraction involving numbers over 4 digits involving carrying/borrowing</p> <p>.Missing number problems with reasoning questions</p> <p>Developing vocabulary through application to real life problems.</p>		<p>common denominators.</p> <p>Children practise multiplying and dividing fractions.</p>		<p>translating 2D shapes.</p>	
Geography	<p>Discussing and comparing a range of maps of our local area (including OS maps, google maps, maps from the past)</p> <p>Identifying human and physical features of our local area</p> <p>Drawing sketch maps of our local area (field work)</p> <p>Fieldwork/surveys about our local area and present their findings</p> <p>Learning about the countries in South America, using atlases to identify countries, rivers and mountains</p> <p>Learn about Brazil and find out physical and human features of Rio De Janeiro</p> <p>Compare Rio to Manchester.</p> <p>Learn about the Amazon as a biome</p>					<p>Children locate the countries in the UK, their capital cities and some physical and human features.</p> <p>Children add these to a map.</p> <p>Children locate major rivers and mountains on a map of Europe.</p> <p>Children then zone in on Eastern Europe, choosing a city in Eastern Europe to research in more detail, focussing on</p>

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	Find out about the climate of South America.				geographical features. Children present this as an information poster.
Art		<p>Developing sketching techniques through use of different grades of pencil, use of charcoals and graphite</p> <p>Discussing and experimenting with shade, tone and texture in drawings</p> <p>Sketching animals in different positions.</p> <p>Using digital image of an animal from the Amazon to experiment with reflective drawings</p> <p>Combining sketching materials and colour to create effect on paper.</p>		<p>Children create a page in their sketchbook about Mayan art.</p> <p>Children use the ideas from their sketchbook to design a tile with a Mayan pictures/patterns etc.</p> <p>Children are taught clay skills.</p> <p>Children make their clay tile and add their design.</p> <p>Children paint their tile.</p> <p>Children evaluate their tile.</p>	<p>Children create a page in their sketchbook about Viking art.</p> <p>Children use oil pastels and watercolours to experiment with 4 different skies for their collage.</p> <p>Children choose their favourite and add it to a large piece of paper.</p> <p>Children then use different techniques (flicking, sponging, dabbing, painting) this dries and then children rip up and collage the sea on their large piece of paper.</p> <p>Children draw their Viking boat and sail, colour in felt tip and add to their collage (ensuring the sail does not lie flat).</p> <p>Children evaluate their final piece.</p>

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History			<p>Introduction to the Maya, learning about how the conquistadors found ruins. Diary entry written in role.</p> <p>Recap primary and secondary sources of information. Children explore primary sources and discuss what they tell us about the Maya.</p> <p>Children put Maya civilisation on a timeline. Recap terms BC/AD/BCE/CE. What does the timeline tell us?</p> <p>Give children character cards and sort them into a societal order and then discuss answers.</p> <p>Look at Maya city map and children in pairs choose one to research more using the iPads. Children debate (P4C style) which group had the best life and why?</p> <p>Children research own questions about the Maya in pairs and create leaflet</p>	<p>Children learn about the Anglo-Saxon and Scots invasion after the Roman Empire left Britain.</p> <p>Children colour and label the Anglo-Saxon Kingdoms of Britain.</p> <p>Children research either Vortigern, Hengest or Horsa.</p> <p>Children research the Viking settlement of Britain (Link to English)</p> <p>Children put Danelaw into a timeline.</p> <p>Children research Alfred the Great.</p> <p>Children debate how they think the Vikings were about to occupy 1/3 of Britain in just 13 years.</p> <p>Use Venn diagram to compare Anglo-Saxon and Viking life in Britain – sorting statements.</p> <p>Recap primary and secondary sources of evidence.</p> <p>Children access Jorvik Website and explore the primary sources of evidence – children draw 6 and explain them. Children answer question about reliability and usefulness of these sources.</p> <p>Children investigate the question – How did England become a unified country under one single Viking King. Historical people to research to find links.</p> <p>Children research the Battle of Hastings and William the Conqueror.</p>		
D.T.		<u>Cooking 'Empanadas'</u>	<u>Valentine's Day Product with microbit.</u>			<u>Viking Catapult.</u>

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		<ul style="list-style-type: none"> <li>-Skill focus of how to make 'rough puff' pastry</li> <li>-Developing knowledge of existing products and tasting a range of savoury pastry dishes</li> <li>-Developing knowledge of hygiene practices through discussions with school cook.</li> <li>-Designing and making their own product to be sold at a carnival</li> <li>-Developing knowledge of food packaging and designing their own.</li> </ul>	<ul style="list-style-type: none"> <li>-Skill focus of sewing and programming a microbit.</li> <li>-Researching current valentine's products.</li> <li>-Designing and making own Valentine's card with microbit message attached.</li> <li>-Customer feedback taken and product improved.</li> <li>-Final evaluation of product.</li> </ul>			<ul style="list-style-type: none"> <li>-Skill focus – developing a lever.</li> <li>-Researching catapults.</li> <li>-Learning how to use tools safely.</li> <li>-Designing and making a wooden catapult.</li> <li>-Testing catapult with a projectile, making alterations.</li> <li>-Team competition – who sent their projectile the furthest?</li> <li>-Discuss what that team did well.</li> <li>-Make any improvements.</li> <li>-Final evaluation of the product.</li> </ul>
Music	Follow Charanga scheme.					
R.E.	<u>Life as a Journey</u> <ul style="list-style-type: none"> <li>-creating timelines of children's own lives</li> <li>-exploring 'mile stones'</li> <li>-exploring, discussing and comparing different rites of passage in different</li> </ul>	<u>Art</u> <ul style="list-style-type: none"> <li>-researching arts in different religions.</li> </ul>	<u>Easter</u> <ul style="list-style-type: none"> <li>-recapping the Easter story using a storyboard.</li> </ul>	<u>5 Pillars of Islam</u> <ul style="list-style-type: none"> <li>-reflecting on own family values</li> <li>-learn what the 5 pillars of islam are.</li> </ul>	<u>Jewish Life &amp; Worship</u> <ul style="list-style-type: none"> <li>-children research the Jewish religion and look at some artefacts.</li> </ul>	

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	religions and how they are celebrated (baptism, confirmation, weddings, funerals, bar mitzvahs)		-exploring and giving opinions on religious art -looking at different images of Jesus and discussing why some religions do not depict God. -design own stained glass window based on their beliefs/values.	-discussing the themes within the story -debating themes within the story (P4C) -looking at sacrifice and forgiveness in the story. -writing about times they have sacrificed or forgiven. -act out forgiveness scenarios.	-research a pillar in more detail. -present their pillar to the class -chn write notes whilst watching the presentations -children discuss the challenges faced by Muslims when following the pillars.	-Children learn about the 10 commandments and write their own. -Chn learn about Jewish Food Rules – sorting activity. -Chn watch a video of a boy and his family on the Sabbath.
P.E.	Children involved in skills related to dance. Chn create own dances in groups.	Children involved in activities such as learning the skills and rules related to basketball. Chn involved in games of basketball.	Children involved in skills related to gymnastics. Chn create own routines in groups.	Children involved in activities such as learning the skills and rules related to rugby. Chn involved in games of tag rugby.	Children involved in activities that encourage team building and orienteering skills.	Children involved in activities related to athletics to practise for sport's day.
S.R.E Personal Development	<u>What does it mean to be healthy?</u> -sleep, sun safety, medicine, hygiene, clean environment.  <u>What makes a healthy relationship?</u> -good friends, inclusion, peer pressure, resolving conflict, unhealthy relationships  <u>In what ways am I a change maker?</u> -looking at their community, protecting		<u>Is my information safe online?</u> -Chn sort different types of media, stereotypes in the media, staying safe online.  <u>Why should we challenge discrimination?</u> -chn learn about equality, chn find out what discrimination is and how this can		<u>Do I have a dream job?</u> -chn share their dream job and what may influence this – skills, family, money, hobbies etc. -chn learn about job stereotyping and why we need to challenge this.  <u>Whose responsibility is it to keep me safe?</u> -chn discuss positive and negative risk looking at scenarios.	

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	<p>the environment, animal compassion – pets, wild animals, how money is used, children write pledge for the environment.</p>	<p>happen online, chn learn safe ways to challenge discrimination.</p> <p><u>What makes me special?</u></p> <p>-Chn learn about their own reproductive organs, labelling activity, chn learn how puberty affects them, girls learn about menstruation in more detail.</p>	<p>-Chn learn what to do in an emergency. -Chn learn basic first aid techniques – getting help, choking, bleeding, burns.</p> <p><u>What makes me feel safe?</u></p> <p>-Chn discuss scenarios about wanted and unwanted touch. -Chn learn what to do if touch makes them uncomfortable. -chn think about who their trusted adults are.</p>
Computing	Follow iLearn2 units, using videos and resources.		