Winton Primary School Curriculum Map – Year 5: Autumn Term (1)

<table>
<tr><td>Topic Theme:</td><td colspan="8">Egyptians</td></tr>
<tr><td>English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr>
<tr><td></td><td colspan="8">Spellings taught weekly</td></tr>
<tr><td>Autumn 1</td><td colspan="4">Film: The Egyptian Cinderella – Shirley Climo

Writing outcomes: To write an alternative version of a fairy tale.
SMSC Themes
• Leadership: Does she ‘earn’ the right to become Queen (Consider historical leaders studied in Y4: what is a good leader? Will she actually be a good leader for other people?)
• Treatment of people from different backgrounds – consider issues of equality / human rights.
• How are people treated differently due to appearance (nb – link to ‘Birds’ – spring 2)
• Did she deserve to live in poverty? Does anyone deserve to live in poverty (issues of inequality)
• Reflect on moral dimensions – sometimes there is no ‘right’ or ‘wrong’ answer.</td><td colspan="4">Film: The Mummification process – Getty Museum

Writing Outcomes: To write an explanation text to explain the mummification process

SMSC Themes
• What does it mean to respect the dead? Different traditions and rituals from different cultures? Was mummification respecting the dead?
• Class system: slaves built pyramids – would they have this ritual/be respected in the same way?
• Consider the importance of factual accuracy when explaining historical events? What would happen if we made stuff up? (Link to: Y4 Trip to British Archives – recall thinking about importance of historical record keeping)
• What would happen if we wrote our explanation text in a non-factual way?</td></tr>
<tr><td>Mathematics</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr>
<tr><td>Autumn 1</td><td colspan="3">Place Value
▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
▪ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
▪ solve number problems and practical problems that involve all of the above
▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</td><td colspan="5">Addition and Subtraction
▪ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
▪ add and subtract numbers mentally with increasingly large numbers
▪ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

SMSC Themes
Contribution of Egyptians to Mathematics</td></tr>
<tr><td colspan="9">The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.</td></tr>
<tr><td>Science</td><td colspan="3">Working Scientifically: exploring falling paper cones, designing and making parachutes and carrying out fair tests to determine which designs are the most effective. Explore resistance in waster and design and make products that use levers, pulleys, gears and/or springs</td><td>Computing</td><td colspan="5">E-Awareness:
Discuss safety rules/sign AUP. Refer to and discuss throughout lessons.
Logging on to laptops, accessing software.
Using LGFL login and password at home and school</td></tr>
</table>

	and explore their effects. P.O.S: Forces Key Scientists: Galileo Galilei, Issac Newton *SMSC Themes* • *The social and cultural impact of Newton's discoveries. Consider throughout the unit: What would we not have if we did not have an understanding of forces? How would this change the way we live our lives? (planes, anything that uses levers, gears, springs). Any great historical breakthroughs that would not have happened?*		*Search engines: see also – online research* LGFL resources *including 'Us Online'* *Cross referencing results* *Acknowledge sources* *Copyright* Online Research Refining searches Relevance of results *(valid content and purpose of host)* Online Publishing *Personal details* *Gaming, Online communication and behavior*
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**Geography**	Different places in the world! 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 including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water describe and understand key aspects of:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *Cultural Capital:* • *Name and locate 15-20 significant countries and capital cities (inc. some land features, such as rivers)* • *Consider how communities organised themselves to survive (ie: close to river? Why? How is this different from ourselves?)*
Religious Education	Celebration of our differences within school (revising previous learning). Preparation for Focus Day: Myself and Others	**Physical Education**	Dance & movement skills (SCIS) Net/wall games (SCIS) Swimming (every other Friday)
Art and Design	Egyptian Papyrus paintings	**Design and Technology**	Creating Shaduf and poetry
M.F.L.	Spanish	**Music**	<u>Music objectives taught, refined and revisited throughout the year:</u> • I can breathe in the correct place when singing • I can maintain my part whilst others are preforming their part. • I can improvise within a group using melodic and rhythmic phrases. • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria.

			• I can use notation to record groups of pitches (chords). • I can use my music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvement to my own work and that of others. • I can contrast the work of a famous composer and explain my preferences. Musical Instrument/Tuition: Clarinets

P.S.H.E	Police Engagement Programme: - Road Safety - Making the Right Decisions (including dealing with peer pressure, attitudes towards gangs) Online Safety	**School trips and Educational Visits**	British Museum

Winton Primary School Curriculum Map – Year 5: Autumn Term (2)

Topic Theme:	**Ancient Greeks**							
English	1	2	3	4	5	6	7	8
Autumn 2	Book: Orchard Book of Myths Writing outcomes: To retell a myth as a comic strip *SMSC Themes* • *Moral Choices: Would you or wouldn't you open Pandora's box (consider what makes a moral choice? How our choices impact on the lives of others?)* • *Cultural traditions: What is 'evil'? (draw on ch's own perspectives – what informs our understanding)* • *Motives for giving Pandora's box?*				Book: Theseus and the Minotaur Writing Outcomes: To write and perform a playscript *SMSC Themes* • Culture and tradition of performance! How this was important to Greek culture! Greek contribution to theatre (Greek tragedy – unhappy endings?). • What drama/stories today have unhappy endings? Sometimes 'unhappy endings' in drama/art help us to think about things more? (Soap opera? Films? Books?). The Greeks were the first to come up with this idea.			

Mathematics	1	2	3	4	5	6	7	8
Autumn 2 *SMSC Themes* • *Pythagoras and Archimedes (Greeks – contribution to mathematics)*	**Multiplication and Division** ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ▪ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ▪ establish whether a number up to 100 is prime and recall prime numbers up to 19 ▪ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▪ multiply and divide numbers mentally drawing upon known facts ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000			**Measurement** ▪ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ▪ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ▪ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ▪ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes ▪ estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ▪ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.		**Time** ▪ solve problems involving converting between units of time	

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Science	Working Scientifically: exploring falling paper cones, designing and making parachutes and carrying out fair tests to determine which designs are the most effective. Explore resistance in waster and design and make products that use levers, pulleys, gears and/or springs and explore their effects. P.O.S: Forces Key Scientists: Galileo Galilei, Issac Newton	**Computing**	Programming and Computational Thinking throughout http://barefootcas.org.uk Purplemash 2Code Scratch Islington Y5 Unit 1 (Quiz) SOCIT Kodu Unit
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world *SMSC Themes* • *Greek Gods – cultural traditions. How does this compare to the major world religions today?*	**Geography**	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 including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Religious Education	Myself and Others	**Physical Education**	Dance & movement skills (SCIS), Net/wall games (SCIS) Swimming (every other Friday)
Art and Design	Ancient Greek Art	**Design and Technology**	
M.F.L	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See Autumn 1 for objectives. Instrumental Tuition: Clarinets
P.S.H.E	Stereotypes, discrimination and prejudice.	**School Trips and Educational Visits**	British Museum

Winton Primary School Curriculum Map – Year 5: Spring Term

*Spring 2 only 5 weeks including Science week.

Topic Theme:	**Life and Change**					
English	1	2	3	4	5	6
Spring 1:	Book: A range of non-fiction books about Charles Darwin Writing outcomes: To write a biography about Charles Darwin *SMSC Themes/Cultural Capital:* • Compare to Carl Linneaus (classifying animals) • Who is more famous? Debate ideas around cultural impact and significance. • Social and religious dimension of scientific advances: why were Darwin's views not easily embraced by society etc (ie: contradictory to Christianity).			Film: For the Birds – Pixar Writing Outcome: to write the narrative (reported speech) *SMSC Themes* • How do looking different and being treated differently go hand in hand? • Exploring ideas linked to prejudice based on appearance. • Links to PSHE, School Creed.		
Spring 2	Book: The Pig Heart Boy – Malorie Blackman Writing Outcome: Discussion text – Should animals be used to save human lives? Letters between characters *SMSC Themes* • *What is a 'moral' choice?* • *Exploring conflict in moral choices – public, media, parents – speculate on how science can be used for good or bad? Moral debates in science?* • *Would different cultures or religions view the moral choices in a different way? (eg – what would the beliefs of different religions be on this issue – what would the implications be because it is a pig-heart. Explore quote in book; what if the main character was a vegetarian?)*					
Mathematics	1	2	3	4	5	6
Spring 1	**Fractions** ▪ compare and order fractions whose denominators are all multiples of the same number ▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ▪ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ▪ read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] ▪ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents			**Statistics** ▪ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables.		

	▪ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ▪ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	
Spring 2	**Decimals** ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▪ round decimals with two decimal places to the nearest whole number and to one decimal place ▪ read, write, order and compare numbers with up to three decimal places ▪ solve problems involving number up to three decimal places ▪ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	**Percentages** • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.

Science	Working Scientifically: P.O.S: Evolution and Inheritance Key Scientists: Mary Anning, Charles Darwin, Alfred Wallace Work Scientifically: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world; asking pertinent questions and suggesting reasons for similarities and differences. *SMSC Themes* • Linked to Pig-Heart Boy: scientific advances and how these have helped us to live longer (how have the key scientists contributed to this?) P.O.S: Living Things and their habitats Key Scientists: David Attenborough and Jane Goodall Working scientifically: researching the gestataion	**Computing**	Spring 1: Multimedia & Word processing Choose from a range of tools to create presentations. Organise, refine and present information for a specific audience. (LGfL J2E, Publisher, PowerPoint, Word, Scratch 2Create) Evaluate their own and each other's work through peer assessment (Publish and add comments on blog) Develop confidence using both hands when typing.(2 Type) Link with topic: Select tool to create a presentation that presents argument around the topic: i.e.' Should animals be used to save human lives? Spring 2: Communication & Collaboration Online publishing: creating and commenting on each other's blogs/work (See 'blogging Unit' planning). Visit a variety of school blogs, discuss & compare Online research: use search technologies effectively including copyright Complete an online quiz or survey, e.g. LGFL e-safety survey Link with topic: Create online vote to respond to presentations: (2Vote)

	periods of other anmals and comparing them with humans; finding out and recording the length and mass of a baby as it grows. P.O.S: Animals, including humans		
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Darwin and the theory of evolution, as well as implications for religion and science *SMSC Themes* • *What contribution has David Attenborough made to the public's understanding of science and nature?* • *Consider how individuals can make important contributions to our understanding of the world.* • *Consider ideas of importance DA Vs JG*	**Geography**	*SMSC Themes* - Focus on Galapagus Island (Dawin's Trip) • Consider how we treat our environment – very few people there which is why there are so many animals (unlike England – population growth = less nature) • Who does this island belong to? (Ecuador) • Ecuador is 1000+ miles away, so why would it belong to them? • Consider ideas of nationalism / ownership (link to pupils' knowledge of British Empire)
Religious Education	- Special Books and Stories - Prayer and Worship - Food and Light	**Physical Education**	Gymnastics (SCIS) Invasion games (SCIS) Swim (every other Friday) – Spring 1
Art and Design	Leonardo Da Vinci – The Vitruvian Man (portraits) *SMSC Themes* • *Links to evolution (biological design of man)* • *This picture represents a cornerstone of Leonardo's attempts to relate man to nature (Important link between art and science – cultural, social breakthroughs)*	**Design and Technology**	Silk screening of the Evolution of Man – silhouette
M.F.L	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See Autumn 1 for objectives. Instrumental Tuition: Clarinets
P.S.H.E	Drugs Alcohol and Tobacco Education: Different Influences	**School Trips and Educational Visits**	Science Museum

Winton Primary School Curriculum Map – Year 5: Summer Term

<table>
<tr><td>Topic Theme:</td><td colspan="7">London: Governance and Democracy</td></tr>
<tr><td>English</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
<tr><td>Summer 1</td><td colspan="4">Book: Weslandia – Paul Fleischman
Writing Outcomes: Retell the story
Non-chronological reports (brochure and leaflet) about their countries
SMSC Themes
Do you think a particular religion would work well in Weslandia?
Could you use religion as a way to attract visitors to Weslandia? A special place to pray?
Understanding consequence – If you are not nice to Wesley and others and respect the place you are in will Wesley allow you to enter/stay?
Sense of community – Is Wesley selfish to keep his secret of how to grow an amazing land to himself? What would happen if everyone could create their own land?</td><td colspan="3">Book: Texts may be chosen to reflect any current affairs / issues (link to topic)

Writing Outcomes:
Opening letter persuading people to vote for their party.
SMSC Themes
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.
Lots of knowledge built and developed during guided reading sessions.</td></tr>
<tr><td>Summer 2</td><td colspan="4">Writing outcomes:
Winton's elections – manifesto, newspaper reports
SMSC Themes
You didn't win the election – how are you respectful and gracious in defeat.
You won the election – How does the rest of the class feel, how could your actions as the winner hurt their feelings further?</td><td colspan="2">Book: Night Mail

Writing Outcome: Poetry (literacy tree unit)
SMSC Themes
Is it just one type of person who the night mail affects? Who benefits from mail?
'Letters for the rich letters for the poor'- How might these letters vary? Why?</td><td>Review, Consolidate, address misconceptions, deepen learning.</td></tr>
<tr><td>Mathematics</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
<tr><td>Summer 1</td><td colspan="3">Geometry
identify 3-D shapes, including cubes and other cuboids, from 2-D representations
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
draw given angles, and measure them in degrees (o)
identify:
angles at a point and one whole turn (total 360o)
angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o)</td><td colspan="4">Multiplication and Division
identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
establish whether a number up to 100 is prime and recall prime numbers up to 19
multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
multiply and divide numbers mentally drawing upon known facts
divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</td></tr>
</table>

	▪ other multiples of 90o ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles ▪ distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ▪ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	▪ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) ▪ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Summer 2	Performance Week	Review, Consolidate, address misconceptions, deepen learning.

The grid above shows all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.

Science	Working Scientifically: exploring and comparing the properties of a broad range of materials; exploring reversible changes; explore changes that are difficult to reverse P.O.S: Properties and changes of materials Key Scientists: Spencer Silver, Ruth Benerito	**Computing**	<u>Summer 1: Digital Media</u> Graphics: Creating digital artwork and interactive webpages for blog (J2E on LGfL) Video & Sound: Film project in groups (plan a video, use different filming techniques and sound effects, present and evaluate work to audience) , Movie Maker, Audio Network Music/Sound: Radio Program project (listen, evaluate, plan and write a script. Rehearse and record voice. Create and add backing track and sound effects.) Audacity, Audio Network. Refine output before publishing. Link with topic: Create advert, leaflet for Winton elections (Movie Maker, LGfL Audio Network, J2e5) Creating an ideal class (2Draw) Creating an ideal school using Sketchup <u>Summer 2: Data</u> Spreadsheet modeling Create a budget for a school tuck shop/ planning class party Change the data and formulae in a spreadsheet to answer 'what if ...?' questions and check predictions. Link: Link with topic: Connect with governance topic create a budget for a class, school or city (Excel).
History	*SMSC Themes* • *How did our Parliament come to being? When was Parliament started and why did we need it then and why do we need it now?* • *Look at Simon de Montford and unpick why he wanted a parliament. What was Magna Carta*	**Geography**	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 Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,

	and why was it so important?		mountains, volcanoes and earthquakes, and the water cycle 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 *SMSC Themes - Explore issues of identity. Reinforce issues of equality.* • *British values – Is Great Britain one country? Is United Kingdom one country? What is the difference between countries that make up the UK? Why are they not just one big country?* • *How is religion different for each country within the UK?*
Religious Education	- Water and Symbols - Caring for Our World	**Physical Education**	Athletics & movement skills, including preparation for sports day (SCIS) Fielding/striking games (SCIS)
Art and Design	Modeling Clay landscapes	**Design and Technology**	
M.F.L.	Spanish	**Music**	Music objectives taught, refined and revisited throughout the year. See Autumn 1 for objectives. Instrumental Tuition: Clarinets
P.S.H.E	Sex and Relationships Education: Puberty Police Engagement Programme: Junior Citizens Topic: Value for Money/ Democracy Healthy Living: Influences on fun, food and fitness.	**School Trips and Educational Visits**	London Archives *SMSC TRIP* *Tour of Parliament*