

# KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 5**

Term: 1 **[2]** 3 4 5 6

Thematic Unit Name: **'ANGLO SAXONS AND VIKINGS'**

## NC STATUTORY SUBJECT Programmes of Study (POS):

### ENGLISH

Wk 1 - To write and organise an information presentation using multi-media.(For assembly)

#### Instructions

Wk 2 - To understand what an instruction text looks like

- To understand the features of instruction texts

Wk 3 - To write a set of instructions from; video, diagrams/drawings, real life science investigation.

Wk 4 - To help children talk about their rights.

- To discuss the anniversary of the Convention of the rights of the child and what it means to them.
- To plan and write a letter(UNCRC Anniversary)

#### Stories from other cultures

Wk 5 and 6 – To investigate the meaning of culture

- To write and present a power point on culture
- To compare stories from different cultures

### MATHEMATICS

#### Four rules of number

##### Multiplication (4 wks)

LO: to multiply efficiently.

LO: to find pairs of factors of two digit numbers.

LO: to multiply efficiently using standard written methods.

LO: to multiply a whole number and a decimal number efficiently

LO: to know and find prime numbers.

LO: to solve multiplication word problems.

##### Division (3 wks)

LO: to perform long division using efficient methods.

LO: to divide using the efficient short method.

LO: to divide four digit numbers

LO: to recognise different fractions of amounts.

## **SCIENCE**

### **Properties and 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
- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.

## **Art & Design**

To design and draw Celtic jewellery

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## **Computing**

- Scratch -
- Power point for Culture presentation - including collecting, analysing, evaluating and presenting data and information

## **Design & Technology**

Make 3D Celtic jewellery pieces

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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

## **Languages (KS2) Spanish**

listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### **Geography**

Comparison of regions of UK

- To 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

### **History**

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Anglo-Saxon invasions, settlements and kingdoms
  - Anglo-Saxon art and culture
    - Resistance by Alfred the Great and Athelstan, first king of England
    - Raids of the monasteries
    - Anglo-Saxon laws and justice
    - Edward the Confessor and his death in 1066

### **Music**

listen with attention to detail and recall sounds with increasing aural memory

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

**Physical Education**

LO: To develop ball handling skills – Unit 1 – Real PE

use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

**RE (Locally Agreed Syllabus)**

- evaluate different accounts of the Christmas story
- understand that's stories can be true in different ways

**PHSE (non-statutory)**

- I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.
- I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give
- I can say things and do things that are likely to make a difficult situation better.
- I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.
- I can use my skills for solving problems peacefully to help other people resolve conflict.
- Know what my triggers are for anger;
- Know what happens when I get angry;
- Know what happens when I am overwhelmed by my feelings of anger;
- Know some ways to calm myself down.
- I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.

Notes: