

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: **SPACE – THE FINAL FRONTIER?’**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Mystery and Suspense (2 weeks)

- I can use a variety of drama strategies in order to build up and expand my
- I can form opinions based on visual and textual evidence from a film
- I can identify the structure and language features of broadcast materials
- I can commentate on TV and radio broadcast materials

Script writing and performing (3 weeks)

- I can use a variety of drama strategies in order to build up and expand my ideas
- I can work in role
- I can perform my script
- I can write stage directions
- I can write a narrative for a film
- I can plan, research and write a play script

Spring 2

Explanation Texts (2 weeks)

- I can draw on knowledge of text types to decide form and style for different elements
- I can record and acknowledge sources in own writing
- I can make effective notes
- I can organise an explanation text which is effective and easy to understand

Narrative Poetry (3 weeks)

- I can identify the features of a narrative poem
- I can give my opinion on the works of significant poets
- I can contribute towards writing a narrative poem

MATHEMATICS

Geometry (Spring 1)

- I can show I understand about the properties of 3D shapes
- I can show I know what angles are
- I can show I understand which angles make a straight line
- I can draw angles and lines accurately
- I can show I can identify and describe the properties of rectangles
- I can show I understand about the properties of quadrilaterals
- I can show I can recognise parallel and perpendicular lines
- I can show I can distinguish between regular and irregular polygons
- I can show I understand about coordinates in the first quadrant
- I can show I can translate and reflect shapes
- I can find and describe a pattern or relationship

Measure (Spring 2)

- I understand the relationship between units and can record them accurately
- I can measure and calculate perimeters
- I can measure or calculate the area of a square or rectangle
- I can solve time problems
- I can choose, use, read and record standard metric units
- I can answer questions by measuring using kilometres, metres and centimetres
- I can measure capacity and volume
- I can read scales with un-numbered divisions accurately
- I can solve measuring problems
- I can solve money problems in pounds and pence

SCIENCE

Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Art & Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Film producing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Design & Technology

None this term

Languages (KS2) Spanish

Catherine Cheater Scheme of Work (Spanish Y5)

- 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
Mapping (Spring 1)**

- Describe and understand key aspects of
- Physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
- Human Geography including: types of settlement, land use, economic activity (including trade links), distribution of natural resources (including energy), food, minerals and water.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Geographies of outdoor areas (Spring 2)

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History
None this term

Music
Spring i
GUSTAV HOLST (1874 – 1934)
'Mars' from 'The Planets'

- Understanding the role of individual instruments within an orchestral setting
- Understanding various instrumental techniques used to create effect
- Understanding the appropriate elements (tempo, dynamics, rhythm) required to create a stylistically similar piece of music
- Understanding the historical and astrological context of the music

Spring ii

Based on 'The Planets' compose their own piece:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

- use and understand staff and other musical notations

Physical Education

Real PE Units 2 and 3

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Outdoor Games: Hockey

RE (Locally Agreed Syllabus) **See Discovery RE scheme**

Spring 1

- How can Brahman be everywhere and in everything? (Hinduism)
- We are learning to understand the Hindu belief that there is one God with many different aspects.

Spring 2

- Did God intend Jesus to be crucified and if so, was Jesus aware of this? (Christianity)
- We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

PHSE (non-statutory) **See SEAL Scheme**

- **Going for goals**

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

- **Good to be me**

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

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Notes: