

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

Year Group: **YEAR 5 (See Spring 1)**

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

Thematic Unit Name: **'SPACE – THE FINAL FRONTIER?'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

MATHEMATICS

Statistics

SCIENCE

Animals, including humans

- describe the changes as humans develop to old age.

Art & Design

- 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]
- learn about great artists

**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

Design & Technology

None this term

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

- 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

RE (Locally Agreed Syllabus)

PHSE (non-statutory) See SEAL Scheme

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;

3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;

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

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Notes: