

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

Subject	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p><b>Reading</b> <b>Core Text:</b> <b><u>Tuesday by David Wiesner</u></b> This unit will broaden the children's understanding of literature as a medium and examines how picture books use images as a story telling device, challenging the children to think beyond the text and discuss hidden layers of meaning.</p> <p><b><u>Shackleton's Journey by William Grill</u></b> A non-fiction text/picture book about Shackleton's epic expedition to Antarctica. Children are able to immerse themselves in writing in character as they write a letter to persuade a colleague to join the voyage and then reflect on the highs and lows of the journey in a diary entry.</p>	<p><b>Reading</b> <b>Core Text:</b> <b><u>William Shakespeare's Macbeth (Oxford University Press, adapted by Jon Blake)</u></b> In this unit the children are exposed to one of Shakespeare's dramas which provides an opportunity for the children to examine plot and character development as used by one of the literary greats.</p>	<p><b>Reading</b> <b>Core Text:</b> <b><u>The Lost Words by Robert MacFarlane</u></b> This poetry unit introduces the children to vocabulary disappearing from everyday use.</p> <p><b><u>Journey to Jo'burg by Beverly Naidoo</u></b> This text examines a contrasting childhood experience to our own and provides insight into a historical era. This unit is supported by links to non-fiction texts, in particular, apartheid.</p>
	<p><b><u>Reading Opportunities:</u></b></p> <p><b>During shared reading and guided reading:</b></p> <ul style="list-style-type: none"> <li>- encouragement of Reading for Pleasure</li> <li>- apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words</li> <li>- listen to, read and discuss a wide range of books and writing</li> <li>- develop fluency, use of expression and stamina</li> <li>- discuss themes and conventions</li> <li>- develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language and its impact on the reader</li> <li>- develop empathy by understanding feelings and actions of characters</li> <li>- distinguish between fact and opinion statements</li> <li>- Retrieve, record and present information from non-fiction texts</li> </ul> <p><b>Other Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>- independent reading</li> <li>- reading recommendations and book discussions, including presentations and debates; make comparisons within and across books</li> <li>- poetry recital: one child per week</li> <li>- whole class poetry recital: Harvest Assembly, Spring Assembly, Tennyson Down Performance</li> <li>- library session</li> <li>- whole class story</li> </ul>		

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### Writing Opportunities

Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform

#### **Genre of writing**

- Narrative (Story development)
- Character description - selecting appropriate vocabulary – figurative and literal. Using ADDSPICE. Show not tell
- Biography - structure and presentational devices; using brackets for extra information, précising longer passages
- Diary (formal) – using expanded noun phrases to explain complex information. Modify noun phrases using adverbial and prepositional phrases.
- Informal letter/persuasive – Cohesion across paragraphs. Modal verbs.

#### Techniques/Mechanics/Grammar/Punctuation:

- Word Classes and how they work within a sentence
- Modal Verbs
- Expanded noun phrases
- ADDSPICE
- Main clauses, relative clause and subordinate clauses
- Use of conjunctions to create cohesion

#### Spelling:

- recap of Yr3/4 statutory words
- tion/sion
- ssion
- cian
- adding suffixes beginning with vowel letters
- common suffixes - common prefixes
- y-i

#### Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase legibility, consistency and quality of handwriting.

### Writing Opportunities

Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform

#### **Genre of writing**

- Narrative setting description – describing settings; creating atmosphere by selecting appropriate vocabulary – figurative/literal.
- Using cohesive devices – adverbial phrases
- Instructional text (recipe) – structure and presentational devices; relative clauses
- Soliloquy – relative clauses, perform to the class
- Newspaper report – using bracket, dashes or commas for parenthesis; direct/indirect speech

#### Techniques/Mechanics/Grammar/Punctuation:

- Using prepositions
- Relative clauses
- Using brackets, dashes and commas for parenthesis
- Commas for clarity and to avoid ambiguity
- Sentence structure – simple, compound; complex and use of conjunctions (FANBOYS and I SAW A WABUB)
- Direct/indirect speech
- Possessive apostrophes

#### Spelling:

- cial/tial
- cious/tious
- able/ably
- ible/ible
- ei/ie after c with sound of eee

#### Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase legibility, consistency and quality of handwriting.

### Writing Opportunities

Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform

#### **Genre of writing**

- Assessment (soliloquy)
- Non-chronological report
- Dialogue – Using direct speech to advance the action
- Poetry – writing etherees, kennings, As ... is to ... and poems in the diamante incantation. Vocabulary choices

#### Techniques/Mechanics/Grammar/Punctuation:

- Consolidation of Yr 5 key skills
- Top Tips for Year 6
- Poetry performance

#### Spelling:

- ough
- silent letters
- homophones

#### Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase legibility, consistency and quality of handwriting.

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<b>Maths</b>	<p><b><u>Place Value</u></b> Read, write, order and compare numbers to at least 1,000,000. Count in steps of powers of 10 for any given number up to 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Interpret negative numbers. Solve number problems and practical problems using all of the above. Read Roman numerals to 1000 and recognise years in Roman numerals.</p> <p><b><u>Addition and subtraction</u></b> Add and subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding to check answers to calculations. Solve addition and subtraction multi-step problems. Add and subtract numbers mentally with increasingly large numbers.</p> <p><b><u>Geometry</u></b> Measure and calculate the perimeter of composite rectilinear shapes. (using previous addition and subtraction skills)</p>	<p><b><u>Multiplication and division</u></b> Multiply numbers up to 4 digits by a one or two digit number using a formal written method. Divide numbers up to 4 digits by a one digit number using a formal written method and interpret remainders appropriately. Solve problems involving addition and subtraction, multiplication and division.</p> <p><b><u>Geometry</u></b> Recap of perimeter of composite rectilinear shapes. Calculate and compare the area of squares and rectangles and estimate the area of irregular shapes. (using previous multiplication skills)</p>	<p><b><u>Multiplication and division</u></b> Identify multiples and factors. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Solve problems by decomposing larger numbers into their factors, using prime numbers, prime factors and composite numbers. Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and <b>decimals</b> by 10, 100 and 1000. Recognise and use square numbers and cube numbers.</p> <p><b><u>Measurement</u></b> Convert between different units of metric measure. Estimate volume. Use all four operations to solve problems involving measure.</p>	<p><b><u>Fractions</u></b> Identify, name and write equivalent fractions of a given fraction. Compare and order fractions whose denominators are multiples of the same number. Recognise mixed numbers and improper fractions and convert. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p>	<p><b><u>Decimals and percentages</u></b> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths as fractions and decimals. Round decimals with 2 decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the % symbol and write percentages as fractions and decimals. Solve problems which require knowing percentage and decimal equivalents. Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p><b><u>Geometry</u></b> Distinguish between regular and irregular polygons using reasoning. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3D shapes from nets.</p>	<p><b><u>Geometry</u></b> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify angles at a point and within a whole turn including multiples of 90°. Identify, describe and represent the position of a shape following a reflection or translation.</p> <p><b><u>Statistics</u></b> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p> <p><b><u>Measurement</u></b> Solve problems involving converting between units of time. Understand and use approximate equivalences between metric units and common imperial units.</p> <p style="text-align: center;"><b><u>End of Year Assessment</u></b></p>
<b>Science</b>	<p><b><u>Earth and space</u></b> <b>Knowledge:</b> 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.</p>	<p><b><u>Forces</u></b> <b>Knowledge:</b> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a</p>	<p><b><u>Properties and changes of materials</u></b> <b>Knowledge:</b> 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of</p>	<p><b><u>Properties and changes of materials</u></b> <b>Knowledge:</b> 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,</p>	<p><b><u>Living things and their habitats</u></b> <b>Knowledge:</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Find out about the work of naturalists and animal behaviourists.</p>	<p><b><u>Animals, including humans</u></b> <b>Knowledge:</b> examine the changes different animals (including humans) go through as they develop to old age. Learn about the changes experienced in puberty.</p> <p><b><u>Skills:</u></b> research the gestation periods of other animals and compare them with humans. Find out and record the length and mass of a baby as it grows.</p>

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	<p><u>Skills:</u> use a model to explain how the Earth moves in relation to the Sun and the moon moves in relation to the Earth. Demonstrate and explain verbally how day and night occur. Explain evidence gathered about the position of shadows in term of the movement of the Earth. Show this using a model. Explain how a sundial works. Explain verbally, using a model, why we have time zones. Describe the arguments and evidence used by scientists in the past.</p> <p><u>Vocabulary:</u> Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar system, rotates, star, orbit, planets</p> <p><u>Key activities/events:</u> Science Dome, phases of the moon shadow investigation.</p>	<p>smaller force to have a greater effect.</p> <p><u>Skills:</u> investigate friction and explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or air or across the surface, the particles in the water, air or on the surface slow it down. Demonstrate clearly the effects of using levers, pulleys and gears.</p> <p><u>Vocabulary:</u> as for Y3 + gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears, Newtons (N), mass, weight</p> <p><u>Key activities/events:</u> Air resistance parachute investigation with graphed results, Newton meter friction readings taken around the school, water resistance investigation with modelling clay.</p>	<p>everyday materials, including metals, wood and plastic.</p> <p><u>Skills:</u> create a chart or table grouping/comparing everyday materials by different properties. Use test evidence gathered about different properties to suggest an appropriate material for a particular purpose.</p> <p><u>Vocabulary:</u> as for Y2 materials &amp; Y4 states of matter + thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, absorbent, solution</p> <p><u>Key activities/events:</u> classifying materials as conductors or insulators, testing the absorbency of a range of paper towels and comparing their 'value' with graphed results.</p>	<p>including through filtering, sieving and evaporating. 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.</p> <p><u>Skills:</u> group solids based on their observations when mixing them with water. Give reasons for choice of equipment and methods to separate a given solution or mixture. Explain the results from their investigations involving dissolving and irreversible change.</p> <p><u>Vocabulary:</u> as for Spring 1 + filter, sieve, reversible/ irreversible change, burning, rusting, new material</p> <p><u>Key activities/events:</u> Making a solution of salt water and recovering the salt through evaporation, sieving/filtering/use of magnets to separate a range of mixtures</p>	<p><u>Skills:</u> present their understanding of the life cycle of a range of organisms in different ways. Identify patterns in life cycles. Compare two or more animal life cycles studied. Explain how a range of plants reproduce sexually and asexually.</p> <p><u>Vocabulary:</u> as for Y2 animals &amp; Y3 plants + life cycle, sexual, sperm, fertilisation, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings, stamen, carpel, sepal, petal</p> <p><u>Key activities/events:</u> flower dissection</p>	<p><u>Vocabulary:</u> puberty, adolescence, gestation, foetus, penis, testes, ovary, uterus, cervix, vagina, menstruation/period, hormone</p> <p><u>Key activities/events:</u> Compare gestation periods and graph results - make links to size of animal and gestation period.</p>
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<p><b>Art &amp; DT</b></p>	<p><b><u>Drawing/sketching: I need space</u></b>                      L1: To explore the purpose and effect of imagery                      L2: To understand and explore decision making in creative processes                      L3: To develop drawn ideas through print making                      L4: To test and develop ideas using sketchbooks                      L5: To apply an understanding of drawing processes to revisit and improve ideas.</p> <p><b>Vocabulary:</b>                      cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique</p>	<p><b><u>DT: Food Technology Celebrating Culture and Seasonality</u></b>                      They will evaluate commercially made breads (leavened, unleavened, white, wholemeal).                      They design their own recipe, choosing additional ingredients.                      Compare the commercial process in comparison to homemade bread.                      Make their own bread, evaluate and revisit as to how they would improve it.</p>	<p><b><u>Art- Collage</u></b>                      Examining a range of collage artists and techniques in order to design, produce and evaluate a collage using recycled materials.</p>	<p><b><u>Textiles: Combining Different Fabric Shapes</u></b>                      Children look at the timeline of puppet-making history, investigate existing puppets then design, make and evaluate sock puppets linked to their core text: Macbeth</p>	<p><b><u>Drawing/Painting</u></b>                      Exploring and applying a variety of water colour techniques to paint a landscape using water colours.                      Link to 'Lost Words' book</p>	<p><b><u>DT: Mechanical Systems: Pulleys or Gears</u></b>                      Children explore and evaluate existing products that contain pulleys or gears then design, make and evaluate a pulley system.</p>
<p><b>Computing</b></p>	<p><b><u>e-Safety Technology in our Lives</u></b>                      Developing a greater understanding of e-Safety and how computers are changing the way we live.</p>	<p><b><u>Programming</u></b>                      Children to continue to use 'Code.org' to further develop skills of programming. Use 'CS Express' course.</p>	<p><b><u>Programming</u></b>                      Children to continue to use 'Code.org' to further develop skills of programming. Using create a sprite studio.</p>	<p><b><u>Handling Data</u></b>                      Using flat-file database to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	<p><b><u>Creating Media: Introduction to vector graphics</u></b>                      Children start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app.</p>	<p><b><u>Multimedia (Audio manipulation)</u></b>                      Using Audacity, the children will be planning and creating their own podcast and learning to manipulate their audio in the process.</p>
<p><b>Foreign Languages (French)</b></p>	<p><b><u>Je me présente (Presenting Myself)</u></b>                      By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. Pupils focus on asking questions as well as providing accurate replies. They will start to create sentences of their own using a range of personal details</p>	<p><b><u>French – Ma famille (My family)</u></b>                      By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate</p>	<p><b><u>French - La date (The date)</u></b>                      Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>	<p><b><u>French - En Classe (In the classroom)</u></b>                      Remember and recall 12 classroom objects and the indefinite article.                      Write and say what they have and do not have in their pencil case.</p>	<p><b><u>French - Quel-temps fait il? (What is the weather?)</u></b>                      Revise and build on learning from year 4, learn phrases to describe weather. Name some common articles of clothing and relate these to weather.                      Numbers to 50                      Learn to say and write the date. (Aujourd'hui c'est.....)</p>	<p><b><u>Chez moi</u></b>                      By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a</p>

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	including name, age, where they live and nationality.	language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.				growing ability to create independent responses.
<b>Key Vocabulary</b>	<p>Salut !            Bonjour !            Au revoir !/ À plus tard !            Je m'appelle...            Ça va bien.            Ça va mal.            Comme ci, comme ça.            Français / française            Anglais / anglaise            Irlandais / irlandaise            Gallois / galloise            Écossais / écossaise</p> <p>Numbers to 20 (un – vingt)</p>	<p>la mère            le père            la grand-mère            le grand-père            le frère            la sœur            la tante            l'oncle</p>	<p>lundi            mardi            mercredi            jeudi            vendredi            samedi            dimanche</p> <p>janvier            février            mars            avril            mai            juin            juillet            août            septembre            octobre            novembre            décembre</p> <p>Numbers to 31</p>	<p>un livre            un cahier            un crayon            un stylo            un taille-crayon            un bâton de colle            une règle            une calculatrice            une trousse            une gomme            un sac à dos            des ciseaux</p>	<p>Quel temps fait-il ?            Dans le nord de la France            Dans l'ouest de la France            Dans le sud de la France            Dans l'est de la France            Dans le centre de la France</p> <p>il fait froid            il fait chaud            il y a du vent            il pleut            il y a un orage            il fait beau            il neige            il y a du soleil            il fait mauvais</p>	<p>une maison            un appartement            en ville            à la montagne            à la campagne            au bord de la mer            dans un village            un salon            une buanderie            une chambre            un bureau            un garage            une salle à manger            une salle de bains            un sous-sol            un jardin            une cuisine            une salle de bains</p>
<b>History and Geography</b>	<p><b><u>Britain's settlement by the Anglo-Saxons</u></b>            What happened to Britain when the Romans left? We will review our knowledge from Year 4 and then study why the Anglo-Saxons invaded and then settled in Britain. We will answer the question was life better in Anglo-Saxon or Roman Britain by looking at settlements and kingdoms: place names and village life, Anglo-Saxon art and culture and the Christian conversion. The children will be examining both primary and secondary sources and using them to form an opinion.</p>	<p><b><u>How have volcanoes, earthquakes and tsunamis affected our World?</u></b>            Identifying how volcanoes are formed, studying the different types of eruptions and examining how man has managed volcanoes. Discuss the theory of plate tectonics and the impact of plates on land movement, formation, earthquakes and tsunamis.</p>	<p><b><u>Anglo-Saxon and Viking Conflict</u></b>            To gain an understanding of why England was an attractive prospect for settlement for the Anglo-Saxons and Vikings. Children develop their understanding of the chronology of the period by comparing the overlap of the invaders and understanding how England changed over the entire period. Children learn how to question commonly held views by examining evidence calling into question the characterisation of the Vikings and the 'Greatness' of King Alfred.</p>	<p><b><u>World Wide Trade</u></b>            We will consider how trade became global and what that means for producers and consumers. The children will examine food and global trade, the global supply chain, what the UK exports and to where, what Fairtrade is and what the highest value exports are worldwide.</p>	<p><b><u>Coastal Features</u></b>            Studying how the geography of the Isle of Wight has influenced its history and <b>economic development</b>, examining the features of coastal erosion and developing map work skills.            Within map skills the children locate places using an Ordnance Survey map to use 6 figure grid references. (Isle of Wight).            The children will locate key places and add to a map of the island.    <b><u>Vocabulary:</u></b> longshore drift, groynes, constructive, destructive, swash and backwash, wave, fetch, beach, cave, stack, arches, erosion, grid reference (four and six figure), scale, symbols.</p>	<p><b><u>A post 1066 thematic study: Going to school</u></b>            The children will undertake a social history unit that examines the changes in going to school since 1066. Using primary and secondary source material they will consider the following enquiries:              Enquiry 1: What did children do after school 100 years ago?            Enquiry 2: What next for cinema?            Enquiry 3: A changing view of women and football.            Enquiry 4: Why did the British seaside go into decline?            Enquiry 5: Can music cause change?</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

<p><b>Music</b></p>	<p><b>Exploring Sound Sources</b>  <b>The music of Hans Zimmer (BBC ten pieces):</b>          Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p> <p>Investigate the impact sound has on the moving image.</p> <p>Use examples from David Attenborough's Earth a Celebration and other current television.</p> <p><b>Singing &amp; Performing</b> Harvest          Perform in ensemble context listen and recall sounds with increasing aural memory          Appreciate and understand a wide range of music from different genres and traditions          Develop an understanding of the history of music</p>	<p><b>Exploring Sound Sources</b>  <b>The music of Hans Zimmer (BBC ten pieces):</b>          Explore how Hans Zimmer uses different sound sources to compose music for film and television.</p> <p>Compose/improvise music to accompany a short extract of film using the inter-related elements of music.</p> <p><b>Singing &amp; Performing</b>          'Young Voices' rehearsals and O2 performance January 21<sup>st</sup> 2022</p> <p>Perform in ensemble context listen and recall sounds with increasing aural memory          Appreciate and understand a wide range of music from different genres and traditions          Develop an understanding of the history of music</p>	<p><b>Exploring Rhythm &amp; Pulse –</b>          Africa – Miam          To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa          To investigate, and practise, Djembe rhythms.          To work in teams to produce a djembe composition and perform to others.</p> <p>'Young Voices' rehearsals and O2 performance. Perform in ensemble context          listen and recall sounds with increasing aural memory          Appreciate and understand a wide range of music from different genres and traditions          Develop an understanding of the history of music</p>	<p><b>Exploring Rhythm &amp; Pulse</b> continued          To explore Africa and the important role of music in society.          To research information about djembe drumming in West Africa          To investigate, and practise, Djembe rhythms.          To work in teams to produce a djembe composition and record and perform to others.</p> <p><b>Singing and performing (Spring concert)</b>          .</p>	<p><b>Musical History &amp; Exploring Musical Processes</b>  <b>Ternary form</b></p>	<p><b>Musical History Exploring Lyrics &amp; Melody</b></p> <p><b>Renaissance Music:</b>          To understand what changed between medieval times in terms of music and society in general.          To study the style of renaissance music.          To compose music in the renaissance style.          To perform our renaissance music to each other.</p> <p><b>Medieval Music:</b>          To understand the important role music played in medieval life.          To study the style of medieval music.          To compose music in the medieval style based on a medieval song.          To perform our medieval music to each other.</p>
<p><b>PE</b>  <i>This is being reviewed this half term.</i></p>	<p><b>Tag Rugby</b>          - Developing team skills</p> <p><b>Indoor PE (Dance)</b></p> <ul style="list-style-type: none"> <li>- moving the body to music</li> <li>- exploring spaces moving in different ways</li> <li>- working in groups putting routines together</li> <li>- evaluating and improving work</li> </ul>	<p><b>Ball mastery</b></p> <ul style="list-style-type: none"> <li>- dribbling and controlling the ball</li> <li>- controlling the ball keeping it close to the body</li> <li>- dribbling around objects and passing with peers</li> </ul> <p>Hockey / Netball / Basketball</p> <p><b>Swimming (10 weeks)</b>  <b>Led by Swimway</b></p>	<p><b>Attacking principles of play</b></p> <ul style="list-style-type: none"> <li>- breaking down how we attack in team sports</li> <li>- looking at width and depth</li> <li>- creating space for runs and passes</li> <li>- 3v3 / 4v4 games</li> </ul> <p>Team games          Hockey / Netball / Football / Basketball</p> <p><b>Swimming continued here</b></p> <p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>- gymnastic skills</li> <li>- rolls (backward and forward)</li> <li>- putting routines together with peers using apparatus and equipment</li> </ul>	<p><b>Defending principles of play</b></p> <ul style="list-style-type: none"> <li>- breaking down how we defend in team sports</li> <li>- understanding defending as a unit</li> <li>- closing space for opposition</li> </ul> <p>Team games          Hockey / Netball / Football / Basketball</p> <p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>- gymnastic skills</li> <li>- rolls (backward and forward)</li> <li>- putting routines together with peers using</li> </ul>	<p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- throwing overarm over bigger distances</li> <li>- passing a ball around the team quick</li> <li>- breaking down the overarm bowl</li> <li>- striking a ball with one bounce</li> </ul> <p><b>Cricket with outside provider.</b></p>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- set trails for others to follow</li> <li>- use 8 points of the compass</li> <li>- understand different roles and adapt them if they do not work</li> <li>- plan strategies to solve problems</li> </ul> <p><b>Sports day practice</b></p> <ul style="list-style-type: none"> <li>- athletics practice</li> <li>- sprint trials</li> <li>- long distance trials</li> <li>- hurdles</li> <li>- throwing javelin and shot put</li> <li>- baton handovers (facing away)</li> </ul> <p>Athletics / Track and field</p>

**SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5**

			Gymnastics / movement skills	apparatus and equipment		
				Gymnastics / movement skills		
<b>RE</b>	<p><b>Christianity</b>  <b>Why is Remembrance Important?</b>                      AT1 Focus: Forms of expression                      AT2 Focus: Values and commitments</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- to use religious words to describe some of the ways in which people show their beliefs in remembrance</li> <li>- to link things that are important to them and other people with the way they behave and think</li> <li>- to express religious beliefs and feelings about peace</li> <li>- to ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions</li> </ul> <p><b>Key Vocabulary</b>                      Remembrance, Christianity faith, belief, war, conflict, symbol, poppy, hope, ceremony, Cenotaph, memorial, ritual, peace, believer, moral, value, refugee, asylum, white poppy, influence, God.</p> <p><b>Spiritual, Moral, Social and Cultural Development:</b></p> <ul style="list-style-type: none"> <li>- peaceful reflection, moral issues relating to war and conflict, peaceful resolution of conflict</li> <li>- Investigate how communities function, relationships, co-operation</li> </ul>	<p><b>Judaism</b>  <b>What does it mean to be Jewish?</b></p> <p>AT1 Focus : Beliefs, teaching, sources of wisdom and authority                      AT2 Focus: Values and commitments</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- to know that God chose Abraham as the founder of the Jewish faith</li> <li>- to know that the Jewish faith believes in One God</li> <li>- to know that God saved his people from the Egyptians</li> <li>- understand the significance of Passover to Jewish people</li> <li>- to understand how the Seder meal teaches about God's relationship with Jews</li> <li>- to know the root and significance of The 10 Commandments to Jewish people</li> </ul> <p><b>Key Vocabulary</b>                      Judaism, Jew , God, descendants, covenant, sacrifice, obedience, Exodus, Moses, Passover, Pesach, Egyptians, Israelites, Seder, Matzah, Shema, Mezuzah, Torah, Commandments.</p>	<p><b>Sikhism</b>  <b>What does it mean to be a Sikh?</b>                      AT1 Focus : Beliefs, teaching, practices and way of life                      AT2 Focus: Values and commitments</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- to know the main beliefs and practises of Sikhs and how they show commitment to God</li> <li>- to evaluate the importance of Sikh teachings</li> <li>- to know what happens in a Gurdwara</li> <li>- to know how Sikhs keep and protect the Guru Granth Sahib</li> </ul> <p><b>Key Vocabulary</b>                      Guru Nanek, Panj Kakke,dwara Kesh, Kara, Kanga, Kaccha, Kirpan, Gurdwara, Guru Granth Sahib, Langar, Rumulas, Chaur.</p> <p><b>Spiritual, Moral, Social and Cultural Development:</b></p> <ul style="list-style-type: none"> <li>- to be able to identify how and why people belong to different groups and what it means to them</li> <li>- to discuss how teachings and beliefs sustain, inspire and influence us</li> </ul>	<p><b>Christianity</b>  <b>How Has The Christian Message Survived For Over 2000 Years?</b>                      AT1: Beliefs, teachings and sources.                      AT2: Meaning, purpose and truth</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- to know how the Christian message spread in the past: the Ascension</li> <li>- what persecution is and why it might inhibit the spread of a message; Pentecost</li> <li>- how the Christian message spread after the Ascension and the first Pentecost</li> <li>- how Christians believe the Holy Spirit equips them to share the Christian message</li> </ul> <p><b>Key Vocabulary</b>                      Christianity, Christian, faith, message Bible, disciples, apostles, Icthus, Ascension, Trinity, Communion, Confirmation, Eucharist,</p>	<p><b>Islam</b>  <b>What is the best way for a Muslim to show commitment?</b>                      AT1 Focus: Practices and way of life                      AT 2 Focus: Values and commitments.</p> <p><b>Intent</b></p> <p>To know the importance of:</p> <ul style="list-style-type: none"> <li>- Shahadah: Call to faith</li> <li>- Salah: the role of prayer</li> <li>- Zakat: giving to charity</li> <li>- Hajj: importance of pilgrimage</li> <li>- Sawm: fasting</li> </ul> <p>To know the meaning of:</p> <ul style="list-style-type: none"> <li>- Eid-ul-Fitr</li> <li>- Eid –ul-Adha</li> </ul> <p><b>Key Vocabulary</b>                      Islam, Muslim, Allah. Mohammad (PBUH) Zakat, Hajj, Sawm. Ramaadan, Eid-ul-Fitr Eid-ul-Adha., Islamic compass Wudu, ka'bah, Mecca, prayer mat, values, commitment</p> <p><b>Spiritual, Moral, Social and Cultural Development:</b></p> <ul style="list-style-type: none"> <li>- listening to the views of others</li> <li>- appreciation of what a religious commitment means</li> <li>- developing understanding and respect for world faith</li> <li>- collaborative learning</li> </ul>	<p><b>Buddhism</b>  <b>What does it mean to be a Buddhist?</b>                      AT1 Focus Forms of expression                      AT2 Focus: Meanings, purpose and truth</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- to review (from Y3) how the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and precepts</li> <li>- to reflect on the eight-fold path and discuss if it is relevant today</li> <li>- to know what Buddhists believe will happen to a person when they die</li> <li>- to be able to compare own beliefs to that of Buddhists</li> </ul> <p><b>Key Vocabulary</b>                      Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Entitlement</p> <p><b>Spiritual, Moral, Social and Cultural Development:</b></p> <ul style="list-style-type: none"> <li>- to reflect on what it may be like to belong to the Buddhist community</li> <li>- discuss/ reflect on influences in their own lives</li> <li>- to ask questions about the meaning and purpose of life and suggest answers</li> </ul>



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	<p>between people and countries</p> <ul style="list-style-type: none"> <li>- what peace means in an international context and how this affects people</li> </ul>	<p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- to reflect on promises and why they are important</li> <li>- to discuss why religious practices influence us</li> <li>- consider the importance of celebrating joys and remembering challenges in life and how these influence us</li> <li>- to consider how belonging to a religion guides a believer in the way they live their life</li> </ul>		<p>denomination, symbolism</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- reflection on a message to the world</li> <li>- discuss the effects of persecution</li> <li>- collaborative working, understanding the British values</li> </ul>		
<p><b>Relationships RSE and Health Education</b></p> <p>(links to science, computing, PE and our Sheen Mount Living Values)</p>	<p><b><u>Cooperation – Living Value</u></b> Define cooperation and search for examples in daily life. Provide opportunities to experience cooperation and evaluate the principles associated with true cooperation. Examine the consequences in the wider world when cooperation has not been utilised or valued.</p>	<p><b><u>Love – Living Value</u></b> Define love and the importance of loving ourselves. Question the role love has in strengthening our relationships. Evaluate the importance of love and compassion in the decisions we make. Consider the consequences of the absence of love.</p>	<p><b><u>Respect – Living Value</u></b> Define respect and consider the importance of self-respect. Provide opportunities to reflect on interactions that demonstrate a respectful attitude and approach. Question the statement: ‘Those who show respect will receive respect.’</p>	<p><b><u>Simplicity – Living Value</u></b> Define simplicity by examining the statements: ‘Simplicity is natural. Simplicity is being natural.’ Provide opportunities for daily reflections and explore how to stay in the present. Consider the importance of simplicity and using resources wisely for the benefit of future generations.</p>	<p><b><u>Happiness – Living Value</u></b> Define happiness and think of what influences or leads to happiness in our own lives. Contemplate the concept of happiness and what it feels like on the inside. Question ‘lasting happiness is a state of contentment within.’ Consider individuals in the wider world who have influenced happiness. Question if our happiness is determined by the happiness of others.</p>	<p><b><u>Tolerance – Living Value</u></b> Reflect on the values we have explored this year to enable us to define tolerance. Find examples of when tolerance has not been demonstrated. If tolerance is ‘mutual respect through mutual understanding’ how can we become tolerant individuals? What skills do we need to be truly tolerant? Is it easier to be tolerant towards those who are similar or different to ourselves?</p>
	<p><b><u>Unity – Living Value</u></b> Define unity by exploring the statement ‘Unity makes big tasks seem easy.’ Provide opportunities for the children to develop a shared goal or vision. Consider the importance of harmony within a group and the need for appreciation to enable everyone to feel united. Explore how unity and cooperation creates a sense of belonging and empowerment.</p>	<p><b><u>Peace – Living Value</u></b> Define peace and reflect on the statement: ‘Peace is being quiet inside.’ How can we achieve a sense of quietness? Explore how peace from within would present itself to others. Consider ‘Peace is more than the absence of war.’ What would a peaceful world look like? Question whether a peaceful world would mean the same thing to everyone.</p>	<p><b><u>Responsibility – Living Value</u></b> Define responsibility and consider it in relation to our rights, are they related? If we want peace, do we have the responsibility to be peaceful? What is our responsibility if we want an education? Consider our responsibilities to ourselves and others. Provide opportunities for the children to discuss their rights and responsibilities. Explore the levels of responsibility we encounter, e.g. in employment, socially and globally.</p>	<p><b><u>Humility– Living Value</u></b> Define humility and what it means to be humble. Provide opportunities for the children to reflect on moments when they weren’t humble. Why is humility difficult? Consider the statements: ‘Humility goes together with self-respect’ and ‘Humility creates an open mind.’ Question how humility or a lack of it affects the quality</p>	<p><b><u>Honesty – Living Value</u></b> Define honesty and question the statement: ‘Honesty is the best policy.’ Are there moments when you have doubted this? Explore the relationship between honesty and friendship. Reflect on the importance of honesty thoughts as well as actions and words – how do these relate? Explore the relationship between greed and dishonesty. Develop an ‘honesty box’.</p>	<p><b><u>Freedom – Living Value</u></b> Define freedom by first considering our experience of it. How free are we? What does freedom mean to us? Consider the term ‘full freedom’ and equality. Provide the children with opportunities to explore themes of freedom within literature. Celebrate the freedoms we enjoy in our society. Evaluate the responsibility that comes with freedom.</p>

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	<ul style="list-style-type: none"> <li>Learn about the responsible use of mobile phones: safekeeping and safe user habits (covered in computing).</li> <li>Know what is and is not appropriate to ask for or share online; who to talk to if they feel uncomfortable or are concerned by such a request. Know how to manage requests for images of themselves or others (covered in computing).</li> <li>Growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Learn about change, including transitions, loss, separation, divorce and bereavement.</li> <li>Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> </ul>	<ul style="list-style-type: none"> <li>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</li> <li>Recognise when they need help and to develop the skills to ask for help; use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</li> </ul>	<p>of our relationships with others.</p> <ul style="list-style-type: none"> <li>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>Know that marriage is a commitment freely entered into by both people, that no one should marry, or be part of a civil partnership, if they don't absolutely want to do so or are not making this decision freely for themselves (i.e. being forced to marry). Knowing that support is available to</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life processes of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>Know about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>Learn how their body will, and their emotions may, change as they approach and move through puberty.</li> <li>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li><i>Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. Learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</i></li> <li>Learn about human reproduction.</li> </ul>
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 5

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<p>The statements in <i>italics</i> are additional and non-statutory but are recommended by the PSHE Association. <b>(the statements shown in red cover areas which are taught in Year 5 and reinforced throughout the course of Year 6)</b></p>						