Hanwell Fields Community School
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Curriculum Map
Foundation Subjects
Year 5

	Anglo-Saxons/Road Trip USA	Swinging 60's	Ancient Greeks/Big Wide World
Working Scientifically	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.		

Science	**<u>Properties and changes of materials:</u>** • Compare and group together everyday materials based on evidence from comparative and fair tests. • Understand how 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. 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.	**<u>Living things and their habitats:</u>** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. **<u>Earth and Space:</u>** • 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.	**<u>Forces:</u>** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. **<u>Animals, including humans:</u>** • Describe the changes as humans develop to old age. (Puberty covered by School Nurse)

Computing	**Digital Literacy- Online Safety:** • Explain the importance of content ownership and copyright issues. • Talk about a range of ways to report concerns about content and contact. **Information technology- Using a variety of software:** • Summarise and present information/data using a range of media. • Can justify their selection of an appropriate digital device and application to accomplish a specific outcome.	**Computer Science- Coding:** • Control physical systems or simulations of these through a digital device. • Use various forms of input and output in programs. • Use logical reasoning to debug programs containing sequence, selection, repetition and variables. **Digital Literacy- Effective Searching:** • Refine internet searches to improve relevance of materials.	**Information technology- Databases:** • Summarise and present information/data using a range of media. • Collaborate through online systems to work on shared documents. **Computer Science- Hardware Investigating:** • Explain what the World Wide Web and the internet are, and the difference. • Outline how data is transported in packets on the internet to different addresses.

History	**Settlements - Anglo-Saxons** What can we learn about the Anglo-Saxons from what we see today? Examine local history and research the difference between now and the distant past. Explain why the Anglo-Saxons chose to settle in England after the Romans left. What made them choose where to settle? Recognise and explain the differences between Anglo-Saxons and modern life and research differences to explain them. Changes in Britain from Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	**Roman Empire in Britain-**Causation How did the Romans keep control of Britain? Following on from the Anglo-Saxon unit – children will use what they know about invaders and settlers to consider where and why. **USA Road Trip** Visit and label first 13 colonies – Why did they move to America? How did they prosper? **1960's** Space race, the assassination of JFK and other key historical events from the 50's and 60's. Explore a famous artist and art styles of the 60's, including film and music.	**Ancient Greece-**Historical significance How did the Ancient Greeks change the way we think today? **To be developed – Mayans-**Similarity & difference How was life similar and different for Ancient Maya and Greeks?
Geography	**Anglo-Saxons: Settlements** Looking at maps of settlements & drawing our own. Looking at OS map symbols. Local areas as settlements.	**Road trip to USA: Geographical study of the human and physical geography of a North America** Looking USA on an atlas, National parks, comparing Washington D.C to London, States in the USA (New York)	

Art & Design	**Drawing/ Calligraphy** Anglo Saxon manuscripts (runes) •Develop an understanding of calligraphy as a graphic art form •Consider use of colour, line and shape when exploring work from another time or culture •Build up drawings of whole or parts of items •Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing. •Plan and complete extended sets of drawings in sketchbooks	**Printing – Andy Warhol** **Design 60's fabric print** •Design a complex pattern from 2 or more motifs and print a tiled version- polystyrene tile and ink •Superimposing images, layering and cutting out for effect •Use the work of a well-known artist to understand 'how to…' (create a repeating motif for wallpaper) •Use camera to take photos with a specific focus- and review ideas in sketchbook	**Portrait of an artist.** Kara Walker •Describe the work of a great artist •Learn about their style and describe how this is similar to and different from other great artists/practices •Make links to own work •Plan and annotate and record ideas as thumbnails •Build up drawings of parts of designs using a range of techniques – cutting out prototype from card •Use shadow puppets to investigate form

D&T	**Structures – musical Instruments** **Investigate, disassemble, evaluate** •Discuss a range of musical instruments – what are they made of? What is the structure (solid or hollow), does it have a box/stem/arm? What part makes the noise? Which parts need to be strong? How can the sounds be varied? •Why are instruments so important to different cultures? Listen to the sounds they make/music from different cultures showcasing the different instruments. **Focused practical task** •Experiment with making sounds using a range of containers and other resources that can be combined to create shakers, scrapers, strings, drums •Discuss the properties of the material, how they can be strengthened, and the sounds made when they are combined **Design and make, evaluate** •Identify a purpose for the instrument, e.g. to create rainforest music, which design aspects and set, and which are flexible (materials) •Select way to record their ideas so others will understand them	**Textiles – T shirts – link to 60's** **Investigate, disassemble, evaluate** •Collect and discuss a range of T shirts – Who are they for? How do you know? What are they made of? How have they been finished? Consider how designs deal with warmth, fit, appearance, practicality, function, cost and safety **Focused practical task** •Discuss how patterns, templates are used to create garments and how stencils, dyeing, and embellishments are used to decorate them •Practice sewing a button, sequins, braid, a pocket to a piece of fabric and stenciling a word by painting inside and around stencil **Design and make, evaluate** •Discuss the design brief, identifying the user, their needs and the product's purpose •Create detailed drawings from a range of angles – front, back, sleeves, motif, logo •Review design. during making process and evaluate final product against the brief	**Cooking and nutrition – bread – link to Greece** **Investigate, disassemble, evaluate** •Look at a variety of breads from around the world and cultural traditions •Discuss taste, shape, ingredients, texture, survey preferences •Understand how bread fits into a balanced diet. **Focused practical task** •Experiment with different types of flour and adding different ingredients to bread dough – raisins, choc chips. Try shaping dough and adding different toppings-eg seeds **Design and make, evaluate** •Decide what kind of bread to make and for what sort of occasion •Create ingredients list and step by step instructions •Make and bake bread, working hygienically and safely •Evaluate finished product.

	•Set order for making •Evaluate against design criteria		
Music	**Pulse and Rhythm** – boomwhackers MU1. Be able to follow and create syncopated rhythms using word patterns. Accurately perform an ostinato within a piece of music. MU2. Maintain a strong sense of pulse and recognise when going out of time when singing and playing MU3. Duration: Recognise, name and follow simple musical notation including dotted crotchets, minims and all rests.	**Singing and composing** - melody S1. Sing songs within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. IC1. Experiment with voice, sounds, technology and instruments in creative ways and explore new techniques when creating songs and music LA1. Identify ways that texture and timbre are used to create mood when listening to a range of music LA2. Use simple musical language such as tempo, texture, dynamics accurately when discussing and responding to music MU4. Pitch: Show understanding of changes in pitch when singing and playing	**Instrument –** Recorder / keyboard IC2. Compose and perform a short melodic phrase within a range of 5 notes, using a given rhythm or part rhythm (record on the stave with support) P1. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy when performing MU4. Pitch: Show understanding of changes in pitch when singing and playing

PE	Cross Country: mental resilience, stamina, fitness, pacing, sprint finishing, working in groups Striking different balls in different ways: Tennis, cricket, rounders, hockey, badminton Tag rugby: reminding the basics: stay behind the ball, run forward, pass backwards. Understanding how to create space, working at speed, developing decision making, passing. Netball: space and speed, communication, space hunting, marking, area restrictions.	Gymnastics: putting together a short performance using equipment. Self-assessed and peer assessed. Sports Hall Athletics: full set of events. Working towards awards. Hockey: space, tackling, pushing and hitting, marking.	Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication. Athletics: Quad kids – 75m sprint, 600m run, Standing long jump, vortex throw. Cricket & rounders: bowling, fielding, catching, batting. Tennis: forehand and backhand, controlling the ball
RE	**Islam** • Understand who Prophet Muhammad was, including his life and his teachings. **Christianity** • Explain what Easter is and why it is celebrated. • Reflect on how Easter celebrations have changed over the years.	**Judaism** • Know that Sabbath is celebrated every week and is a command from God. • Recognise the rituals/routines that Jewish people do to celebrate. **Buddhism** • Understand the steps of the Noble Eightfold Path and how they influence Buddhist's everyday lives.	**Sikhism** • Understand the significance of langar for the Sikhism community. • Know what the 5Ks are and the meaning of them. **Hinduism** • Understand why Hindus celebrate Diwali, Holi and Raksha Bandan. • Explain and reflect on the stories behind each festival and the teachings they provide.

PSHE and RSE	**Me and my relationships** Identify characteristics of passive, aggressive and assertive behaviours and understand and rehearse assertiveness skills. Understand that online communication can be misinterpreted. **Valuing difference** Develop an understanding of discrimination and its injustice. Describe the benefits of living in a diverse society.	**Keeping myself safe** Demonstrate strategies to deal with both face-to-face and online bullying. Understand some of the complexities of categorising drugs; know that all medicines are drugs but not all drugs are medicines and understand ways in which medicines can be helpful or harmful and used safely. **Rights and responsibilities** Understand the difference between a fact and an opinion and understand what biased reporting is. Explain some of the areas that local councils have responsibility for.	**Being my best** Know the harmful effects each of smoking/drinking alcohol. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life and describe 'star' qualities that 'ordinary' people have. Basic first aid **Growing and changing** Know the correct words for the external sexual organs. Explain the difference between a safe and an unsafe secret Children will be able to recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped.
French	Listen to and understand a story. Take part in a dramatical retelling of a story, memorising one or two short sentences or repeated phrases. Revise numbers to 20, days of the week, animal names, family members, instructions, greetings/name/age, food and drink, voici/je voudrais.	Use a dictionary to find correct meaning. Learn more family members, numbers to 100 months of year, some hobby phrases, never/sometimes/often, left, right, above, below.	Revise pronunciation so far, gender and agreements. Use of lower-case letter for day or month Use of ‘the’ instead of ‘‘your’ before some nouns. Learn some social conventions/sports symbols.