



YEAR 5 TERM 3 CURRICULUM MAP

GOOGLE LONDON



KEY PRINCIPLES OF THE TOPIC

This topic will begin with a study of the local area where the children will learn to use a variety of maps, including those on computers, as well as how to use a compass. They will identify the different uses of land in the locality and represent what they find using symbols and keys. Year 5 will then make an in depth study of London as the city in which they live. They will focus particularly on the River Thames: its history, how its use has changed over time and the buildings that sit on its banks. They will spend a day walking along the river, looking at the different uses for the land. They will spend a day walking along the river, recording what they observe before they evaluate how people's use of land might affect future generations.

ENGLISH

GOOGLE LONDON
Read key text 'The Highwayman'. The following genres of writing is based on this text:
Poetry - Classic/Narrative Poems/Choral and Performance
Read, hear, watch and experience a range of poetry performed live or through video recordings; recite extracts of 'The Highwayman'; analyse and discuss language features to support own composition of alternative verses; write, rehearse and present own poems in an anthology.
DRAMATIC CONVENTIONS IN PLAYSSCRIPTS
Read and analyse examples of playscripts; identify key language and organisational features; write a short script based on one part of The Highwayman applying the key features; perform and record the script for evaluation purposes; plan, draft, edit and review another section of the poem.
FILM NARRATIVE
Watch video recordings of animated films based on The Highwayman; collect features of this genre for Success Criteria; develop a story board for the poem by capturing key images; work in groups to plan, draft and produce a playscript for own production; use ipads to record and evaluate own animated film of the poem.
PERSUASIVE WRITING - EMPHASIS ON THE CONTRARY ARGUMENT
Identify and display the features of balanced arguments; draft and write a class persuasive letter linked with Geography topic. Discuss points of views on the same issue and introduce the idea of a counter-argument (opposing view); hold debating sessions where children practise talking and listening to opposing views and support these with evidence; plan, draft, edit and review balanced arguments based a topical issue.
INFORMATION LEAFLET/PERSUASIVE WRITING
Read and discuss the purpose of persuasive texts e.g. leaflets and brochures; analyse and identify features for success criteria; plan, draft and produce a leaflet about London.



SCIENCE

MARVELLOUS MIXTURES
Know that materials can mix in different ways and that they can be separated; test a variety of solids and identified those that dissolve and those that do not; investigate a variety of solvents or the saturation point of dissolved solids in water; plan and carry out a comparative test in response to a challenge question; identify variables and collect evidence systematically in order to answer the question; describe how to retrieve a dissolved solid from a solution; develop own method and recognise how and why the amount of drinkable water produced varies; separate the mixture practically; produce a salt solution; explore why salt's properties mean that it is useful to industry; make predictions and careful observations; explain what happens using science subject knowledge; suggest how variables might be changed in further investigations; identify, by testing, the most effective methods to use to clean up contaminated water; explain that water which appears clean to the naked eye may still be undrinkable.
GET SORTED
Describe the properties of materials in more depth, identify more specific and testable properties of familiar and less familiar materials; identify a range of soft to hard solids and sequence them according to the property of hardness; complete a comparative test; use the evidence collected to order liquids from the thinnest to the thickest; describe how viscosity varies from liquid to liquid; identify where, how and why metals are used; explain why properties of certain metals make them especially suitable for particular purposes; sort, group and test plastics according to their properties; recognise how extensively plastics are used by society and considered the importance of reducing the use of plastics, and their reuse and recycling; sort balls according to their properties and materials; plan and carry out a fair test enquiry as a group; evaluate the success of their enquiry method and the evidence it generated.
REPRODUCTION IN PLANTS AND ANIMALS
Know the role of the flower, its parts and their function; know the processes of pollination and fertilisation; communicate understanding of the process of sexual reproduction in flowering plants in a storyboard; know that not all plants have 'perfect flowers', containing both male and female parts; describe the different methods in some detail; know about asexual reproduction; describe the different methods in some detail; suggest the benefits to plants of asexual reproduction. Compare the process of reproduction in amphibians and insects; identify and describe similarities and differences between the two; recognising both as examples of sexual reproduction; find out more about how mammals and birds reproduce; compare the process of reproduction in mammals and birds; identify and describe similarities and differences between the two and naming both as examples of sexual reproduction; identify the stages of the human life cycle; compare lengths of gestation for different mammals; plot a scatter graph and used it to find a correlation; know about the life cycle stage of puberty in girls and boys; know about some of the physical changes involved.
OUR CHANGING WORLD
Develop a greater understanding of how to care for plants and apply what they have learnt from commercial food producers, as well as own knowledge, to protect plants from weed growth and animal damage and ensure that plants are regularly provided with sufficient water and additional nutrients.



D.T.

MAKING A MODEL OF A LONDON LANDMARK
STIFF AND FLEXIBLE SHEET MATERIALS
Investigate a range of different cardboards and paper to see which is most suitable for their model; measure materials accurately; join the different parts together; check that their model is sturdy enough to be a free standing model.

R.E.

BELONGING TO THE SIKH COMMUNITY
Know who Guru Gobind Singh was and why he was important to Sikhs; know the significance of the Amrit ceremony.
THE GURDWARA AND GURU GRANTH SAHIB - FINAL AND EVERLASTING GURU
Know how the Gurdwara is the centre for worship and the expression of Sikh values; understand why the Guru Granth Sahib is 'The Everlasting Guru.'

M.F.L.

Beach scene
Pescadoras Valencianas
The Planets
Los Planetas

P.S.H.E. incl. R.S.E.

Talk about a range of jobs and explain how they would develop skills to work in the future.
RSE
Puberty & hygiene.

MATHEMATICS

NUMBER - NUMBER AND PLACE VALUE, ADDITION AND SUBTRACTION, MULTIPLICATION AND DIVISION, FRACTIONS
All objectives will be revisited.
MEASUREMENT
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre); understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints; measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres; calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes; estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]; solve problems involving converting between units of time; use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
GEOMETRY - PROPERTIES OF SHAPES
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations; 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 one whole turn (total 360°), angles at a point on a straight line and a turn (total 180°), other multiples of 90°; use the properties of rectangles to deduce related facts and find missing lengths and angles; distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
GEOMETRY - POSITION AND DIRECTION
Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
STATISTICS
Solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables, including timetables.

New learning Revision

HISTORY

GOOGLE LONDON
Consider the significance of the River Thames, to early settlers; know about the changing role of the river over time for homes, industry and leisure; use sources of evidence to establish who was living and working by the river at different points in history; compare with the present day; locate significant historical buildings on the river, e.g.; site of Greenwich Palace, Thames Barrier.
THE CHILDREN WILL SPEND A DAY WALKING ALONG THE BANKS OF THE RIVER THAMES, NOTING THE DIFFERENT USES OF THE LAND THAT BORDERS THE THAMES.



GEOGRAPHY

GOOGLE LONDON
Develop knowledge about the local area by using maps/globes/atlases to focus on London and Grove Park; examine land use; identify key physical and human characteristics; draw plans and maps at a range of scales to include symbols and keys; use the eight points of a compass; name and locate counties and cities of the UK; use fieldwork to observe, measure and record the human and physical features in the local area; use secondary source of information; study of the River Thames and its importance to London; study how what people do now might affect our local environment in the future.
THE CHILDREN WILL PRACTISE THEIR MAP AND COMPASS SKILLS ON A VISIT TO CREEKSIDE. DURING THEIR DAY TO THE RIVER THAMES, THE CHILDREN WILL MAKE USE OF MAPS AND COMPASSES TO IDENTIFY THE LOCATION OF DIFFERENT BUILDINGS.
BRITISH VALUES: this topic builds upon previous learning about London and considers the diversity within our city's population.



COMPUTING

Understand computer networks including the internet; how they can provide multiple services and the opportunities they offer for communication and collaboration; select, use and combine a variety of software 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. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour

ART & DESIGN

DRAWING
Identify and draw simple objects and use marks and lines to produce texture based around the London landscape. Use shading to create mood and feeling in drawings based on 'The Highwayman'.
COMPUTING
Create a piece of art work which includes the integration of digital images taken; use software to alter them, adapt them and create work with meaning based on local history.
Create digital images with animation, video and sound to communicate ideas about 'The Highwayman'.
SCULPTURE
Experiment with and combine materials and processes to design and make a 3D form based on London landmarks.

P.E.

CRICKET
Develop skills that will enable small sided games involving bowling, batting and fielding; umpire own games and decide field placements.
TENNIS
Demonstrate different ways that the ball can be under control; send and receive with a partner; control a tennis ball; demonstrate correct technique when sending over a net.
GYMNASTICS
Apply gymnastics shapes into compositional sequences combining a variety of gymnastics movements on large apparatus wall bars.

MUSIC

WORLD MUSIC
Perform by ear, begin to perform from simple notations; perform with an awareness of how different parts fit together to achieve an overall effect; sing with increasing control of breathing, posture and sound projection; improvise rhythmic phrases as part of a group; listen to, describe and compare music from different cultures; explore different starting points.