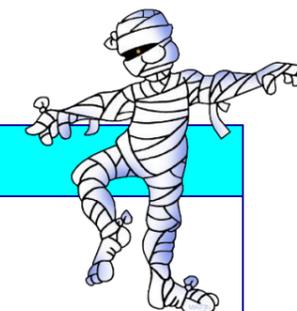




YEAR 5 TERM 1 CURRICULUM MAP



I WANT MY MUMMY!

This unit aims to add to the children's developing, chronological narrative of world history. It will contribute to an overview of where and when the earliest civilisations appeared and which aspects have developed and continued today, e.g.; hieroglyphs as an early form of written language. The unit allows children to make connections and contrasts between life in Ancient Egypt and other civilizations and periods studied. The unit will begin with a visit from experts who will immerse the children in Ancient Egypt for a day. They will write stories, diary entries, letters, newspaper reports and recounts. They will also create a class song which will be performed in assembly.

HISTORY: The children will be extending their knowledge of ancient civilisations to the Ancient Egyptians. They will be able to place the civilisation of Ancient Egypt in a chronological framework making links with what was happening in Britain at the same time; sequence events and periods using appropriate terms relating to the passing of time; use historical terms such as empire and civilisation; understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past may exist, giving reasons for this; understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting interpretations have been constructed; use sources for research from which they will begin to use information as evidence to test hypotheses; know what life was like in Ancient Egypt; know about social, religious and cultural practices of the time; make comparisons between life in Ancient Egypt and other periods and societies studied; describe historical events from the period; demonstrate thoughtful selection and organisation of historical information using appropriate terms and dates. There will be an **EGYPTIAN DAY** in school.

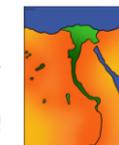
ENGLISH: The children will use a range of text types to use their knowledge of their history topic they will publish their own story in the style of the chosen author, publish new version of an Ancient Egyptian legend, write instructions for mummifying a body and publish newspaper articles about key events in the Ancient Egyptian world.

MATHEMATICS: The children will learn to write numbers and calculate using Ancient Egyptian numerals.

GEOGRAPHY: The children will develop their knowledge about the world by using maps/globes/atlas to focus on Europe (including the location of France/Paris); know about the landscape of Egypt; ask geographical questions; identify and explain different views that people have about topical issues such as water pollution; locate world rivers on maps, know why cities like Cairo are situated by rivers; use geographical vocabulary; know the importance of the River Nile; why water is such a valuable commodity.

ART & DESIGN - DRAWING AND PAINTING: The children will organise line, tone, shape and colour to represent figures and forms in movement based upon Ancient Egyptian art; create a range of moods in paintings; expressing emotions accurately through painting and sketching. **DESIGN TECHNOLOGY - TEXTILES & MOULDABLE MATERIALS:** The children will produce a detailed plan; critically examine drawbacks and good points saying what materials will be used; explore a range of joining techniques. Explore finishing techniques using mouldable materials; review products before evaluating the final piece. **MUSIC:** The children will sing with increasing control of breathing, posture and sound projection; sing in a round, maintaining own part; begin to play accompaniments with control and accuracy; write new lyrics to create a round about Egyptians.

BRITISH VALUES: The children will consider the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to the form of government in Ancient Egypt



ENGLISH

NOVELS AND STORIES - EXTENDED ADVENTURE STORIES
Read key texts 'Egyptian Cinderella' and 'Scarab's Secret'; collect key language features on characterisations; plan, write, evaluate, edit and publish own stories in the style of a chosen author.

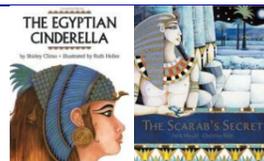
LEGENDS - SHORT STORIES BASED ON ANCIENT EGYPT
Read an Egyptian legend and analyse the structure of this genre; present a re-telling of a plan, draft and write a new version of a legend applying key features of this genre.

INSTRUCTIONS
Read a range of instructions; recognise the structure and language features; use information collected about embalming in the topic of Egyptians to plan, draft, write and edit own instructions

NEWSPAPERS/ INFORMATION LEAFLET
Read and analyse newspapers and information leaflets to identify structure and key language features; produce a front page of a newspaper or information leaflet based on the topic of Egyptians.

POETRY - POETIC STYLE
Hear, read and respond to a range of poems from two contrasting writers; explore and analyse language effects, patterns and form, subjects, themes and meaning in free verse poems; plan, draft, edit and write free verse poem.; read aloud and perform poems.

READING
Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature.
The year 5 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION** and **SPELLING** will also be followed.



focussing author.

legend;

SCIENCE

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, reuse and recycling; sort balls according to their properties and materials; plan and carry out a fair test a group; evaluate the success of their enquiry method and the evidence it generated.

THE EARTH AND BEYOND
Know the shapes and positions of the Earth and other planets in the solar system, their relative sizes and orbits around the Sun and where our solar system is in the Universe; know a year (365½ days); understand night and day, explain changes in sunrise and sunset; understand seasons are caused and how they differ across the Earth; Explain the changes in the shape of the moon.

OUR CHANGING WORLD
Identify a variety of plants to observe, visit them regularly throughout the year and look for evidence of plant reproduction, for example, flowers, seed heads, berries and fruits on plants. They also record the numbers and types of pollinators they observe, for example, bees, butterflies and moths, at different times of the year.



and their enquiry as

R.E.

CHRISTIANITY
Pupils will focus on Jesus as a Human and Christians' belief of Jesus as a Divine. They will look at Christian values and how this guides Christians in their daily lives.



MATHEMATICS

Review of the Year 4 Key Performance Indicators.

NUMBER AND PLACE VALUE
Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit; count forwards or backwards 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, 1,000, 10,000 and 100,000; interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 including solving number and practical problems; read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

ADDITION AND SUBTRACTION
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction); add and subtract numbers mentally with increasingly large numbers; solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

MULTIPLICATION AND DIVISION
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers; multiply and divide numbers mentally, drawing upon known facts; divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign;

COMPUTING

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; 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.
Scratch, Snap!, Kodu.
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Scratch, Snap!**
www.simonssingh.net/The_Black_Chamber/chamberguide.html.

P.E.

SWIMMING: Swim confidently and competently using a range of different strokes; perform safe self-rescue in different water based situations.
GYMNASTICS: Show a range of bridge shapes ; join these together in sequences; show five basic jumps demonstrating clear body shape; link different jumps and rolls together smoothly in sequences with a partner.
DANCE: Creating, rehearsing and performing dance based on Egyptian ideas.

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

Respond to or challenge negative behaviours such as stereotyping and aggression; demonstrate respect and tolerance towards people different from themselves.
BRITISH VALUES: Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
RSE: Puberty and becoming men/women.
The Fire safety workshop will visit year 5 this term.

M.F.L.

I am a musician
Soy músico
On the way to the school
Vamos al colegio

