

# Year 5 Curriculum Map

## Music

### Compose

Create songs using knowledge of structure e.g. (verse chorus, call and response, round, rondo, 12 bar) and style e.g. (chant, rap, jazz, blues) -Create rhythmic patterns with an awareness of timbre and duration -Combine a variety of musical devices including melody, rhythm and chords -Thoughtfully select elements for a piece in order to gain a desired effect -Develop accompaniments using, improvisation, drones and rhythmic melodic/ ostinato (based on pentatonic scale) -Convey the relationship between lyrics and melody -Extend arrangements of a song -Interpret images to create descriptive sound sequences -Employ techniques associated with film -Use digital technologies to compose, edit and refine pieces of music

### Transcribe

Use standard musical notation to indicate how many beats to play and to play simple rhythms -Use standard musical stave notation to write and play simple melodies - Understand the purpose of treble and bass clefs and use them in transcribing simple compositions -Understand and use the sharp and flat symbols -Use and understand simple time signatures -Learn about the whole tone scale

### Perform

Sing and play from memory with confidence -Accompany a song instrumentally with melody and harmony as well as body percussion and using ostinato -Sing in tune chromatically and with increasing syncopation -Sing and play music with verse ,chorus ,bridge and coda -Sing backing harmony -Play in tune -Perform solos or as part of an ensemble -Hold a part within a piece of three/ four parts and of complex structure -Sing and play expressively -Sing and play with an awareness of others and an audience -Rehearse and improve ensemble performance -Conduct in metres of two, three and four -Further develop rhythm skills through singing playing and moving

### Improvise

Use improvised rhythms to accompany songs

### Describe

Focussed listening. Utilise and build on existing range of musical vocabulary to accurately describe and appraise music in terms of elements and structure Include polyrhythm, prelude, orchestration, triad, trill, motif and vocab associated with film and electronic music -Consider effects of instrumental combinations

# Art

## Develop ideas

Develop and imaginatively extend ideas from starting points throughout the curriculum - Collect information, sketches and resources and present ideas imaginatively in a sketch book -Use the qualities of materials to enhance ideas -Spot the potential in unexpected results as work progresses -Comment on artworks with a fluent grasp of visual language

## Master techniques

**Painting** -Sketch (lightly) before painting to combine line and colour -Create a colour palette based upon colours observed in the natural or built world -Use the qualities of watercolour and acrylic paints to create visually interesting pieces -Combine colours, tones and tints to enhance the mood of a piece -Use brush techniques and the qualities of paint to create texture -Develop a personal style of painting, drawing upon ideas from other artists

**Sculpture** -Use tools to carve and add shapes, texture and pattern -Combine visual and tactile qualities -Use frameworks (such as wire or moulds) to provide stability and form

**Drawing** -Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) -Use a choice of techniques to depict movement, perspective, shadows and reflection -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) -Use lines to represent movement

**Print** -Build up layers of colours -Create an accurate pattern, showing fine detail -Use a range of visual elements to reflect the purpose of the work

## Take inspiration from the greats

Give details (including own sketches) about the style of some notable artists, artisans and designers -Show how the work of those studied was influential in both society and to other artists -Create original pieces that show a range of influences and styles

# Values

## British Values

**Democracy** -Take part in the democratic process of voting -State why a democracy is a fair way to make group decisions -Find ways to make their class a democracy

**Rule of law** -Democratically decide on class rules and explain why rules are important in school and in the wider community -Show respect for the school rules by always striving to abide by them and encouraging others to do the same -Understand that when people break rules there may be consequences in school and in the wider community

**Individual liberty** -Make sensible choices independently and justify these choices -Give ideas and suggestions willingly and reflect on the impact of their choices

**Mutual respect** -Understand the importance of the collective responsibility for our world and the people in it -Develop an enquiring mind that will help us share ideas with other communities and cultures and show interest in their differences and similarities - Understand the need to compromise independently and collectively for the greater good

**Tolerance of those of different faiths and beliefs** -Understand and empathise with the different values of others -Be able to discuss and question other people values showing respect for their views -Name and describe several religions and their main beliefs (see RE objectives) **Spiritual** -Discuss the contrasting attitudes held towards war by a number of different religions -Demonstrate critical and independent thought

## **Spiritual, Moral, Social and Cultural Values**

**Moral** -Discuss the morality of Britain's declaration of war when Germany invaded Poland. - Listen and respond appropriately to the views of others -Investigate and offer reasoned views about, moral and ethical issues concerning the Ancient Mayans

**Social** -Communicate and negotiate with others through their collaborative learning in pairs and small groups -Make an active contribution to discussions

**Cultural** -Outline the different countries that were involved in the war and explain why they became involved -Discuss the culture of Ancient civilizations and how they have influenced life today -Participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about Mexico and the Mayans

## **Geography**

### **Investigate places**

Identify and describe how the physical features affect the human activity within a location - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location -Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways -Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time -Name and locate the countries of North and South America and identify their main physical and human characteristics

### **Investigate patterns**

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and

Antarctic Circle, and time zones (including day and night) -Describe how locations around the world are changing and explain some of the reasons for change

### **Communicate geographically**

Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies -Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world

## **Computing**

### **Computer Science**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Sequence, selection and repetition in programs; work with variables and various forms on input and output -Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs

### **Information Technology**

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 search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content -Select, use and combine a variety of software ( including internet services) 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

### **Digital Literacy**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## **History**

### **Investigate and interpret the past**

Use sources of evidence to deduce information about the past -Select suitable sources of evidence, giving reasons for choices -Use sources of information to form testable hypotheses about the past -Seek out and analyse a wide range of evidence in order to justify claims about the past -Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied -Understand that no single source of

evidence gives the full answer to questions about the past -Refine lines of enquiry as appropriate –

### **Build an overview of world history**

Identify continuity and change in the history of the locality of the school -Describe the social, ethnic, cultural or religious diversity of past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

### **Understand chronology**

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) -Identify periods of rapid change in history and contrast them with times of relatively little change -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line -Use dates and terms accurately in describing events –

### **Communicate historically**

Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy -Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past -Use original ways to present information and ideas

## **Languages (French)**

### **Spoken Language**

Can hold simple conversation with at least 4 exchanges -Use knowledge of grammar

### **Reading**

Understand a short story or factual text and note the main points -Use the contextual clues to work our unfamiliar words

### **Digital Literacy**

Can write a paragraph of 4 – 5 sentences on a familiar topic -Can substitute words and phrases

## **Religious Education**

### **Living**

*How should believers live? What do religions say?*

Identify personal, family, school values/codes for living which influence their own behaviour  
-Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion -Reflect on how having a code for living might help believers with difficult decisions -Ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life

***How do religious families practice their faith and how does it influence their lives?***

Identify any practices, customs or traditions in their own family life or in the 'family life' of the school and say why these are helpful or valuable -Reflect on the values that are important in their own lives and in the school community and how these values are expressed -Describe how Christians from two different denominations, and believers from another religion practise their religion at home and in the family -Ask and respond to questions (stimulated by a range source material) about how religion influences believers' everyday lives

***How and why do believers care for others and the world?***

Make links between the Biblical creation story and the activities of Christians relating to care of the planet -Make connections between the teachings of Paul and Jesus and the work of one Christian agency today -Make links between the teachings of Islam and the work of Islamic Aid today -Ask and respond to questions about fairness and justice in the world - Identify the qualities needed to take action to bring about what is right and good -Reflect upon and express their own ideas and beliefs about care for creation and treating others with justice and love in light of their learning, through story, art, drama, music and ICT

## **Physical Education**

### **Games**

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) -Work alone, or with team mates in order to gain points or possession -Strike a bowled or volleyed ball with accuracy -Use forehand and backhand when playing racket games -Field, defend and attack tactically by anticipating the direction of play -Choose the most appropriate tactics for a game -Uphold the spirit of fair play and respect in all competitive situations -Lead others when called upon and act as a good role model within a team

### **Dance**

Compose creative and imaginative dance sequences -Perform expressively and hold a precise and strong body posture -Perform and create complex sequences -Express an idea in original and imaginative ways -Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece

### **Gymnastics**

Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) -Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills - Hold shapes that are strong, fluent and expressive -Include in a sequence set pieces, choosing the most appropriate linking elements -Vary speed, direction, level and body rotation during floor performances -Practise and refine the gymnastic techniques used in performances (listed above) -Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) -Use equipment to vault and to swing (remaining upright)

### **Swimming**

Swim over 100 metres unaided -Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming -Swim fluently with controlled strokes -Turn efficiently at the end of a length

### **Athletics**

Combine sprinting with low hurdles over 60 metres -Choose the best place for running over a variety of distances -Throw accurately and refine performance by analysing technique and body shape -Show control in take off and landings when jumping -Compete with others and keep track of personal best performances, setting targets for improvement

### **Outdoor and adventurous activities**

Select appropriate equipment for outdoor and adventurous activity -Identify possible risks and ways to manage them, asking for and listening carefully to expert advice -Embrace both leadership and team roles and gain the commitment and respect of a team -Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt -Remain positive even in the most challenging circumstances, rallying others if need be -Use a range of devices in order to orientate themselves -Quickly assess changing conditions and adapt plans to ensure safety comes first

## **Design Technology**

### **Master practical skills**

**Food** -Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms) -Measure accurately and calculate ratios of ingredients to scale up or down from a recipe -Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures

**Materials** -Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut

paper) **Electricals and electronics** -Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)

**Computing** -Write code to control and monitor models or products.

**Construction** -Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding)

### **Design, make, evaluate and improve**

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) -Make products through stages of prototypes, making continual refinements -Ensure products have a high quality finish, using art skills where appropriate - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs

### **Take inspiration from design throughout history**

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices -Create innovative designs that improve upon existing products - Evaluate the design of products so as to suggest improvements to the user experience.

## **Science**

### **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

### **Biology**

**To Understand Animals and Humans** -Describe the changes as humans develop to old age

**To investigate living things** -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

### **Chemistry**

***To investigate materials*** -Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnet -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 -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -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, oxidisation and the action of acid on bicarbonate of soda

## **Physics**

***To understand movement, magnets and forces (Magnets)*** -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing (***Forces***) -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

***To understand the Earth's movement in space*** -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