

Bandon Hill Primary School

Curriculum Map 2020-21

Year Group: 5

Meadow Field: Cedar & Maple

Wood Field: Arrow, Ashby, Tamar & Trent

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
Aut 1	<p><u>Pharaohs, Tombs & Mummies</u> Let's travel back 5000 years to ancient Egypt, cruising along the Nile and entering a world of mysteries, curses and mummies. This half term, we are going to learn first-hand about the gruesome, yet fascinating, process of mummification. We'll write a report about Howard Carter's famous discovery and use different sources to research Tutankhamun's tomb. We'll also consider whether it was right to open Tutankhamun's tomb, or whether it should have been left as it was. Our work will inspire us to write some exciting Egyptian mystery stories and non-fiction books and the internet will provide us with information to make fact files. We'll draw Egyptian artefacts in detail, focusing on symbols and design features. Studying historical sources will help us learn more about the Pharaohs, the Egyptian gods and ancient religious beliefs. We'll find out about the food that was eaten at the time, make some Egyptian bread and use recycled materials to build model tombs.</p>	<p>Ancient Egyptian day incl. Mummification activity (Teacher-led)</p>	<p>Tourist Guides to Egypt (Sent home)</p>
Aut 2	<p><u>Planetary Pioneers</u> Journey through space – the final frontier! Let's take a trip to the stars, planets and suns and discover the amazing wonders of the night sky. During this half term, we'll read information texts to find out about the Solar System and the Sun, using mnemonics to help us remember the facts. We'll make a Solar System and investigate the cycle of day into night. We'll learn about Galileo, the 'father' of modern astronomy and his famous astronomical discoveries. Taking on the roles of the planets, we'll use movement to demonstrate the motions of the planets and moons. We'll investigate lunar myths and write astronaut poetry. Then we'll make a space shuttle or satellite, testing the materials for durability, and we'll program toys to explore a lunar landscape.</p>	<p>Greenwich Planetarium (Educational Visit)</p>	<p>PowerPoint about chosen aspect of the project (Sent home)</p>
Spr 1	<p><u>Critters</u> Arachnids, insects, molluscs and myriapods. Minibeasts come in all shapes and sizes! This half term, we'll handle a range of minibeasts and small creatures. Taking photographs, making notes and listening carefully to expert explanations will help us to understand how minibeasts move, what they eat and where they live. Using what we've learned, we'll write an interesting minibeast report. In science, we'll learn how to categorise minibeasts and investigate woodlice habitats. We'll make detailed drawings of our minibeasts, present data about them and make maps to show the route of our minibeast hunt. Using wood, stones, garden canes and other natural materials, we'll create 'minibeast hotels' and write adverts to attract minibeasts to stay in them. We'll create a comic about deadly creatures and use interesting vocabulary to write minibeast poems. Minibeasts' homes and their life cycles will amaze us and we'll watch the fascinating process of stick insects hatching.</p>	<p>Minibeast workshop (Visiting workshop)</p>	<p>Minibeast interactive quiz for parents (Parents in)</p>
Spr 2	<p><u>The Mystery on Sorcerer's Shores</u> We're going on a magical journey to find the gold hidden somewhere on Sorcerer's Shores. This half term, a mysterious visitor will arrive to present us with artefacts from the island. Reading stories set in fantasy worlds will inspire our story openings. We'll manipulate digital photographs, adding fantastical special effects. Our geography skills will improve as we look closely at maps of Sorcerer's Shores, plotting routes and using coordinates. We'll examine samples from the island, explore the properties of materials and experiment with</p>	<p>Chief Alchemist's Mystery (Teacher-led)</p>	<p>Fantasy board games (Parents in)</p>

	changes of state. If we're going to find gold, we'd better find out all about it! In English we'll write soliloquies and poems inspired by the island's magical powers and dramatic landscape. The coding programme Scratch will help us to plot and correct errors in our route, and we'll use technology to create beautiful digital images. We'll compose raps and use sound effects and mood music to reflect the atmosphere on Sorcerer's Shores.		
Sum 1	<u>Six!</u> What sort of man would order the beheading of his wife? Was she really that bad? Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. Discover an opulent court where dancing and singing goes hand in hand with swift falls from favour – and even swifter falling of heads. Develop your painting skills in miniature, solve riddles and remember to protect your precious neck with a large white ruff – if you want to survive at Tudor Court! Flex your detective muscles and become a criminal investigator! Will you find out the facts or will the evidence from the past bemuse you? How will you find the accused – Innocent or guilty? It's your turn to take part in one of the most famous trials the world has ever known.	Henry VIII & Anne Boleyn visit (Visiting workshop)	Courtroom Drama video clips (Posted on Twitter)
Sum 2	<u>Scream If You Wanna Go Faster</u> Roll up, roll up! We're going on a day trip to a theme park! This half term, we'll write poems to capture the excitement of riding a roller coaster and investigate the wonders of centripetal force. After carrying out fair tests to investigate the materials used to make roller coasters, we'll create prototype rides of our own. Let's hope we choose the right materials! In our computing work, we'll upload photographs of rides and examine online theme park maps. Then, we'll use advanced techniques and commands to search for information on the internet. In English, we'll write stories, signs and emails about theme parks and investigate forces by making a ride. We'll design a roller coaster using software such as Scratch and look at online advertising.	Chessington World of Adventures (Educational Visit)	New Fairground ride presentations (Parents in)

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
5	Greenwich Planetarium Topic: Planetary Pioneers Chessington World of Adventures Topic: Scream If You Wanna Go Faster	Minibeast workshop Topic: Critters Henry VIII & Anne Boleyn visit Topic: Six!	Ancient Egyptian day incl. Mummification activity Topic: Pharaohs, Tombs & Mummies Chief Sorcerer's Mystery Topic: The Mystery of Sorcerer's Shores	0	Weekly (weather permitting)	Weekly library visits		RE Science Week Humanities Week Number Day

	Pharaohs, Tombs & Mummies (Aut 1)	Planetary Pioneers (Aut 2)	Critters (Spr 1)	The Mystery on Sorcerer's Shores (Spr 2)	Six! (Sum 1)	Scream if you Wanna Go Faster! (Sum 2)
English	Description, letter, Newspaper Report (discovery of Tutankhamun's Tomb), balanced argument, adventure narrative	Letter (astronaut application), Biography Diary entry (POV of Tim Peake), Non-chronological report, Creative writing (imaging they have travelled to space)	Descriptive writing (setting), Explanation text, Campaign poster (save Wilbur), Balanced argument, Kennings Poetry	Fantasy Narrative (opener), Fantasy Narrative, Play script, Informal Letter, Radio advertisement	Biography (Henry VIII), Instructions (Tudor recipes), Recount, Descriptive Writing (Henry VIII description in 500 words), Non-chronological report- the Tudors	Narrative, Newspaper report, Poetry, Advertising, Review
	Word Sentence Text Punctuation Terminology for pupils Alan Peat Sentences	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Years 1 – 4 plus NOUN, who/ which/ where sentences, Outside (inside) sentences, The more, the more sentences, Short sentences, ___ing, ___ed sentences				
Maths	Number: Place Value Number: Addition & Subtraction Statistics Number: Multiplication & Division Measurement: Perimeter & Area		Number: Multiplication & Division Number: Fractions Number: Decimals & Percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position & Direction Measurement: Converting units Measurement: Volume	
Science	-	Sc ES1 – Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc ES3 – Describe the Sun, Earth and Moon as approximately spherical bodies Sc ES4 – Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Sc ES2 – describe the movement of the Moon relative to the Earth Sc WS2 – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations Sc LT1 – Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc LT2 – Describe the life process of reproduction	Sc PCM1 – 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 Sc PCM 3 – Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc PCM6 – 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	-	Sc F1 – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object Sc PCM4 – Give reasons, based on evidence and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Sc WS 1 – Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary Sc WS2 – Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Sc F3 – Recognise that

		<p>Sc F1 – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object</p> <p>Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations</p> <p>SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Sc WS 1 – Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p> <p>Sc WS6 – Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>in some plants and animals</p> <p>Sc WS6 – Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>and the action of acid on bicarbonate of soda</p> <p>SC WS3 – Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Sc PCM5 – Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc PCM2 – Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc WS 1 – Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p> <p>Sc WS 5 – report and present findings from enquiries, including conclusions, causal relationships and explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations</p>		<p>some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Sc F2 – Identify the effects of an air resistance, water resistance and friction that act between moving surfaces.</p>
Computing	-	<p>Co2 – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – Select, use and combine a variety of</p>	<p>Co5 – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content</p> <p>Co6 – 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</p>	<p>Co6 – 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</p> <p>Co1 – Design, write and</p>	<p>Co6 – 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</p>	<p>Co6 – 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</p> <p>Co5 – Use search technologies effectively, appreciate how results are</p>

		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	that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		selected and ranked, and be discerning in evaluation digital content Co3 – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Co2 – Use sequence, selection and repetition in programs; work with variables and various forms of input and output Co7 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Co4 – 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 Co1 – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
PE	-	PE 4 – Perform dances using a range of movement patterns	-	-	PE 4 – Perform dances using a range of movement patterns	-
History	Hi 7 – Learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang dynasty of Ancient China	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	-	-	Hi 6 – Study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066	-
Geography	Ge LK1 – Locate the world's countries using maps to focus on Europe (including the location of	Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate	Ge SF3 – Use fieldwork to observe, measure record and present the human and physical	Ge HP1 – Describe and understand key aspects of physical geography, including: climate	Ge HP2 – Describe and understand human geography including types of settlement and	Ge HP2 – Describe and understand human geography including types of settlement and land use,

	Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Ge HP2 – Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	countries and describe features studied	features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies Ge SF1 – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Ge SF2 – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the UK and the wider world	land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ge LK2 – Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ge PK1 – Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America
Art & Design	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) AD3 - Learn about great artists, architects and designers in history	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	-	AD3 - Learn about great artists, architects and designers in history AD1 – Create sketch books to record their observations and use them to review and revisit ideas AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	AD2 – Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
DT	DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT CN3 – Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed	DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT E1 – Investigate and analyse a range of	DT M1 – Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately DT M2 – Select from and use a wider range of materials, textiles and ingredients according to their functional properties and aesthetic qualities DT E2 – Evaluate their ideas and products against their own design criteria and	DT TK3 – Understand and use electrical systems in their products (e.g. series of circuits incorporating switches, bulbs, buzzers and motors) DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	-	DT D2 – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT TK4 – Apply their understanding of computing to program, monitor and control their products DT TK2 – Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and

	<p>at particular individuals or groups</p> <p>DT E1 – Investigate and analyse a range of existing products</p> <p>DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>existing products</p> <p>DT TK1 – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>consider the views of others to improve their work.</p>			<p>linkages)</p> <p>DT D1 – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT E2 – Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT CN2 – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
Music	<p>Mu 2 -improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu 1 – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 5 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Major and minor Composition – Egyptian style music</p>	<p>Mu 6 – Develop an understanding of the history of music</p> <p>Mu 1 – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Singing and performing</p>	<p>Mu 1 – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 2 -improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Playing keyboards – the Fly - improvise</p>	<p>Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 3 – Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu4 – Use and understand staff and other musical notations</p> <p>Mu 5 – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu6 - develop an understanding of the history of music.</p> <p>Rhythms/notation</p>	<p>Mu 5 – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu 2 – Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu 4 - use and understand staff and other musical notations</p> <p>Greensleeves Notation</p>	<p>Mu 1 – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Singing parts in ensemble</p>

French	Why learn a language? Revision and Consolidation of classroom instructions. Dictionary Skills: Talking about me! My name and age Talking about my family	Describing my hair and eyes! Describing other people's hair and eyes What am I like as a person? Describing what other people are like.	What activities do you and your family like to do? Talking about TV. What do you and your family like to watch on TV? Do you and your family like to go to the cinema?		My friends	Pocket Money Shopping
RE	Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
PSHCE / Wellbeing	PSHE 2e – reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences PSHE 4b – Think about the lives of people living in other places and times, and people with different values and customs	-	PSHE 2a – Research a, discuss and debate topical issues, problems and events PSHE 5b – Feel positive about themselves	-	PSHE 2b – Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	PSHE 2a – Research a, discuss and debate topical issues, problems and events