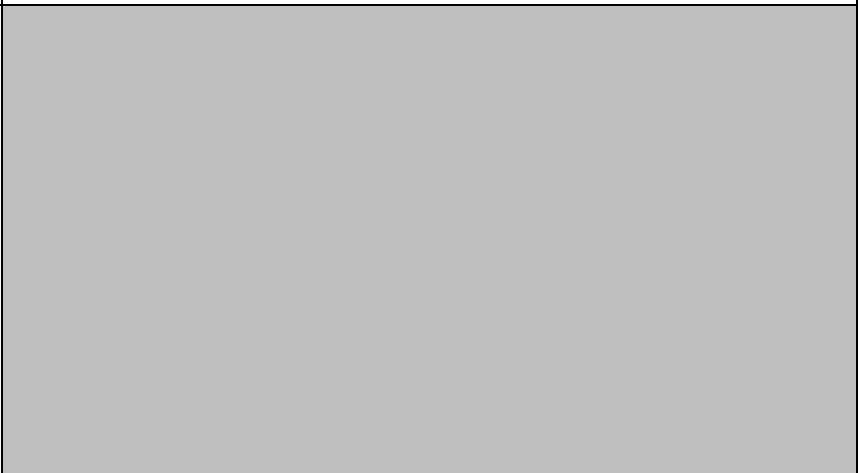



Curriculum Mapping for Yr 5	It's all Greek to me!	Earth and Beyond	Mayan Adventures
	Autumn	Spring	Summer
English	<p>Text: Gods and Warriors</p> <p>Greek Myths: including; Perseus and Medusa, (Southampton Art Gallery link).</p> <p>Theseus and the Minotaur and the 12 labours of Hercules.</p> <p>Narrative Story: To write their own version of the 13th labour of Hercules using their knowledge and understanding to apply their language to create atmosphere and structure to create their own myth.</p> <p>Biography: Children are able to select a key influential figure from Ancient Greece civilisation that they would like to research more about and apply their skills to create a biography.</p> <p>Letter: Letter to local MP to use their voice to effect change for the local community.</p>	<p>Text: Northern Lights</p> <p>Characterisation and diary entries: linked to class text at various points throughout the book from multiple main and subordinating characters.</p> <p>Persuasive speech: In role as a character of their choice write a persuasive speech to convince a law court that they should have custody of Lyra.</p> <p>Narrative: To read a variety of Sci-Fi stories and create their own.</p> <p>Recounts: A journey through our solar system.</p> <p>Man on the moon speech.</p> <p>Biography: Research and compose a biography of a key astronomer or astronaut.</p> <p>Newspaper report: Moon landings; read newspapers reports of this event. Focus on composition and structure to write own report.</p> <p>Mythology of the Northern Lights: Reading a variety tales around the world that have tried to explain the phenomenon; compare and contrast and then create their own.</p>	<p>Text: Joshua Files</p> <p>Letter: Writing a persuasive letter to a character from the book to help him find out about his dad's death.</p> <p>Diary: Written from a variety of characters perspectives based upon different events from the story.</p> <p>Narrative: Rewrite a section of the Joshua Files to create a different mood or theme, including writing from alternative viewpoints.</p> <p>Prediction: Using reasoning and inference to make predictions about the next chapter of the story.</p> <p>Newspaper Report: Reporting on Joshua's dad's death using the evidence they have gained from the story so far.</p> <p>Poetry: Using shape poetry as a stimulus to create poems that include elements of Mayan culture</p> <p>Explanation text: Children will play the game pok-a-tok and then write an explanation text on how the game is played.</p>
Maths	<p>Place Value</p> <p>Reading and Writing Numbers to 1000000, Comparing Numbers to 1000000</p> <p>Making Number Patterns, Rounding Numbers</p> <p>Multiplication and Division</p> <p>Finding multiples / Factors, Common Factors, Prime Numbers, Square and Cube Numbers</p> <p>Multiplying 10, 100 and 1000</p> <p>Multiplying 2-digit and 3-digit numbers by a Single Digit</p> <p>Multiplying 4-digit Numbers</p> <p>Multiplying a 3-digit Number by a 2 digit number</p> <p>Dividing by 10, 100, 1000</p> <p>Dividing 3-digit and 4-digit Numbers</p> <p>Dividing with Remainder</p> <p>Adding and Subtracting</p> <p>Adding and Subtracting within 1000000</p> <p>Solving Word Problems relating to 4 operations</p>	<p>Statistics</p> <p>Reading Tables</p> <p>Reading Line Graphs</p> <p>Fractions, decimals and percentages</p> <p>Dividing to make Fractions</p> <p>Writing Improper Fractions and Mixed Numbers</p> <p>Finding Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Making Number Pairs</p> <p>Adding Fractions</p> <p>Subtracting Fractions</p> <p>Multiplying Fractions by Whole Numbers</p> <p>Multiplying Mixed Numbers including by Whole Numbers</p>	<p>Fractions, decimals and percentages</p> <p>Reading, Writing and comparing Decimals , Writing Fractions as Decimals, Adding and Subtracting Decimals Rounding Decimals, Percentage, Comparing Quantities, Finding Percentages</p> <p>Geometry: Properties of shape</p> <p>Knowing Types of Angles, Measuring Angles, Investigating Angles on a Line and to a point, Drawing Angles, Drawing Lines and Angles</p> <p>Describing Squares and Rectangles, Investigating Angles in Squares and Rectangles</p> <p>Solving Problems Involving Angles</p> <p>Investigating Regular Polygons</p> <p>Geometry – Position and direction</p> <p>Naming and Plotting Points</p> <p>Describing Translations, Describing Movements, Successive Reflections</p> <p>Measurement</p> <p>Converting Units of Length</p> <p>Converting Units of Mass</p> <p>Converting Units of Time</p>

			<p>Reading Temperature Finding the Perimeter, Using Scale Diagrams, Measuring the Area Understanding the Volume of Solids, Finding the Volume of Solids Finding the Capacity of Rectangular Boxes, Finding the Capacity of Rectangular Boxes, Converting Units of Volume Solving Word Problems Involving Volume Number Writing Roman Numerals to 1000</p>
<p>Science</p>	<p>Forces: Recognise that some mechanisms; including levers, pulleys and gears, allows a smaller force to have a greater effect linked to Ancient Greek architecture. Discrete: Identifying the effects of air resistance, water resistance and friction that act between moving surfaces.</p>	<p>Earth and 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. Astronomy: Concept of the universe, understand what stars are and how they are made, black holes and nebula. Research the impact of Galileo, Sir Isaac Newton of their ideas on astronomy. Understanding of the solar system and individual planet characteristics. Forces: Gravity – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object. Aurora Borealis: What is it? What causes it?</p>	<p>Properties and changes of materials 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. Know that 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 and the action of acid on bicarbonate of soda.</p>
<p>Art and Design</p>	<p>Key architects and designers with the Ancient Greece and their influence. Developing architectural drawing: Mastering precision and line, proportional drawing. To sculpt using clay to create a Greek vase; to understand the importance of images used on Greek pottery to convey messages, project ideals and influence society.</p>	<p>Use a variety of techniques including their control and use of materials with creativity, experimentation and increasing awareness of art to create individual planet images to make a solar system in each class; To improve their mastery of art and design techniques including drawing to create group portraits using multimedia of a famous astronaut or astronomer.</p>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting with a range of materials through studying Mayan patterns to create their own Mayan calendar.</p>

<p>Computing</p>	<p>Discrete: Design, write and debug programmes that accomplish specific goals including using Scratch to illustrate a digital story of their own mythical beast.</p>	<p>Discrete addition: Comic strip fantasy story using Comic Life.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs to create a Mayan game using Scratch.</p>
<p>Design and Technology</p>	<p>Focus on Ancient Greek Architecture;</p> <p>How to strengthen, stiffen and reinforce complex structures such as the Greek Temples to withstand time and elements. Focusing on the design choices that were made at the time and the impact these had e.g. positioning, height, balance and proportion.</p>		<p>Design</p> <p>Use research and develop design criteria to inform the design of appealing products that are fit for purpose, aimed at particular individuals or groups ; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces to design a Mayan pot.</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately and select from and use a wider range of materials and components to make a Mayan pot.</p>
<p>Geography</p>	<p>Understanding the influence of physical Geography on Ancient Greek Civilisations;</p> <p>Human geography:</p> <p>Types of settlements and use of land contrasting Sparta, Ancient Athens and Modern day Greece and UK.</p> <p>Locational</p> <p>Locate countries and geographical regions identifying human and physical characteristics and understand how these have changed over time.</p> <p>Human and physical geography:</p> <p>Understand, compare and contrast Athens and Southampton as Port cities now and within Ancient times.</p>		<p>Locational knowledge</p> <p>Locate the world’s countries, using maps to South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Human and physical geography</p> <p>Climate zones, biomes and vegetation belts, rivers, volcanoes, mountains.</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water through the study of Mexico and Chichen Itza.</p>
<p>History</p>	<p>A study of Greek life and achievements and the influence on the western world</p> <p>Developing sense chronology; establishing clear narratives within and across the period.</p>	<p>To look at the history of how the Solar System concept was developed from Ptolemy, Alhazen, Copernicus.</p> <p>To study the Space Age and Space travel.</p>	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</p> <p>The significance of Ancient Mayan civilisation.</p> <p>- Why do we need to study the Mayans?</p>

	<p>Learn about the development of democracy from its creation in Ancient Greece to systems used today including; how democracy differs to other forms of ruling, how it works within the UK on a local and National level and how they can use democracy in order to make a positive change or difference to the world around them.</p> <p>Impact of Greek Philosophy including the importance of Socrates and Aristotle their similarities and differences and how they impacted on our societies thinking.</p> <p>Greek Architecture and influence on society; research the features and roles of key Greek buildings: Acropolis, Parthenon, Amphitheatres and how these contrast with modern day buildings and design both within and beyond Greece.</p> <p>Design and role of religious buildings and the significance of key architectural features.</p> <p>Gain and deploy a historically-grounded understanding of the abstract term 'civilization'.</p> <p>Using geography to support the development of the Greek civilization and unification e.g. Sparta.</p> <p>Compare and contrast Sparta, Ancient Athens and modern day culture, history, influence, politics, physical geography and architecture.</p>	<p>To research astronauts who have had an impact including; Buzz Aldrin, Neil Armstrong, Alexey Leonov.</p> <p>To understand how space travel has evolved and the job of an astronaut.</p> <p>Astronomy: Historical connections to constellations.</p>	<ul style="list-style-type: none"> - How and why did the Mayan empire grow? - How did the Maya manage to become so important when so much of the land they lived in was mountain and jungle? - What was life like for Mayan people and how do we know? - Why did the Mayan Empire decline and how do we know?
MFL	<p>3rd person singular and plural - être</p> <p>Question form using rising intonation</p> <p>Liaison</p> <p>Silent letter rules</p> <p>Sentence building</p> <p>Position of colour adjective</p> <p>Gender of nouns</p> <p>Singular and plural nouns</p> <p>Development of French phonics</p> <p>Using a bi-lingual dictionary</p>	<p>Sentence building</p> <p>Developing understanding of question construction</p> <p>Position of adjectives of size</p> <p>Agreement of adjectives in singular and plural</p> <p>Etre – 1st/2nd/3rd person</p> <p>Definite article</p>	<p>Developing understanding of question construction</p> <p>Pronouns</p> <p>Development of use of bi-lingual dictionary</p> <p>Complex sentence building</p> <p>Questions and answers</p> <p>Verb endings 1st and 2nd person singular</p> <p>Verb ending for 3rd person singular and plural-er verbs</p>
Music	<p style="text-align: center;">Southampton Music Services:</p> <p style="text-align: center;">Through this year and linked to their topics the children will have opportunities to develop;</p> <p>Vocal: To sing simple part songs with control and an awareness of phrasing.</p> <p>Instrumental: To play simple parts with accuracy, To accurately maintain an independent part within a group, using controlled playing techniques.</p>		

	<p>Improvise and Compose: Use of simple chord structures, refine with an awareness of context and purpose, represent sounds with detailed symbols, to staff notation: recognise and use simple rhythms, rests and a limited number of pitches.</p> <p>Listen and Understand: Music with a variety of textures, noticing different types of harmony, compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent, identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used), identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</p> <p>Dimensions:</p> <p>Pitch: Identify a range of different scale patterns (pentatonic, major and minor, chromatic).</p> <p>Duration: Understand more complex rhythms and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, and choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</p>			
<p>P4C / PSHE and Global Citizenship</p>	<p>Living in the wider world:</p> <ul style="list-style-type: none"> *Understand why and how rules and laws that protect them and others are made and enforced. *Understand why different rules are needed in different situations and how to take part in making and changing rules that they have different kinds of responsibilities. *To understand rights and duties at home, at school, in the community and towards the environment. *Continue to develop the skills to exercise these responsibilities. *Continue to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. *Through History study, understand what being part of a community means, and about the varied institutions that support communities locally and nationally and how this contrasts and compares to life in the UK today. <p>Relationships:</p> <p>Discrete for Anti Bullying week: To recognise bullying and abuse in all its forms including prejudice in person and online, online and social media; To recognise when people are being unkind to either them or others and how to respond and who to tell and what to say; to recognise different types of teasing and bullying and to understand that these are wrong and unacceptable; to develop strategies to resist teasing and/ or bullying who to go to for help and how to get help. To</p>	<p>Relationships: Linked to English Text</p> <ul style="list-style-type: none"> *To recognise and respond appropriately to a wide range of feelings in others. *To recognise what forms a positive and healthy relationship and develop the skills to form and maintain positive relationships. *To recognise when relationships can be unhealthy and know who they can talk to. *To understand the impact of their actions on others. *To discuss "keeping secrets" and debate when they should or shouldn't agree. *To learn how to recognise and respond to other people's feelings appropriately. 	<p>Health and wellbeing:</p> <p>Understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>*To recognise what constitutes a healthy, positive relationships and develop the skills to form and maintain positive relationships.</p> <p>*The importance of maintaining personal hygiene.</p> <p>*Name the parts of the human body related to genitalia and body similarities/ differences between boys and girls.</p> <p>*How commonly available substances and drugs effect their bodies including alcohol, tobacco and energy drinks and can damage their immediate and future health and safety. To understand that some drugs are</p>	<p>Living in the wider world:</p> <ul style="list-style-type: none"> *To understand the need for sustainability on the environment and how this affects individuals, communities and countries across the world e.g. fair trade, deforestation and explore how these are represented in the media – understanding bias in media.

	understand the impact beyond the present moment that name-calling, teasing and bullying has on an individual now and in the future.			illegal to own, use and give to others.	
E-Safety	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Online Identity and reality. - Who I want to be. - Screen time health. - Age restrictions BBFC and PEGI <p>Online Bullying</p> <ul style="list-style-type: none"> - Anti-Bullying pledge. - Cyber Bullying – what is it? - Recognising emotions. - Using “blocks”. - How do I report? 	<p>Online Relationships</p> <ul style="list-style-type: none"> - On line and RESPECT. - Online responsibilities. - Apps and usage. - Streaming live! 		<p>Self-image and identity & reputation</p> <ul style="list-style-type: none"> - Information reality – copied, created and shared. - Judging others on online presence. - What’s your app life telling me? 	<p>Online reputation, Privacy and Security</p> <ul style="list-style-type: none"> - What do you know about me? - Valid, reliable, hoax, misinformation.