



<p>St. Andrew's - a Good Samaritan School. Making a difference so all can flourish</p> 	<p><b>St Andrew's C of E Primary School</b> Ready, Respectful, Safe</p> <h2 style="margin-top: 20px;">Year 5 Curriculum Map</h2>	 <p>With Faith, Hope &amp; Love we can achieve greater things.</p>
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	Autumn	Spring	Summer
<b>Topic</b>	<b>The Age of Change</b>	<b>Extreme Freeze</b>	<b>Tomb Raiders</b>
<b>Now Press Play</b>	Victorian Britain	Climate Change	Ancient Egypt, Mission to Mars
<b>Reading</b>	NF- Victorian Children: History of Britain- Jane Shuter F- Twelve Minutes to Midnight - Christopher Edge F- Nonsense poetry- The Jabberwocky- Lewis Carroll F - Son of the Circus - A Victorian Story - E L Norry (Diverse Text) F - The Vanishing Trick - Jenni Spangler & Chris Mould NF- Life in a Victorian School - Bob Mealing	NF - Polar Regions - Research on the Edge - Louise Spilsbury F- The Polar Bear's Explorer's Club - Alex Bell & Tomislow Tomic F- Ode poetry- The Sun is laughing- Grace Nichols <a href="https://clpe.org.uk/poetry/poems/sun-laughing">https://clpe.org.uk/poetry/poems/sun-laughing</a> F - Race to The Frozen North - Catherine Johnson & Katie Hickey (Diverse Text) NF- Foxtton Primary Science: Life Cycles and Reproduction - Nichola Tyrrell	NF- Visit Egypt- Jill Laidlaw F - Egyptian Cinderella - Shirley Climo F- Epic Narrative poetry (Historical legend) - The Mummy F - Secrets of a Sun King - Emma Carroll NF- DK Eyewitness: Ancient Egypt
<b>Writing - Fiction Non-Fiction Plays Poetry</b>	<b>Discussion- NF</b> Child labour <b>Mystery Narrative- F-</b> Based on Twelve Minutes to Midnight. <b>Plays- F-</b> Play script based on a section of Son of the Circus. <b>Horror/ Thriller Narrative- F-</b> Based on The Vanishing Trick <b>Recount- NF-</b> Diary of our day as a Victorian school child. (Link to Blist's Hill)	<b>Non Chronological Report- NF-</b> Based on Climate Change <b>Fantasy Narrative- F-</b> Based on the polar bear explorers club. <b>Action Adventure- F-</b> Based on Race to the Frozen North. <b>Explanation- NF-</b> Life Cycles	<b>Persuasion- NF-</b> Persuasive letter to Mrs Thompson asking to go on a residential trip to Egypt. <b>Traditional Tale- F</b> Based on the Egyptian Cinderella <b>F- Free verse poetry</b> Based on a clip from The Prince of Egypt <b>Legend-F-</b> Based on Secrets of a sun king <b>Instructions- NF-</b> Mummification
<b>Literacy Shed</b>			

<p><b>Science</b></p>	<p style="text-align: center;"><b><u>Let's Get Moving</u></b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Focus Investigation</b> Pattern Seeking</p>	<p style="text-align: center;"><b><u>Circle of Life</u></b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Focus Investigation</b> Pattern Seeking ,</p>	<p style="text-align: center;"><b><u>Material World</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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 cation of acid on bicarbonate of soda</li> </ul> <p><b>Focus Investigation</b> Fair Testing, Grouping &amp; Classifying</p>	<p style="text-align: center;"><b><u>Out of this World</u></b></p> <ul style="list-style-type: none"> <li>• To describe the movement of the Earth and other planets relative to the sun in the solar system.</li> <li>• To describe the movement of the moon relative to the Earth.</li> <li>• To describe the sun, Earth and moon as approximately spherical bodies.</li> <li>• To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Focus Investigation</b> Pattern Seeking , Observing over Time</p> <p style="text-align: center;"><b><u>Growing Pains</u></b></p>
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<p><b>RE</b> (UC - Understanding Christianity WS - Wolverhampton Agreed Syllabus</p>	<p>Creation &amp; Science Conflicting or Complimentary? (UC...Creation)</p>	<p>2.12 What can we learn from religion about temptation? (WA Syllabus)</p>	<p>Unit 2b.5 What would Jesus do? (UC...Gospel) VISIT CHURCH</p>	<p>What did Jesus do to save humans? (UC...Salvation)</p>	<p>2.11 Hindu &amp; Islamic Prayer (WA Syllabus)</p>	<p>What kind of king is Jesus? (UC...Kingdom of God)</p>
<p><b>Trips/Experiences</b></p>	<p><b>Trip:</b> Blists Hill (History) Canal Trip to Wildside (Geography) <b>Visitor:</b> <b>Memorable Experience:</b> Work showcase/Victorian Christmas fair. Parents invited to DT/ Art projects.</p>		<p><b>Trip:</b> <b>Visitor:</b> <b>Memorable Experience:</b> Work showcase/ Extreme freeze quizmaster. Parents invited to DT/ Art projects.</p>		<p><b>Trip</b> <b>Visitor:</b> Planetarium (Science) Artist (Egyptian cartouche) <b>Memorable Experience.</b> Work showcase (Workshop/ art gallery/ bazaar/ designers) Parents invited to DT/ Art projects</p>	
<p><b>History</b></p>	<p><b><u>Victorians &amp; Local History</u></b></p> <ul style="list-style-type: none"> <li>Place <b>key events on a timeline</b></li> <li>Use a range of primary and secondary sources and history skills to compare and contrast life in Victorian times to modern day <ul style="list-style-type: none"> <li>crime &amp; punishment,</li> <li>school,</li> <li>the daily lives of rich &amp; poor children.</li> </ul> </li> <li>Source Specific Focus. Investigate the usefulness of primary sources (photos)</li> </ul>				<p><b><u>Egyptians</u></b></p> <ul style="list-style-type: none"> <li>Place Pharaohs and <b>key events</b> of Ancient Egypt on a timeline</li> <li>Know some of the <b>ruling Pharaohs</b> of the Ancient Egyptian Era, including Rameses II (The Great) who is believed to be the Pharaoh at the time of Moses and the Exodus</li> <li>Use a selection of sources and history skills to investigate the life, work and achievements of Tutankhamun</li> </ul>	

	<p>to explain the past - looking at Victorian Childhood (ask: how are they limited as a source of information, how are they open to interpretation). Compare to present day childhood- see History Lead</p> <ul style="list-style-type: none"> <li>Investigate how the Industrial Revolution shaped our local and national history and led to changes over a period of time.</li> <li>➤ Use a range of sources to investigate the life of Queen Victoria and her family which show a range of interpretations (discuss differing accounts and suggest reasons for this). Investigate the usefulness of primary sources (photos) to explain the past (ask: how are they limited as a source of information, how are they open to interpretation).</li> </ul> <p style="text-align: center;"><b><u>Local History</u></b> Prince Albert Statue &amp; Queen Victoria's visit 1866</p>		<ul style="list-style-type: none"> <li>Know the events that led to the discovery of Tutankhamun's tomb including Howard Carter's role</li> <li>Use a range of sources to investigate <b>the treasures</b> of Tutankhamun's tomb and the purpose of such a burial</li> <li>Analyse the validity of sources to investigate mummification in Ancient Egypt.</li> <li>Using history skills and a range of sources - know the process of mummification</li> <li>Using history skills and a range of sources -compare the pyramids of Giza and the Valley of the Kings</li> </ul>
<p><b>Geography</b></p>	<p style="text-align: center;"><b><u>Canals</u></b></p> <ul style="list-style-type: none"> <li>Investigate the human geographical features (land use/settlements/ trade links) of Wolverhampton and understand how these have changed over time (since the Victorian times) using maps (inc OS maps &amp; symbols) and other sources of information.</li> <li>Use the eight compass points to describe the position of a variety of</li> </ul>	<p style="text-align: center;"><b><u>The Arctic</u></b> <b><u>Climate Change Effects and Impact</u></b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<p style="text-align: center;"><b><u>Egypt and its Cities</u></b> <b><u>Lines of Longitude and Latitude</u></b></p> <ul style="list-style-type: none"> <li>Identify and locate Egypt and its cities on a variety of maps and in atlases.</li> <li>Locate the world's oceans around Africa and the countries they surround on a world map, in atlases and on globes, using these to identify the depths</li> </ul>

	<p>physical &amp; human features that remain in Wolverhampton in the present day.</p> <ul style="list-style-type: none"> <li>Use six figure grid references to locate sections of the local canal network in Wolverhampton</li> <li>Plan a fieldwork activity to observe, measure, record and present the human and physical features in the local area (specifically linked to the canals) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries in the Arctic/Antarctic circles and explain why they are so cold.</li> <li>Locate the world's oceans around The Arctic and Antarctic and the countries they surround on a world map, in atlases and on globes, using these to identify the depths</li> <li>Use the eight compass points to compare the position of countries within the Arctic circle</li> <li>Describe and understand key aspects of physical geography of The Arctic</li> <li>Understand and explain how climate change is affecting the topographical features of the region and the impact of this for those living there (Human &amp; Wildlife)</li> </ul> <p><a href="#">Scheme - need to sign up</a>  <a href="#">Additional Resource 1</a>  <a href="#">Additional Resource 2</a>  <a href="#">Additional Resource 3</a></p>	<ul style="list-style-type: none"> <li>Use the eight compass points to describe the position of Egypt in relation to other countries.</li> <li>Describe the location of Egypt in relation to key lines of latitude and longitude</li> <li>Use a variety of maps, atlases, globes and digital mapping to identify the physical and human features of Egypt</li> </ul>	
<p><b>DT</b> Projects on a Page</p>	<p><b>Food - culture and seasonality</b> - food item for Christmas party</p>	<p><b>Mechanical systems - gears and pulleys</b> - snow mobile</p>	<p><b>Textiles - using CAD in textiles</b> - fabric gift item to be sold Egyptian Museum</p>	
<p><b>Art</b> Kapow</p>	<p><b>Sculpture &amp; 3D - Interactive Installation</b> Installation to communicate idea around change</p>	<p><b>Drawing - I need space</b> Drawings to create a print</p>	<p><b>Craft &amp; Design - Ancient Egyptian Scrolls (Y3 Unit)</b> Egyptian Scroll &amp; a Zines</p>	<p><b>Painting &amp; Mixed Media - Portraits</b> Mixed media Self-portrait</p>

<b>Computing</b> Teach Computing Project Evolve	<b>Handling data (4)</b> E-Safety - Jigsaw Puzzle - Being Me - Piece 4 Project Evolve - Self Image and Identity		<b>Multi-Media 2 - (Squirrel)</b> E-safety - Project Evolve - Online Relationships Project Evolve - Health, Wellbeing and Lifestyle		<b>Multi-Media (5)</b> E-Safety - Jigsaw Puzzle- Relationships - Pieces 3-6 Project Evolve - Copyright and Ownership	
<b>Dance</b>						
<b>Gymnastics</b>	<b>Levels</b>		<b>Shapes</b>		<b>Apparatus</b>	
<b>Games</b>	<b>Sports Hall Athletics / Football</b>		<b>Hockey / Tennis</b>		<b>Cricket / Athletics</b>	
<b>PSHE</b> Jigsaw	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Music</b>						
<b>MFL</b>	Encore Revision of personal descriptions Further descriptions (famous people past and present) Describe someone using various adjectives Yesterday, Today, Tomorrow		Quelle heure est-il? Tell the time Talk about activities/sports/hobbies What time we do activities		Les fetes Talk about festivals and dates Presents France's Neighbours Numbers 31-100 Asking questions (can I have) Asking questions (where is/are?)	