

The Oaks Community Primary School

Year 5 Curriculum 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge Curriculum	One World.	World War One	Will we ever send another human to the moon? (Science)	Could you create a Nowhere Emporium? (Geography)	Were the Anglo-Saxons really smashing? Were the Vikings always victorious and vicious? (History)	Why should the rainforest be important to us all? What if King Kong lived in the rainforest? (Geography)
Hook	Hook in through a range of fiction and non-fiction texts. Working alongside the StoryHouse.	Parent Soldier in	Landing on the moon – astronauts day Liverpool World Museum - planetarium Techniquest – solar system (into school)	Setting a scene – where will you travel/sail to? Manchester Airport visit	Chester study – Vikings history Anglo-Saxons workshop Anglo-saxons trip to Tatton Park	Rainforest themed day Trip to Chester Zoo
Core Texts	Read to Write Unit Henrys Freedom Box – Ellen Levine The Vanishing Rainforest Michael Recycle Meets Litterbug Doug Earth Tales The Great Kapok Tree	Read to Write Unit Farther- Grahame Baker-Smith War Horse – Michael Morpurgo Private Peaceful – Michael Morpurgo Ali Pasha –Michael Foreman Charlotte Sometimes – Penelope Farmer	Read to Write Unit Where Once we Stood- Christopher Riley Leon and the Place Between – Graham Baker Smith Fortunately the Milk – Neil Gaiman The Secret Lake – Karen Inglis The Wonder – Faye Hanson The Jamie Drake Equation – Christopher Edge	Read to Write Unit The Promise – Nicola Davies The Nowhere Emporium – Ross MacKenzie The Boy who Sailed the Ocean in an Armchair – Lara Williamson Cogheart – Peter Bunzl	Read to Write Unit The Errand – Leo LaFleur Beowulf- Michael Morpurgo How to train your dragon – Cressida Cowell Kennings Non-fiction texts King Arthur stories	Read to Write Unit King Kong – Anthony Browne Journey to the River Sea – Iva Ibbotson Trash – Andy Mulligan Non-fiction on South America and rainforests

			Non-fiction on earth and space			
Science link	Living things and their habitats.	Human life cycle (stand alone)	Earth and Space	Reversible and irreversible changes	Forces	Classification and life cycles Living things and their habitats
History link		World War One	<ul style="list-style-type: none"> - Demonstrate the methods of historical enquiry more independently, eg. Ask perceptive questions. - Draw conclusions on the complexity of life at the time, changes and relationships between groups. - Know how Britain was influenced by the wider world. - Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. - Show increased ability to work as an historian by asking historically valid questions and thinking critically, weighing evidence and shifting arguments. - When using evidence, show understanding that there may be bias and different viewpoints. 	<ul style="list-style-type: none"> - Demonstrate the methods of historical enquiry more independently, eg. Ask perceptive questions. - Know how Britain was influenced by the wider world. - When using evidence, show understanding that there may be bias and different viewpoints. 	<ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons. The Viking struggle for the Kingdom of England. Give reasons why civilisations grew in power, answer relevant enquiry questions, write an account/analyse the Viking and Anglo-Saxon struggle, explain why groups of people wanted to invade Britain, History focus –The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons/Viking and Anglo Saxon struggle, name the counties and march cities, can compare civilisations around 900 AD, begin to understand human nature when studying achievements and follies of mankind during a period, recognise subsequent consequence of significant events on and life in Britain, independently construct a timeline, showing the history of invasions and settlements of Europeans in Britain from the Romans until 1066. 	

Geography	<p>Location and understanding of the Amazon Rainforest.</p> <p>Comparing the Amazon and it's people to the UK.</p>	France – maps, battlefields, trenches, locations		<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, 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 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) - Use the eight points of a compass and 	<ul style="list-style-type: none"> - Physical and human features and map skills Human geography, including: types of settlement and land use. - Can compare the three regions using key aspects of human geography, describe how regions have changed, physical and human geography including growth of cities, land use, economic activity, trade links and list the main cities of the UK, give reasons why civilisations grew/declined or re-located. 	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Use maps, atlases, globes and digital/computer mapping.

				<p>four-figure grid references.</p> <ul style="list-style-type: none"> - Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate three regions - Compare the three regions using and drawing their own maps, adding annotations, e.g. facts, figures, drawings - Study one region of the continents listed <p>Identify some countries of the UK on a map.</p>		
Computing	One World	We are cryptographers: cracking codes	We are artists: fusing geometry and art	We are web developers: creating a web page about cyber safety	We are bloggers: sharing experiences and opinions	We are architects: creating a virtual space
Art/DT	Creating a rainforest piece of art.	Design and make jewellery based on the patterns commonly used by Anglo-Saxons.		Abstract art Dry and wet mark marking Mixed media	Design and make a Viking long boat or a Viking shield.	Creating 3D trees using paper tubes and rainforest colours. Block printing
R.E.	Why are the Five Pillars important to Muslims?	How is the Muslim faith expressed through Family Life?	Why is community and equality important to Sikhs?	Which Concepts do we find hard to understand in Christianity?	Free choice unit	How do people show their beliefs in action?
Music	StoryHouse - use and understand staff and other musical notations	Drama- Mrs Tudor-linking to the War - appreciate and understand a wide range of high-quality live and recorded		<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory 	<p>Anglo- Saxons music</p> <ul style="list-style-type: none"> - develop an understanding of the history of music - play and perform in solo and ensemble contexts, 	<p>Rainforest music</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of

		music drawn from different traditions and from great composers and musicians			using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	music
MFL	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - present ideas and information orally to a range of audiences* 	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 	<ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - speak in sentences, using familiar vocabulary, phrases and basic language structures
British Values		Rule of Law		Individual liberty	Individual liberty	Mutual respect
Global Link	Amazon rainforest fires BBC	What would the world be like if we all got along?	Global challenge	What if you swapped lives for a day? Diversity – different families	A day in the life of a child in...(making comparisons between lives, what's similar, what's different)	How can we save the rainforests? Sustainability, global citizens