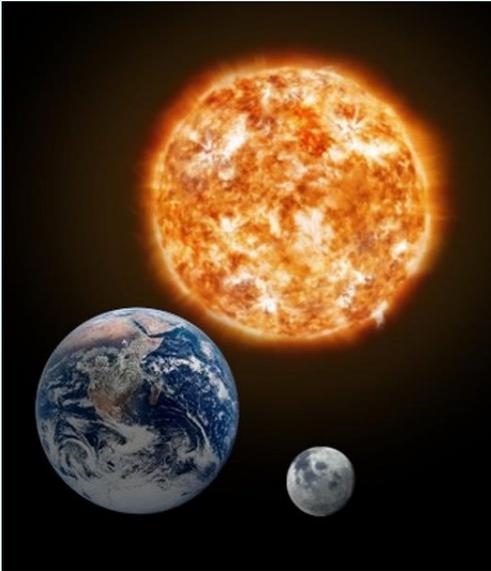


## Science

### Spring 1: Content: Earth and Space

- Earth and Space
- National Curriculum ref: 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.



## CURRICULUM MAP

YEAR 5

SPRING TERM

Fact or  
Fiction?

### English

**Theme link:** Myths -fiction

**Content:** Myths- traditional Greek stories

Poetry (Highway man)-vocabulary

Instructions

### **Skills Ref:**

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.
- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation and propose changes to improve clarity.
- Ensure correct use of tenses throughout a piece of writing.
- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length
- Write sentences that include a range of punctuation .

## Science

**National Curriculum ref:**

### Spring 2: Content: Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objects
- Identify the effects of the air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow smaller force to have a greater effect.

### **Skills Ref:**

- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- 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.
- Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.
- Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
- Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

## Geography

**Theme link: Travel & Greece**

### **National Curriculum ref:**

- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country (Greece):
- Locate world's countries, using maps to focus on Europe- Linked geographical knowledge to locational knowledge ( day, night, latitude, longitude)

### **Skills Ref:**

- 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
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent

## CURRICULUM MAP YEAR 5 SPRING TERM

Fact or  
Fiction?

## History

### **Ancient Greeks**

#### Theme Link

An exploration of Greek Myths

#### **National Curriculum ref:**

A study of Greek life and achievements and their influence in the Western world.  
The legacy of Greek (art, architecture or literature) on later periods in British history, including the present day

#### **Skills Ref:**

- Compare some of the times studied with those of the other areas of interest around the world.
- 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.

## Computing

### **Theme link:**

Moving image – Greek Myths

### **Content:**

To create a stop animation film link to Greek Myths

#### **Herts Computing Scheme ref:**

- To analyse and evaluate a range of films and animations, understanding how they can be used to inform, persuade and entertain targeted audiences.
- To know how digital film and animation can be stored, shared and/or published; consider file size, file format and audience access.
- To understand some of the approaches to producing a film by exploring a range of tools and techniques.
- To understand the need to plan films. Plan a short film for a specific purpose and audience.
- To be able to follow a plan to create a short film, reviewing and adapting the plan as required.
- To present their film, explaining how their production met specified objectives and engages and informs the audience.
- To understand that animation has different requirements from live filming. Create the animation. Identify difference between film and animation techniques.
- To understand that keeping and reviewing drafts is key to building critical awareness. To organise their work confidently in appropriate places, understanding the need to save drafts and act on critical review to evaluate and improve their work.

## Art

### **Theme link: Fact or Fiction Greeks**

**Content:** children will imitate the work of artists through a variety of different mediums. Also, children will be sketching designs for their own Greek pottery and the study of Greek architecture.

#### **Skills Ref:**

- Investigate and combine visual and tactile qualities and match them to the purpose of their work.
- Apply and develop use of tools and techniques, including drawing.
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.
- 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.
- 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

## CURRICULUM MAP YEAR 5 SPRING TERM

### Fact or Fiction?

## Music

### **Theme link: N/A**

#### **Content: Ukulele**

**National Curriculum ref:** play and perform in solo and ensemble context playing musical instruments with increasing accuracy fluency and control.

#### **Skills Ref:**

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Perform with controlled breathing (voice) and skilful playing (instrument).
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions

## R.E.

### **Theme link: Creation and Gods ( Greek gods also)**

**Content:** to identify and begin to describe the similarities and differences within and between religions; how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;

#### **Skills Ref:**

- Explain how some teachings and beliefs are shared between religions.
- Explain how religious beliefs shape the lives of individuals and communities.
- Explain their own ideas about the answers to ultimate questions.
- Explain why their own answers to ultimate questions may differ from those of others.
- Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

## French

### Grammatical skills

Revise and consolidate the concept of gender (feminine and masculine) and how this will impact other words in a sentence.

- Know that words like the articles “the”, “a/an” and “some” often have different spellings, depending on the gender of the noun (unlike in English).
- Understand better 1<sup>st</sup> person singular of high frequency verbs. Start to remember key verbs off by heart in the foreign language (like I am, I have, I am called), verbs that will be most useful to the children moving forward. Starting to integrate verbs like “I wear”, “I eat”, etc.

## P.E.

Theme link: N/A

### Netball

**National Curriculum ref:** Play competitive games, modified where appropriate, such as football, netball, hockey and apply basic principles suitable for attacking and defending.

### Skills Ref:

- 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.

## P.E.

### Swimming

Theme link: N/A

### Skills Ref:

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

## CURRICULUM MAP

YEAR 5

SPRING TERM

Fact or Fiction?

### PSHE

**Content:** Will follow the SCARF scheme of work.

#### Spring 1: Keeping Myself Safe

In this unit we will

- Explore healthy and unhealthy habits
- Identify and find ways to protect ourselves from online bullying
- Understand some of the complexities of categorising drugs.
- Understand the actual norms around smoking and alcohol and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;

#### Spring 2: Roles and Responsibilities

In this unit we will:

- Discuss issues currently in the media concerning health and wellbeing.
- Recap the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
- Define the differences between responsibilities, rights and duties; what impact do they have on our society?
- Explore consumer responsibilities.

## Design and Technology

Theme link: Fact or Fiction

### **National Curriculum ref:**

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities

**Content:** Children will create their own Greek Pottery. Based on Greek Myths, Legends and their lifestyles.

### Skills Ref:

- 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.
- 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.

## CURRICULUM MAP

YEAR 5

SPRING TERM

### Fact or Fiction?

#### French

##### Grammatical skills

Revise and consolidate the concept of gender (feminine and masculine) and how this will impact other words in a sentence.

- Know that words like the articles “the”, “a/an” and “some” often have different spellings, depending on the gender of the noun (unlike in English).
- Understand better 1<sup>st</sup> person singular of high frequency verbs. Start to remember key verbs off by heart in the foreign language (like I am, I have, I am called), verbs that will be most useful to the children moving forward. Starting to integrate verbs like “I wear”, “I eat”, etc.
- Understand better the use of adjectives. Understand that there are different spellings for the same adjectives. Knowing there are rules so that it is not a random choice. Starting to be aware that the gender and plurality of the noun impacts which version of the adjective they should use, in a similar fashion to articles and possessives (unlike in English).
- Understand better the use of the possessives. Understand that there are choices for the word “my” in foreign languages. Knowing there are rules so that this is not a random choice. Starting to be aware that the gender of the noun impacts which word for “my” is used in a similar fashion to the articles (unlike in English).
- Understand better the use of the negative form. Understand that, if they want to say you don’t have or you don’t do something, the structure of the sentence and word order may be different.
- Look in more depth at the rules connected to adjectival agreement.
- Learning how to link ideas, sentences together and improve fluency using simple conjunctions like “and” and “but”.
- Look at pronouns.
- Introduce the concept of whole regular verb conjugation. Learning that verbs change a lot in foreign languages, depending on who is doing the action. There are often verb endings to learn and verbs change much more than in English and need to be looked at carefully.

##### Intermediate language units to be taught

- Do you have a pet? OR Rooms of the house
- What is the date?
- The weather
- Clothes
- The Romans
- The Olympics OR Habitats (progressive version)