

## Science

National Curriculum ref:

### Summer 1: Living things & their habitats

#### Life cycles and reproduction

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

#### **Milestone ref:**

- Relate knowledge of plants to studies of evolution and inheritance.
- Relate knowledge of plants to studies of all living things
- Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
- Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop from birth to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.
- Plan enquiries, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

## CURRICULUM MAP

YEAR 5

SUMMER TERM

Travelling  
Through Time

### Literacy

**Theme link:** Suspense stories linked to Time Travel and travelling through time.

**National Curriculum ref:** Plan, draft, write, evaluate and edit

**Content:** Suspense and mystery, cinquain poetry, take one Poet/Poetry appreciation (2weeks) Explanation- why the canal system was built.

Report and recount text

**Non-fiction:** Explanation (linked to history)

Focus on Study Skills: Grammar and Punctuation.  
(3 Weeks)

**Poetry:** Take one Poet/Poetry appreciation (2weeks)

#### **Milestone 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.
- Write paragraphs that give the reader a sense of clarity.
- To punctuate accurately

## Science

National Curriculum ref:

### Summer 2: Animals, including humans

#### Growth, development and puberty

- Look at growth, basic needs, exercise, food and hygiene.
- Look at the suitability of environments and at food chains.
- Describe the changes as humans develop to old age

#### **Milestone ref:**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Describe how adaptation leads to evolution.
- Recognise how and why the human skeleton has changed over time, since we separated from other primates.

## History

### Theme Link

**National Curriculum ref:** A study of Change

Local history study – A depth study linked to one of the British areas of study. A study overtime tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Content:** A local study of Tring, with links to changes in transport.

### **Milestone ref:**

- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- 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.

## CURRICULUM MAP

YEAR 5

SUMMER TERM

Travelling  
Through Time

## Geography

**Theme link:** Travel

**National Curriculum ref:** To communicate Geographically. To investigate places. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these characteristics have changed over time.

### **Milestone ref:**

- Collect and analyse statistics and other information (census data) in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

## Computing

**National Curriculum ref:** use sequence, selection, and repetition in programs; work with variables and various forms of input and output  
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

**Herts Computing Scheme ref:** Data Matters

### **Content:**

To understand that the structure of a database determines the queries it can be used to answer. Analyse the structures (field types, lengths etc) of different databases considering the queries that could be answered. Suggest possible modifications to the file structure to extend the range of viable queries.

To understand that combined operators can be used to extract specific information from databases. Revisit the sort tool. Use search tools to find answers to questions using:

equal to or greater than ( $=>$ )

equal to or less than ( $=<$ )

To understand that queries can be linked in database searching to increase precision. Search databases using linked queries and evaluate the effectiveness:

AND

OR

NOT

To understand that graphing tools can present different views of data and can support the testing of hypotheses. Create graphs from database queries to test hypotheses and provide evidence for their findings.

To understand that information held on databases may contain errors, and that this can affect results. Identify and correct inaccurate and implausible data within a database, using graphing to support the process where appropriate.

## ART

**Theme link:** Canals (travel)

**National Curriculum ref:** Produce creative work, exploring their ideas and recording their experiences.

Become proficient in drawing, painting, and other art, and design techniques. Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint,].

### **Milestone ref:**

- 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.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.
- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

## CURRICULUM MAP

YEAR 5

SUMMER TERM

Travelling  
Through Time

## Music

**Theme link:** N/A

**Content:** Brass

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

**Milestone 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 staff.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions

## R.E.

**National Curriculum ref:** Children will learn about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith Communities.

**Theme link:** Looking at authorities figures around the world.

**Content:** leaders in religious Communities

**Milestone ref:**

- Explain the practices and lifestyles involved in belonging to a faith community.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Show an understanding of the role of a spiritual leader.

## P.E.

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

### **Milestone 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.

## P.E.

**National Curriculum ref:** develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; use running, jumping, throwing and catching in isolation and in combination

**Theme link:** Travel

**Content:** Athletics

### **Milestone ref:**

- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

## CURRICULUM MAP YEAR 5

### SUMMER TERM

## Travelling Through Time

## PSHE

**National Curriculum ref:** Discuss and learn techniques to improve in the eight areas of 'success'.

**Theme link:** Travelling through our own personal development.

**Content:** Changes. Good to be me.

### **Milestone ref:**

- Enjoy new things and take opportunities wherever possible.
- Find things to do that give energy.
- Become fully involved in clubs or groups.
- Meet up with others who share interests in a safe environment.
- Clearly identify own strengths.
- Identify areas for improvement.
- Seek the opinion of others to help identify improvements.
- Show effort and commitment in refining and adjusting work.

## Design and Technology

### **National Curriculum ref:**

**Design** -Use research and develop design criteria to inform and design of innovative, functional 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 and computer-aided design  
**Make** - 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, textiles and ingredients, according to their functional properties and aesthetic qualities .

### **Milestone ref:**

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
- Create objects (such as a cushion) that employ a seam allowance.
- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).