Forest Lodge Academy Curriculum Map LTP Year 5 ●●●

	Autumn		Spring		Summer	
Theme	**The Ancient Greeks Christmas**		**Space**	**The Anglo-Saxons**	**Vicious Vikings**	**Rivers and Mountains**
Time allocation	**Autumn 1 - 6 weeks Autumn 2 - 9 weeks (2 weeks Devilish Demons and 3 weeks Christmas themed literacy)**		**5 weeks**	**5 weeks**	**7 weeks**	**5 weeks**
Class Visit/ Visitor			Space Centre			
'Hook / Wow'	Greek artefact hunt – what is our topic? When in history were these from? Ancient Greek Experience Day – including Olympics, Greek food etc.		Space Centre?		History workshop	Trip to a river?
End of theme celebration			Space Centre			Picnic
Book Study	Julius Zebra	The Listeners poem The Boy named Christmas	Cosmic Curiosity of the Mars Rover Space poetry	Bewoulf The Princess Who Hid in a Tree	Arthur and the Golden Rope	The Wind in the Willows Little Red Riding Hood – Story Spinners
Speaking and Listening	I engage the listener by varying my expression and vocabulary. I show that I understand the main points, including implied meanings in a discussion. I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.		I develop my ideas and opinions, providing relevant detail. I express my point of view. I am beginning to use hypothetical language to consider more than one possible outcome or solution. I adapt my spoken language depending on the audience, the purpose or the context.		I perform my own compositions, using appropriate intonation and volume so that meaning is clear. I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. I begin to select the appropriate register according to the context.	
Reading	Fluency Gist – discuss in detail what they have read Understand grammar Background knowledge – make links between what I have read Ask and answer questions and make predictions Sequence ideas within a narrative Know the structure of a non-fiction text		Link to background knowledge Visualisation Linking sentences/working memory Inference		EXPLAIN/INFER/RETRIEVE Themes and conventions in writing – identify and discuss VOCABULARY/RETRIEVE Using dictionaries to explain the meaning of words in context and ask about the words I don't understand VIPERS Skills	
Writing	Inform – Greek God fact file Narrative – Golden touch story, Medusa myth Persuade – Letters to Heracles and Nikolas letter to dad Recount – Julius Zebra diary Narrative - Setting description and listener's flashback story, description abandoned ship Recount – diary Newspaper – Trojan horse		Inform- Planets fact file Poems – Space Poetry Setting description of planets and earth Diary – day rover went to space Non-Chronological Report – New Alien discovered	Diary –Princess Frideswide escaping from King Algar	Recount – Diary Arthur's day Narrative – Stories Arthur's mission, Arthur's journey. Setting description Newspaper – Wolf invasion Narrative - Setting description and mystery story Inform – Newspapers Persuade – Letters to jail Mr Toad; Car sales advert Poetry – A river (metaphor/similes)	
Spelling (from Focus Document)	I form verbs with prefixes, for example, dis, de, mis, over and re. I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. I begin to proof read my work for spelling and punctuation errors.		I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused Able able Silent letters i.e. ei ough		I can spell identified commonly misspelt words from Year 5 and 6- word list. *(Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)*	

	2/3			
Handwriting	I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.	I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).		I produce legible joined handwriting and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)*
Maths	Number, place value, approximation and estimation/rounding Addition and subtraction - Visual, formal written methods, multi-step problems, rounding, prime numbers, squared and cubed numbers. Multiplication and division - Visual, formal written methods, factors and multiples, problem solving Statistics - Line graphs, bar graphs; reading and interpreting data	Revisions of the 4 operations Perimeter and area - Area of rectangles (Including squares) in standard units. Estimate area of irregular shapes. Perimeter of composite rectilinear shapes. Decimals, Percentages & Fractions - Read and write as decimals, order and compare 3 digits, round to 2 decimal places. Understand percent and write as a decimal and fraction. - Mixed number and improper fractions, visual representations, equivalent fractions, multiplying by whole numbers.		Properties of shapes - Regular and irregular polygons, 2d and 3d shape representations. - Angles, including acute, obtuse, reflex, straight lines, right angles and whole turns. - Drawing and measuring angles in degrees. Position and translation - Reflecting and translating Measures - Convert between units of time, converting between different units of metric measures, approximate equivalence between metric and imperial units, estimate and measuring area of rectangles and irregular shapes, volume and capacity and solving problems about all areas of measures.
Science	**Properties and changes in materials:** • Compare and group together everyday materials on the basis of their properties, including the hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve on 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 the 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 **Working scientifically:** This will focus on skills such as prediction, variables in a fair tests and recording data which will link to our Halloween topic.	**Earth and Space:** • Describe the movements of the Earth, and other planets, relative to the Sun • 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 **Links to History Big Questions:** Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. **Working scientifically:** This will be covered during Science Week	**Living things and their habitats:** • Describe the difference 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 • Gestation periods of different animals **Animals, including humans** • Describe the changes as humans develop to old (link to RSHE)	**Forces:** • Explain that unexpected objects fall towards the earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
Computing	ICT *Consolidate typing skills (use online speed typing games)* *Use word to type up a story* • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals .	**Computing Science** *Computing Day (Network Activity in Staff Share)* • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration	ICT *Powerpoint about space inc different media#* *Introduce excel – Create graphs* • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals	**Computing Science** *Create a Scratch Clicker Game* • Design, write and debug programmes that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • Use sequence, selection and repetition in programs; work	ICT *Create an interactive timeline about human growth* *Create a kahoot quiz with added media* - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and

			• with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs,	content that accomplish given goals

Digital Literacy *(Online Safety)*
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content

| History | **Historical Enquiry**
A study of Greek life and achievements and their influence on the western world, to include Democracy, Olympics and culture

Suggested Enquiries
What did the Ancient Greeks do for us?
How do Ancient Greek Vases help us understand Ancient Greek life?
How did tiny Athens beat the mighty Persians in the battle of Marathon?
Would you rather be a criminal now or during Ancient Greek times? | *Suggested Enquiries*
Was the moon landing faked?
Is the Earth flat?
Why were humans eventually able to go to space? | **Historical Enquiry**
• Britain's Settlement by Anglo-Saxons and Scots
• Anglo-Saxon invasions, settlements and kingdoms (place name & village life), Anglo-Saxon art, culture and religion

Suggested Enquiries
Were the Vikings vicious? Myth or Legend?
How did Anglo-Saxon and Viking life influence the way we live today?
Are there any similarities or difference between the way the Ancient Greeks lived compared to the Anglo-Saxons/Vikings?
Why did the Anglo-Saxons/Vikings choose to invade Britain rather than closer countries? | **Historical Enquiry**
• The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor
• Viking raids and invasion, resistance from Alfred the Great, Danegeld.

Use Local History links from Heritage Schools | |

Objectives to be covered during Autumn and Spring Term

Chronology
- To be able to put events, people, places, and artefacts as a time-line correctly using terminology such as century, decade, AD/BC
- Being able to compare and explain ideas and changes referring to a time line

Historical Terms
- To use previous and new specific historical vocabulary including terms, periods and dates

Historical Enquiry
- To be able to devise, ask and answer more complex questions about the past using key concepts in history
- Select sources independently and give reasons for choices

Historical communication
- To use key historic terms in structured informed written response or descriptions of the main features of past society or periods

Interpreting
- Understand that the past is represented in different ways and select sources independently and give reasons for choices

Causes and Consequences
- Begin to offer explanations about why people in the past acted as they did.

Significance
- To give reasons why some events, people or developments are seen as more significant than others.

| Geography | **Map Skills**
Map Knowledge
• Identify the position and significance of lines of longitude and latitude

Locational Knowledge | **Field Work**
Links to global warming
• Use an existing data base to analyse and record information e.g. climate change/sea levels | **Map Skills**
Making Maps (PE link??)
• Draw a sketch map using symbols and a key
• Use and recognise OS map symbols regularly | **Map Skills**
Using maps
• Name and locate famous rivers and mountains of the world (index and grid ref. skills)
• Find and locate major ports of the world in order to look at their importance in the distribution of goods | |

	• Locate the world's countries, using maps to focus on Europe, and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities *(study of modern day Greece at the end of the topic)*	• Select appropriate methods for data collection such as interviews, scientific, observational noise pollution in various places of New Parks, rainfall, temperature • Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements	**Human and Physical Geography** Describe and understand key aspects of: *Physical Geography, including:* climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. *Human Geography, including:* types of settlement and land use, economic activity including trade links, and the distribution of energy, food, minerals and water.	*Map Knowledge* • Locate the world's countries (focus on North and South America) **Locational Knowledge** • Locate the world's countries, using maps to focus on Europe, and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities *(Major rivers and mountain ranges)* **Place knowledge** • Understand geographical similarities and differences through the study of a human and physical geography of a region of the UK, a region in a EU country and a region within North or South America *(study major cities linked by rivers)* **Human and Physical Geography** Describe and understand key aspects of: *Physical Geography, including:* climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. *Human Geography, including:* types of settlement and land use, economic activity including trade links, and the distribution of energy, food, minerals and water.

Map Skills to be covered throughout all topics
Using maps
- Begin to use atlases to find out other information e.g. temperature, biomes
- Find and recognise places on maps of different scales
- Use 8 figure compasses and begin to use 6 figure grid references (Link to PE - OAA???)

Making Maps
- Draw a variety of thematic maps based on their own data

RSHE/SMSC	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Well Being, Anti-Bullying and Safeguarding **British Values**	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Well Being, Anti-Bullying and Safeguarding **British Values** Mutual Respect	See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Well Being, Anti-Bullying and Safeguarding **British Values** Democracy and the Rule of Law

	PSHE Jigsaw Scheme	PSHE Jigsaw Scheme	PSHE Jigsaw Scheme	PSHE Jigsaw Scheme	PSHE Jigsaw Scheme	PSHE Jigsaw Scheme
	Being me in my world	*Celebrating Difference*	*Dreams and Goals*	*Healthy Me*	*Relationships*	*Changing Me*
	• Planning for the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating	• Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting other (charity) • Motivation	• Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour	• Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules	• Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (inc. IVF) • Growing responsibility • Coping with change • Preparing for transition

RE	How can we make our city a more restful place? – Statistics of religions, religious buildings in our local area. Justice and Poverty - How can religion help to build a fair world and make poverty history?	Faith & Values: Life Journey		Faith & Values: Influencing lifestyle & behaviour

Music	**Voice and performance** *Singing* • Breathe in the correct place when singing *(Christmas song)* *Performing (Linked to the Battle March)* • Lead performance directions within a small group • Maintain a part whilst others are performing their part. **Rhythm** • Improvise within a group using melodic and rhythmic phrases **Composition** *(Structure & Form)* • Compose music which meets specific criteria *(Film Soundtrack)* **Listening** *(Evaluating)* • Contrast the work of a famous composer with another *(Jean-Christophe Beck/James Horner)* **Music Technology** *Control & Change Sounds* Change sounds or organise them differently to change the effect *(Using Audacity or Soundation)*	**Rhythm** • Create simple rhythmic pieces which demonstrate understanding of rhythm **Pitch** *(Control)* Begin to identify intervals of pitch *(Gustov Holst – Mars Bringer of War)* **Listening** *(Evaluating)* • Contrast the work of a famous composer with another *(Gustav Holtz/John Williams)* • Describe, compare and evaluate music using musical vocabulary *(Music Day: Woodkid – Run Boy Run)*	**Composition** *(Structure & Form)* • Compose music which meets specific criteria *(Battle Scene)* **Music Technology** *Control & Change Sounds* • Change sounds or organise them differently to change the effect *(Using Audacity or Soundation)*	**Pitch** *(Notation)* • Use notation to record groups of pitches (chords) *(Music Day???)* **Composition** *Notation* • Record aspects of the composition process *(Soundscape for a river journey)* *Structure & Form* • Choose the most appropriate tempo for a piece of music *(river journey or replicate machine sounds)* **Listening** *(Evaluating)* • Explain why music is successful or unsuccessful • Suggest improvements to own and others' work

Art	**Portrait**- Linked to Devilish Demons Outcome: Horror portrait multi **prints** Artist Link: Edward Munch Creating Ideas: -Improve the quality of sketchbooks using mixed media and annotations - Select own image from variety as a starting point - Use up to 3 variants of graded pencil - Experiment with using viewpoints Working with Mediums: -Begin to experiment with perspective, fore/back and middle ground - Introduce qualities of cross hatching, sidestrokes and use of rubber to highlight	**Imagination:** Linked to space, designing a personal planet Outcome: Papier Mache **sculpture** Artist Link: Hubble Telescope (NASA) Creating Ideas: -Improve the quality of sketchbooks using mixed media and annotations - Develop more abstract representations - Use up to 3 variants of graded pencil Working with Mediums: - Develop ideas using suitable materials - Experiment with proportaions Use a range of materials on a range of backgrounds	**Still Life** – Rapid Rivers Outcome: **Textile** local map for river Soar in Leicester Artist Link: John Roque – French Cartographer Creating Ideas: -Improve the quality of sketchbooks using mixed media and annotations - Use up to 3 variants of graded pencil Working with Mediums: - Develop ideas using suitable materials - Experiment with proportaions - Use a range of materials on a range of backgrounds Begin to combine styles and techniques

	- Begin to combine styles and techniques Working with Colour: - Build on previous work with colour by exploring colour intensity and mood - Experiment with limited colour palettes Mark make using paint (dashes, blocks, colour, strokes, points)		Working with Colour: -Build on previous work with colour by exploring colour intensity and mood -Experiment with limited colour palettes -Mark make using paint (dashes, blocks, colour, strokes, points) - Introduce acrylic paints - Develop watercolour techniques		Working with Colour: - Build on previous work with colour by exploring colour intensity and mood -Experiment with limited colour palettes -Mark make using paint (dashes, blocks, colour, strokes, points)
DT	**Food** (Healthy Pizza)		**Electrical systems** (Complex switches and light up card)		**Structures** (Frame structured bridges)
PE	Jo-Invasion games Teacher- OAA	Jo- Sports hall athletics Teacher-Dance (Haka)	Jo-gymnastics Teacher-Invasion games (Netball)	Jo- Net and wall Teacher- Tri-Golf	Jo-striking and fielding Teacher- Invasion games (Hockey)	Jo- outdoor athletics Teacher- net and wall (tennis)