

Science - Driver

- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets
- Know and explain how a material dissolves to form a solution – *make salt crystals*
- Know and show how to recover a substance from a solution
- Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)
- Know and demonstrate that some changes are reversible and some are not
- Know how some changes result in the formation of a new material and that this is usually irreversible

Science – Supporting the Geography driver

- Know about a period of history that has strong connections to their locality and understand the issues associated with the period.
- Know how the lives of wealthy people were different from the lives of poorer people during this time

A local history study.

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- Can I revisit the Victorian period on a timeline, this time placing events, people and changes of British, local and world history using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
- Do I know about a period of history that has strong connections to my locality and understand the issues associated with the period?
- Can I compare the system of ruling in the Victorian period with other British periods of history?
- Can I understand how the lives of wealthy adults (quick recap of lives of Victorian children from KS1) were different from the lives of poorer adults (e.g. workhouses, fishing industry) locally during the time of the Victorians?
- Can I recap and build on my knowledge from my local history study in Key Stage 1 e.g. gender roles of men vs women then and today, making links to British Values?
- Can I understand how the introduction of the railway hugely influenced society at the time?
- Can I look again at the changing role of the monarchy vs Prime Minister, comparing the role of Queen Victoria with the role of the monarchy today?

Key Skills

- **Plot** significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).
- **Compare** gender roles of men and women during Victorian times with today making links to British Values.
- **Study** the impact of the railway on British society and our local area during the Victorian times.
- **Compare** the changing powers of the British monarchy over time.

- know how to create an accurate print design following given criteria.
- use images which have been created, scanned and found; altering them where necessary to create art.
- Use tools to create texture and pattern
- Show life like qualities and real life proportions
- Create a clay finger print

Year 5 Curriculum Map – Spring 2

Could you be the next CSI investigator?

Music

- Explain rapping.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.
- Talk about the different styles of singing used for different styles of song.
- Talk confidently about how connected you feel to the music and how it connects in the world.
- Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E \flat major, C minor and D minor.
- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
- D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

Computing

iCrypto unit – Information Technology

Lesson 1: iDecipher

- To understand that messages can be sent and received secretly
- To learn encrypt/decrypt simple messages

Lesson 2: iSignal

- To understand signalling is a form of communication
- To communicate simple messages through signals

Lesson 3: iCode

- To understand that messages can be sent electronically over distances
- To understand that data can be transmitted as binary (on or off)
- To encode and decode Morse code

Lesson 4: iShift

- To understand that messages have been encrypted/decrypted throughout time
- To encode/decode messages using a simple shift cipher

Lesson 5: iCrack Code

- Understand the algorithm of a simple shift cipher
- To use frequency analysis to decipher encrypted text

Lesson 6: iEnigma

- To understand the importance of cryptography historically and today
- To understand how the Enigma Machine operates

MFL

- Understand the key facts of the history of Ancient Rome in French.
- Say and spell the days of the week in French.
- Name some/all of the most famous Roman inventions in French.
- Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.

PE

- controlled when taking off and landing • throw with increasing accuracy • combine running and jumping
- gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot
- make complex extended sequences • combine action, balance and shape • perform consistently to different audiences
- compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency
- follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route
- pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last
- I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

RE

- If god is everywhere, why go to a place of worship? Emerging:
 - Recall and name some key features of places of worship studied (A1).
 - Find out about what believers say about their places of worship (C2).
- Expected:
 - Make connections between how believers feel about places of worship in different traditions (A3).
 - Select and describe the most important functions of a place of worship for the community (B3).
 - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
 - Present ideas about the importance of people in a place of worship, rather than the place itself (C1).
- Exceeding:
 - Outline how and why places of worship fulfil special functions in the lives of believers (A3).
 - Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).

PSHE

Knowledge

- Know the health risks of smoking
- Know how smoking tobacco affects the lungs, liver and heart
- Know some of the risks linked to misusing alcohol, including antisocial behaviour
- Know basic emergency procedures including the recovery position
- Know how to get help in emergency situations
- Know that the media, social media and celebrity culture promotes certain body types
- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
- Know what makes a healthy lifestyle.

Social and Emotional Skills

- Can make informed decisions about whether or not they choose to smoke when they are older
- Can make informed decisions about whether they choose to drink alcohol when they are older
- Recognise strategies for resisting pressure
- Can identify ways to keep themselves calm in an emergency
- Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are
- Respect and value their own bodies
- Be motivated to keep themselves healthy and happy

Sun Safety Curriculum

Can I describe how to stay safe in the sun and why it is important?

Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.