

Curriculum Matrix 2018 - 19 Year group: 5

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
Topic Theme	Science / Art Earth and Space	PSHCE / Geography Literacy Led	History I am a warrior! (Vikings)	Geography Extreme Environments	History / Geography The Mighty Mesos	History Plague
Key Question	What evidence is there to prove that the Earth spins around? What if... one of the planets was hit by a meteorite; all the planets aligned together; if the sun burned out? What would happen if the Earth stopped spinning?	What is bullying? Let's be clear: bullying or assertive?	Who were the Vikings? Vicious Vikings? What did the Vikings value? How and where did the Vikings trade?	What makes a person a good explorer? What attributes/traits do they need to have? What items/equipment does an explorer need? Is exploration safer today than in the past? What are the main problems common to most explorers? How were explorers rewarded for what they did or discovered? Was it worth it? Did explorers live dangerous lives?	Where did Maya civilization rise? How was Maya society structured? What were Maya achievements in art and learning?	What might have happened if everyone was infected by the "Black Death" and it wiped the whole nation? What effects did the 'Black Death' have on society?
Texts	https://www.tes.com/teaching-resource/space-creative-activity-pack-6440799 Beyond the Stars One giant leap – The story of Neil Armstrong. - Don Brown Man on the Moon - Simon Bartrap Literacy Shed – Chimp in Space Various Non-fiction texts about Space. Influential people – Rocket Man Neil Armstrong	The Boy in the Girls' Bathroom - Louis Sachar Literacy Shed Hugh http://www.literacyshed.com/the-other-cultures-shed.html (Native Americans)	The saga of Erik the Viking – Terry Jones Beowulf - Michael Morpurgo.	The Ice Palace - Robert Swindells. The Abominables - Eva Ibbotson. To build a fire – Jack London. Frozen Man – Kit Wright. Frozen Planet BBC Life in the freezer – David Attenborough.	Rain Player – David Wisniewski. The Chocolate Tree – Linda Lowery. The Explorer – Katherine Rundell. Various Non-fiction texts about the Maya civilization.	Plague. A cross on the door - Ann Turnbull. The Kiss of Death - Marcus Sedgwick. Various Non-fiction texts about the Great Plague.
Sci	<u>Earth and Space</u> *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		<u>Forces</u> *explain that unsupported 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	<u>Living things and their habitats</u> *describe the differences in the life cycles of a mammal, an amphibian and an insect (a bird – covered in Aut2). *describe the life process of	<u>Properties and changes of materials</u> *compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. *know that some materials will dissolve in 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	

	apparent movement of the sun across the sky.	friction, that act between moving surfaces. *recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Text: Barnaby Brocket – John Boyne	reproduction in some plants and animals. <u>Animals, including humans</u> *describe the changes as humans develop to old age.	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 that 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.		
His	The lives of significant individuals in the past who have contributed to national / international achievements, some should be used to compare aspects of life in different periods. Find out about the lives and achievements of famous astronauts. Travel along the timeline of events as the Soviet Union and the USA raced to get to the Moon. Find out all about the legendary Apollo 11 moon landing mission, then challenge children to describe it.	Consider how explorers and scientists contribute to our growing understanding of the universe.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *Viking raids and invasion *Resistance by Alfred the Great and Athelstan, first king of England. *Further Viking invasions and Danegeld. *Anglo-Saxon laws and justice. *Edward the Confessor and his death in 1066.	The lives of significant individuals in the past who have contributed to national / international achievements, some should be used to compare aspects of life in different periods. Find out about the lives and achievements of famous explorers. Ernest Shackleton Christopher Columbus Francis Drake	A non-European society that provides contrasts with British history. *Mayan civilization c. AD 900;	A local history study - Eyam
Geog	Identify countries that have travelled into space. When?	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of North America.	Human and physical geography. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. What can place names tell us about Viking settlements?	Geographical skills and fieldwork. World Geography - use maps, atlases, globes and digital/computer mapping to locate countries Antarctica map atlas	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of Central & South America.	Geographical skills and fieldwork. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
RE	Religion and the individual.		Beliefs and Questions.	Worship and Sacred Places PLANNED UNIT: enquiring into places of worship through visits.		How are rites of passage important in Christianity?

	<p>Why are the home and family so important to Hindus?</p> <p>Science vs. Religion</p>	<p>What is expected of a person in following a religion or belief</p>	<p>How do people's beliefs about God, the world and others impact on their lives?</p> <p>Where do journeys begin? Life is a journey Hinduism- Cycle of re- birth Islam- Daily prayer/ 5 Pillars including Hajj</p> <p>Christians- Holy Land/ Lourdes (Catholic)</p>	<p>Where, how and why do people worship?</p>	<p>Why are the home and family so important to Hindus?</p>	<p>What is expected of a person in following a religion or belief?</p>
Music	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Compose pieces of music which describe stages in the journey of a spaceship. Listen and respond to excerpts of Holst's most famous work, then create art or short performances inspired by the music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>A short ride in a fast machine. John Adams. Research the historical context behind the tune, and how the instruments and the rhythm make the piece what it is.</p>			<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Maya music - Drums, turtle rattles, flutes, whistles and shell instruments.</p>	
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>					
Art	<p>To improve their mastery of art and design techniques. (Painting) Erica Herazo's painting 'Light on Dark Water'.</p> <p>Learn about great artists, architects and designers in history Van Gogh 'Starry night' To be able to paint a space themed picture in the style of famous artist Peter Thorpe, using an abstract art background and space feature in the foreground.</p>	<p><u>Living things and their habitats</u> Explain the life cycle of a bird.</p>	<p>To improve their mastery of art and design techniques. (Charcoal) Viking portraits.</p> <p>Plan and create a sculpture. Evaluate using artistic language. Making a sculptural mask using modroc.</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas. Mayan mosaic masks. Relief Mayan glyphs.</p> <p>Explore Frederick Catherwood - find out what we know about the Maya from his drawings.</p>	<p>To improve their mastery of art and design techniques. (Pencil)</p>
PE	<p>Invasion Games Dance</p>	<p>Striking and fielding - Football Gymnastics</p>	<p>Netwall games Dance</p>	<p>Gymnastics</p>		<p>Athletics</p>
PSHCE	<p>New beginnings</p>	<p>Getting on and Falling out</p>	<p>Going for goals</p>	<p>Good to be me</p>	<p>Relationships</p>	<p>Changes / Transition</p>

Based on SEAL SoW		Anti-Bullying http://www.literacysshed.com/the-thinking-shed.html For the Birds - Animation about bullying.				
DT		Investigate and analyse a range of existing products. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. Look at how sundials work, then design, make and evaluate a working sundial.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Bread	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. Use different materials to create stable freestanding objects, looking specifically at how to reinforce structures. Undertake an investigation to study which materials would be most suitable for a shelter.	Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Corn Tortilla Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Coffee	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Plague Doctor's Mask.
Computing Planned by Catherine Elliott.	<i>Earth & Space</i> Create a space themed screen saver in Scratch, add sounds (SCIENCE) 0.5, 5.3b	<i>Anti-bullying</i> Collaborate online on a document about bullying or the text – use Google Docs or website? (PSHCE) 1.5	<i>Vikings</i> Simple story of a Viking journey in Scratch (HISTORY) 5.4	<i>Extreme environments</i> Finding out information online, looking at personal data (PSHCE) 3.5, 0.5	<i>Mayans</i> Simple Code Bug animations or shapes in Logo – could link to Mayan counting system (HISTORY) 4.5b	<i>Plague</i> Radio advert – official advice broadcast (HISTORY) 2.5
French Y5 iLanguages French Scheme of Work Detailed overview saved on staff share S:\New Curriculum FOUNDATION 16-17\2017-18\Foundation Planning 2017-18\iLanguages\iLanguage s\iLanguage French scheme of work Y5\Teacher's resources	1: Classroom instructions and opinions 2: Sports and opinions 3: Sports, opinions and sports clothing 4: Revise 'avoir' 5: Revise 'avoir' with negative/ adjectival agreement 6: Emperor's new clothes. Masculine and feminine forms	7: Weather 8: Describing the weather 9: Hobbies 10: Revise hobbies. Pets 11: Pets Fox and Crow story	12: Poems 13: Baby Elephant story. Verb être 14: Numbers 1-31, sums Months and dates revision 15: Revise 1-31, practise sums 16: Schools subjects and French schools	17: Schools subjects, preferences 18: Tortoise birthday story, verb 'aller' 19: Revise 'aller' Transport 20: Transport types	21: Classroom items 22: Possessive adjectives 23: Prepositions 24: Revise prepositions 25: Pronunciation 26: Revision of 'aller' Simple future	27: Revise 'simple future' Speaking practice 28: Revision 29: Assessments 30: West Africa project
Trips & Visits	Paul – University of Sheffield Science Professor. National space centre	Anti-Bullying week Singing Festival		What on Earth! At Weston Park Museum.		

	World Space Week					