

Curriculum Matrix Year group: 5

Y5	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (5)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic Theme	Science Earth and Space	Literacy Anti-bullying	Geography Extreme Environments	History I am a warrior! Vikings	History The Mighty Mesos Mayans	History Medicine throughout the ages 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? How do we communicate? How do you control your emotions?	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?	Who were the Vikings? Vicious Vikings? What did the Vikings value? How and where did the Vikings trade?	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?
Text / stimulus	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	Wonder – RJ Palacio	The Ice Palace - Robert Swindells. The Abominables - Eva Ibbotson. Frozen Man – Kit Wright. Frozen Planet BBC Life in the freezer – David Attenborough.	The saga of Erik the Viking – Terry Jones Beowulf - Michael Morpurgo Various non-fiction texts	Rain Player – David Wisniewski. The Chocolate Tree – Linda Lowery. She Wolf Dan Smith Various Non-fiction texts about the Maya civilization.	Plague. A cross on the door - Ann Turnbull. Various Non-fiction texts about the Great Plague.
Science	<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		<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		<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	<u>Living things and their habitats</u> *describe the differences in the life cycles of a mammal, an amphibian, a bird and an insect *describe the life process of reproduction in some plants and animals.

	the apparent movement of the sun across the sky.		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.		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.	<u>Animals, including humans</u> *describe the changes as humans develop to old age.
History			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Significant explorers of the world. Shackleton and Amundsen and Scott.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <ul style="list-style-type: none"> ➤ 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. Viking and Anglo-Saxons	A non-European society that provides contrasts with British history. Mayan civilization c. AD 900;	A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Medicine through the ages. The Bubonic Plague - Eyam.
Geography	Locational knowledge Identify the position and significance of the Northern Hemisphere, Southern Hemisphere and time zones. Space/ Science link <ul style="list-style-type: none"> • Geographical enquiry Organisation: discussion, map work, ICT	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North America. Literacy book setting in USA.	Locational knowledge Identify the Arctic and Antarctic Circle. Extreme environments/ explorers <ul style="list-style-type: none"> • Using maps • Scale/distance • Map knowledge • Style of map • Geographical enquiry • Direction/enquiry 		Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America (Mesoamerican) <ul style="list-style-type: none"> • Using maps • Scale/distance • Map knowledge 	

		<p>Physical Geography</p> <p>Describe and understand key aspects of physical geography- climate zones.</p> <p>North America</p> <ul style="list-style-type: none"> • Map knowledge • Style of maps • Geographical enquiry <p>Organisation: data handling, maps, writing,</p>	<p>Organisation: map work, writing,</p>		<ul style="list-style-type: none"> • Style of map • Geographical enquiry • Direction/enquiry <p>Organisation: map work, drama, discussion, ICT</p>	
RE	<p>Religion and the individual.</p>		<p>Beliefs and Questions.</p>	<p>How are rites of passage important in Christianity?</p>	<p>Worship and Sacred Places</p> <p>PLANNED UNIT: enquiring into places of worship through visits.</p>	
	<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>What is expected of a person in following a religion or belief?</p>	<p>Where, how and why do people worship?</p>	<p>How can we learn from studying a place of worship?</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>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression: 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.</p>					

	Develop an understanding of the history of music.					
Art	To improve their mastery of art and design techniques. (Painting) Learn about great artists, architects and designers in history 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.	To improve their mastery of art and design techniques. (Painting)	To improve their mastery of art and design techniques: Chalk and charcoal pictures of winter trees	To improve their mastery of art and design techniques: Design and paint Viking shields	To create sketch books to record their observations and use them to review and revisit ideas. Mayan mosaic masks.	Sewing Plague tiles
PE	Dance - outer space SUFC	SUFC Healthy Lifestyles SUFC	Gymnastics SUFC	Dance - Vikings SUFC	Striking and fielding – cricket SUFC	Athletics SUFC
PSHCE	New beginnings	Getting on and Falling out Anti-Bullying	Going for goals	Good to be me	Relationships	Changes / Transition
Based on SEAL SoW						
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.	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 free-standing 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. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Taylor Shaw Cooking programme	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.	Earth & Space Create a space themed screen saver in Scratch, add sounds (SCIENCE) 0.5, 5.3b	Anti-bullying Collaborate online on a document about bullying or the text – use Google Docs or website? (PSHCE) 1.5	Extreme environments Finding out information online, looking at personal data (PSHCE) 3.5, 0.5	Vikings Simple story of a Viking journey in Scratch (HISTORY) 5.4	Mayans Simple Code Bug animations or shapes in Logo – could link to Mayan counting system (HISTORY) 4.5b	Plague Radio advert – official advice broadcast (HISTORY) 2.5

French Y5 Languages French Scheme of Work	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	University of Sheffield Science Professor. National space centre World Space Week	Anti-Bullying week	What on Earth! At Weston Park Museum - Artic World			Eyam Museum