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| Curriculum Drivers | | | |
| Spirituality | Enquiry | Knowledge of the World | Possibilities |

**Key Stage 2 Curriculum Plan 2020/21**

**YEAR 5**

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|  | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | | **Term 6** |
| **Main Topic** | North America | | | Space | Ancient Egyptians | The Galapagos Islands | | Ancient Mayans |
| **Whole school Enrichment** | Pumpkin Soup  Black History month | | | Science Week  Charlotte’s Web | | Royal Ascot  Amazing Grace | | |
| **Starting Question** | Who owns this land? | | | Can you live on the Moon? | How do you build pyramids? | Are they dragons? | | Would you want to be a Mayan Slave? |
| **Main Subject Drivers** | History and Geography | | | Science | History and Geography | Science and Geography | | History |
| **Visits and visitors**  **tbc** | Legoland  panto | | | Planetarium | Theatre company | Residential  Birds of prey | | Gurdwara |
| **Entry point/Hook** | Who lives there?  Teepees | | | Rocket launch | Can you move this stone? | Are they dragons? | | Making hot chocolate on a fire |
| **Finale** | Thanks giving  Led Harvest celebration | | | Class assembly | Presentation | Class assembly | | Class celebration |
| **Brain builders** | Research your own choice of state | | Famous American artist/ artisan or designer | Design your own planet | Investigate the 7 wonders of the Ancient World. Can you suggest any modern wonders of the world? Justify your choices. | Bioblitz / Design an animal which could survive on the Galapagos Islands. Marine or Terrestrial | | Hats and fashion – Royal Ascot |
| **Mathematics** | White Rose programme of study | | | White Rose programme of study | | White Rose programme of study | | |
| **Science** | Forces | | Materials: irreversible & reversible changes | Earth and Space | Materials | Living things and their habitats:  Changes as humans develop to old age | | |
| **Communication** | * **Engage in meaningful discussions in all areas of the curriculum.** * **Listen to and learn a wide range of subject specific vocabulary.** * **Through reading identify vocabulary that enriches and enlivens stories.** * **Speak to small and larger audiences at frequent intervals.** * **Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English.** * **Listen to and tell stories often so as to internalise the structure.** * **Debate issues and formulate well- constructed points.** | | | | | | | |
| **Reading** | **In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts.** | | | | | | | |
| **The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:**  **• Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.** | | | | | | | |
| **Writing** | In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS2)  Throughout Key Stage 1, through all curriculum areas and across both years, children will have the opportunity to write: | | | | | | | |
| **Narrative**   * **Write stories set in places pupils have been** * **Write stories that contain mythical, legendary or historical characters or events**. * **Write stories of adventure.** * **Write stories of mystery and suspense.** * **Write letters** * **Write plays** * **Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum** | | | **Non Fiction**   * **Write instructions** * **Write recounts** * **Write persuasively** * **Write explanations** * **Write non-chronological reports** * **Write biographies** * **Write in a journalistic style** * **Write arguments** * **Write formally** | | **Poetry**   * **Learn by heart and perform a significant poem(s)** * **Write poems that convey an image (simile, word play, rhyme and metaphor)** | | |
| **Computing**  **(Purple mash)** | Coding  Online Safety | | | Spreadsheets  Databases | | Game Creator  3D modelling  Concept maps | | |
| **History** | Timelines, Presidents, racism, slavery | | | The space race and its impact on technology | Ancient Egypt | Who found the Galapagos Islands? | Ancient Maya | |
| **Geography** | North America Inc. mountains, rivers and population. | | | Earth from Space | Egypt Inc. rivers | South America /Biomes  Inc. volcanoes, populations and trade links. | | |
| **Music** | P Bones  Canada Song | | | P Bones  Ground Control to Major Tom  Walk like an ancient Egyptian | | P Bones  The Mayan Song | | |
| **Physical Education** | Basketball  Line Dance | | Baseball  Dance | Tag Rugby  gymnastics | Hockey  gymnastics | Athletics | | Tennis |
| **Art** | Georgia O’Keefe, Edward Hopper | | | Printing | Hieroglyphics |  | | Frida Kahlo |
| **Design Technology**  **And Food for Life** | Bridges  Dream catchers  Pancakes  Thanksgiving / Langar  Christmas Decoration | | |  | Paper making inspired by Ancient Egyptian papyrus  Make boats | How did marine iguanas reach the Galapagos Islands?  Tortillas and ingredients | |  |
| **Religious Education** | How far would a Sikhs go for his/her religion? | | Is the Christmas story? | Are Sikh stories important today? | Easter: Did God intend for Jesus to be sacrificed? If so, did Jesus know? | Do beliefs in karma, samsara and moksha help Hindus lead good lives? | | How Christians show commitment to God?  Gudawara |
| **PSHE** | Living in the wider world  What jobs would we like? | | Living in the wider world  What decisions can people make with money? | Health and well being  How can we help in an accident or emergency? | Relationships  How can friends communicate safely? | Health and well being  How will we grow and change? | | Health and well being  Drugs, alcohol, tobacco, healthy habits |
| **French** | Salut! | | | Salut! | | Salut! | | |