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

**Key Stage 2 Curriculum Plan 2019/20**

**YEAR 5**

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|  | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | | **Term 6** |
| **Main Topic** | North America | | | Ancient Egyptians | | Ancient Mayans | | The Circle of Life |
| **Whole school Enrichment** | Rat a Tat Tat  Mr Bojangles | | | Boat: beginning term 4  Science week linked to the Boat | | Royal Ascot | | |
| **Starting Question** | Who owns this land? | | | How do you build pyramids? | | Would you want to be a Mayan Slave? | | Who does this egg belong to? |
| **Main Subject Drivers** | History and Geography | | | History and Geography  science | | History | | Science |
| **Visits and visitors** | LEGOLAND  panto | | | Boat trip? | | Chocolate  Residential | | Gurdwara African Drumming |
| **Entry point/Hook** | Who lives there?  Teepees | | | Can you move this stone? | | Making hot chocolate on a fire | | Opening scene from the Lion King |
| **Finale** | Thanks giving  Led Harvest celebration | | | Modern Egypt | | Class assembly | | Performance to KS1 |
| **Brain builders** | Research your own choice of state | | Retell the Christmas story | Design your own role play area. | Biography of a scientist linked to space, e.g. Sally Ride, Helen Sharman, Roberta Bindar | Design your own chocolate bar & packaging  hats | | Bioblitz  Life cycle of an animal of your choice. |
| **Mathematics** | White Rose programme of study  Presidential maths. Time zones | | | White Rose programme of study  Egyptian numbers | | White Rose programme of study  Mayan counting system | | |
| **Science** | Forces | | Materials: irreversible & reversible changes | Materials: irreversible & reversible changes | Earth and Space | Living things and their habitats  Changes as humans develop to old age  reproduction | | |
| **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** | touch typing  PowerPoint skills | | | Online Safety  Podcasts | | Stop motion animation | | |
| **History** | Timelines | | | Ancient Egypt | | Ancient Maya |  | |
| **Geography** | North America | | | Egypt / rivers | | Biomes | | |
| **Music** | P Bones  Canada Song | | | P Bones | | P Bones  The Mayan Song | | |
| **Physical Education** | Tag Rugby Baseball  gymnastics | | Basketball  gymnastics | Netball | Hockey | Athletics  Dance | | Tennis  Dance |
| **Art** | Norman Rockwell  (Four freedoms series) | |  | Textures  JMW Turner: The Fighting Temeraire | Hieroglyphics | Georgia O’Keefe | | Mary-Ann Rogers |
| **Design Technology**  **And Food for Life** | Pancakes  Thanksgiving / Langar  Christmas Decoration | | | gardening – throughout year | Make boats | Tortillas and ingredients | | Tie Dye |
| **Religious Education** | **How do Sikhs show commitment to God?** | | Christmas | **Sikh Stories** | Easter | Hinduism: Moksha, Karma and samsara | | How do Christians show commitment to God?  Gudawara |
| **French** | CGP Salut | | | CGP Salut | | CGP Salut | | |