

Year 5 Themed Curriculum matrix 2017-18

		AUTUMN		SPRING		SUMMER	
		1.1	1.2	2.1	2.2	3.1	3.2
Theme		Matters of Force	Return of the Mummy	Planets R Us	Survival of the Fittest	Wild Waters	Invader of the Forest
Subjects taught through Theme topic	Science	<p>Properties and changes of materials</p> <p>~ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>~ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>~ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>~ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>		<p>~ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>~ describe the movement of the Moon relative to the Earth</p> <p>~ describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>~ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>~ describe the changes as humans develop to old age.</p> <p>~draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>~work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>~identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>~recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>~ describe the ways in which nutrients and water are transported</p>		<p>~describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>~describe the life process of reproduction in some plants and animals.</p> <p>~observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. ~find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>~find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>~observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert</p>

	<p>~ demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>~ 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.</p>			<p>within animals, including humans.</p> <p>~build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) ~explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>~learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>		<p>areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p>
History	<p>~know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;</p>					

achievements and follies of mankind
~gain and deploy a historically grounded understanding of abstract terms such as 'civilisation'
~understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
~understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
~gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between

	<p>local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>					
Geography			~time zones		<p>~ Rivers of the world/UK: River Cole study & field work</p> <p>~describe and understand key aspects of:</p> <p>~ rivers and the water cycle</p> <p>~use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>~locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>~identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge:</p>

						<p>and the wider world</p> <p>~ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>~understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography</p> <p>~describe and understand key aspects of:</p> <p>~physical geography, including: climate zones, biomes and vegetation belts</p> <p>~use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<i>Art</i>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>☐ to create sketch books to record their observations and use</p>	<i>Heiroglyphics</i>				<p>~learn about great artists, architects and designers in history: Monet and Rousseau</p>	<p>~improve their mastery of art and design techniques... sculpture with a range of materials –clay sculptures</p>

	them to review and revisit ideas					
DI		<p>Design: ~use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ~generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make: ~select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ~select from and use a wider range of materials and components, including</p>		<p>~use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ~generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ~select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ~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</p> <p>Evaluate:</p>		

			<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate:</p> <ul style="list-style-type: none"> ~investigate and analyse a range of existing products ~evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ~understand how key events and individuals in design and technology have helped shape the world 		<ul style="list-style-type: none"> ~investigate and analyse a range of existing products ~evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ~understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge:</p> <ul style="list-style-type: none"> ~apply their understanding of how to strengthen, stiffen and reinforce more complex structures ~understand and apply the principles of a healthy and varied diet <p>FOOD:</p> <ul style="list-style-type: none"> ~prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		
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