



Curriculum Map, Timetable and Home Learning Schedule for Year 5

Branch Phase

2016 – 2017

LU Y5	Autumn Term	Spring Term	Summer Term
Year 5	<p>Off With Your Heads! (History focus) This history based topic takes us back in time to the battle of Bosworth and the start of the Tudor reign. We explore, in detail, the life and times of Henry the 8th as well as touching upon the other Tudor monarchs. Pupils become a Tudor news company, researching and reporting on the fates of Henry's 6 wives. Learners discover how Tudor explorers changed our view of the world and influenced our lives today.</p> <hr/> <p>Tudor Christmas (History focus) Following on from the historical background of the Tudor's we use the story 'The thief the fool, and the big fat king' to explore pass times and day to day lives for both rich and poor Tudors. To kick this off we will visit Oak House where pupils experience Tudor, food, clothing and games in an original Tudor building (Selly Manor) This includes comparing the lives and diets of rich and poor Tudors and the impact of this on health. We try our hand at some Tudor pass times including dance and how clothing influenced the style of dance. We will be re-creating a small scale Tudor village. The learning leads up to our Fabulous finish which is a Christmas banquet, for which we will bake our own bread and create entertainments for Queen Elizabeth herself!</p>	<p>Trash! (Geography/PHSE focus) This Learning Unit is inspired by the Novel 'Trash-In Raggickers and Raggicking'. Learners develop their atlas and research skills to find out more about the geography and climate of India. We explore the lives of Indian rag picker children and the social and moral implications of this. Pupils learn about international human rights and debate about rag picking as a way of life. There is opportunity to discover more about Indian artwork, symbolism and use of colour and symmetry in Rangoli patterns. Learners practice Bhangra dancing and make Indian foods. We also explore the recycling aspect of the topic and find out what happens to waste products. There is a design technology challenge for pupils to create 'Trash' houses from recycled materials. This unit culminates in an Indian inspired exhibition for parents, which is planned, designed and curated by the children.</p> <p>Climate Conundrum (Science /Geography focus) In this new learning unit we are recruited as climatologists to learn about the climate and renewable energies. Children learn how electricity works and can be generated. They then explore renewable sources of energy through a range of practical experiments. They work with circuits and experiment with electrical appliances/toys. They also make a potato clock and create their own solar ovens. They learn what they can do to save energy and cut carbon emissions and they design pledges and write a campaign to raise public awareness of renewable sources of energy.</p>	<p>Ancient Egypt (whole term) (History Focus) Within this learning unit, we will become Egyptologists to investigate the lifestyles, customs and beliefs of the Ancient Egyptians. Throughout the term, we will be researching and exploring their lives, creating dramatic performances, designing and making our own mummies and much more. This topic is filled with hands-on and creative learning to help the children really understand the fascinating Ancient Egyptians.</p>

Science	Autumn Term	Spring Term	Summer Term
Year 5	<p>Everyday materials – forces</p> <ul style="list-style-type: none"> • 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 friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests 	<p>Evolution</p> <p>Plant and human physiology:</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. <p>Evolution and inheritance:</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms. 	<p>Healthy Lifestyle:</p> <ul style="list-style-type: none"> • Teeth • Healthy food • Impact of exercise on the body.

	<p>Seasonal Changes – Earth and Space</p> <ul style="list-style-type: none"> • 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 apparent movement of the sun across the sky. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<p>Human Biology</p> <ul style="list-style-type: none"> • The major organs • Muscles within the body. 	<p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Puberty <p>Talking about Puberty, Male and Female changes, Puberty and Hygiene</p> <p>If you wish to withdraw your child from aspects of the science learning then please speak to your class teacher</p>
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Home Learning

From Autumn 2015, we have introduced the use of Marvellous Me as a positive praise tool as well as a means of communicating with you about what your child has been learning. We aim to be sending you photos, badges and messages 3-4 times a week. Please put some time aside for a meaningful conversation. Research shows that this form of Home Learning for primary aged children can be very effective; it enables parents and children to have an interesting and focussed conversation; it embeds key learning for the children and it is less onerous for both parent and child (no more arguments about getting your home learning done!!) Please let us know how you feel about this new initiative via the feedback button on our website.

Children are still expected to:

- read every night;
- learn spellings for a fortnightly spelling test;
- Continue to learn times tables
- Undertake maths games every fortnight
- Complete weekly comprehension activities
- look at the school website for our Word of the Week
- participate in a range of creative learning projects (with parents) that will take a number of weeks to complete!! Get your glue sticks ready – you have been warned!!!

Please note that this year PE will take place on and Friday. Please ensure that the correct kit is in school on the correct day. Otherwise you will receive a telephone call asking you to bring it in.

