AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR 5 2023-24

SUBJECT	Autumn			Spring			Summer		
Theme	**Raiders or Traders**	**Food for Thought**		**It's All Greek to Me**	**Amazing Amazon**		**It's a Crime**	**Coast to Coast**	
Christian values	**Thankfulness**	**Trust**		**Perseverance**	**Justice**		**Service**	**Truthfulness**	
MATHS	**Number and Place Value**: Numbers up to 1 000 000 and with 3dp; Round any number up to 1 000 000 to the nearest 10, 100, 1000 (and 10 000); Count forward/backward in decimal steps and in steps of 10, 100, 1000 and 10 000. **Addition and Subtraction**: Solve calculations using mental strategies; Column method; Check answers using rounding. **Statistics**: Discrete and continuous data. **Geometry:** Angles: Know that angles are measured in degrees; Identify, measure and draw acute and obtuse (and reflex) angles. Measures: Measure and draw lines to nearest mm; Calculate/identify the length of missing sides of composite rectilinear shapes; Calculate the perimeter of a composite rectilinear shape where the lengths of some sides are not given. **Multiplication and Division**: Identify multiples and factors; Recognise square numbers; Multiply 2 digits by 1 digit using partitioning; Divide a 4-digit number by a 1-digit number, interpreting remainders; Divide a 3-digit number by a 1-digit number using partitioning. **Fractions**: Name and write equivalent fractions; Compare and order fractions whose denominators are multiples of the same number; Write decimal numbers as fractions. **Multiplication**: Use grid method to multiply 4 digits by 1 digit; Solve problems involving multiplication and division; Calculate and compare area of rectangles. **Measures**: Time: Read, write and convert time between analogue and digital 12 and 24-hour clocks; Complete timetables by identifying missing information; Read and interpret information in a range of timetables with different contexts.			**Place Value and Negative Numbers**: Identify and represent numbers up to 3dp; Order and round to nearest whole number; Negative numbers. **Addition and Subtraction**: Mental and written methods. **Multiplication**: Multiples, factors, prime numbers; Multiply 2 and 3 digit numbers by 2 digit numbers using grid method. **Measures:** Length/ Capacity/ Mass: Multiply/ divide by 10, 100, 1000; Convert measurements up to 3dp; Use 4 operations to solve problems involving measure. **Geometry:** Reflection and translation; Angles: Measure and draw acute, obtuse and reflex angles to nearest degree; Calculate missing angles on a straight line and on one whole turn. **Fractions**: Convert mixed numbers and improper fractions; Add and subtract fractions whose denominators are multiples of the same number. **Geometry**: 2D and 3D shapes: Identify regular and irregular shapes; Properties of rectangles; Nets. **Measures**: Volume: Measure and record liquid volume to 3dp; Find volume of cuboids; Recognise cube numbers. **Statistics**: Complete, read and interpret information in tables and in a variety of graphs; Mode, median and range. **Problem solving:** Solve problems using all four operations and in context.			**Place Value**: Read, write, compare numbers up to 1 000 000; Represent and estimate numbers on a number line; Round to nearest 10 000 and 100 000; Roman numerals; Order and compare numbers up to 3dp. **Measurement and Statistics**: Convert between units of time; Metric and imperial measures. **Geometry**: Measure and draw angles to nearest degree; Use the properties of rectangles to deduce related facts and find missing lengths and angles; Plot points to complete shapes on the first quadrant of the coordinate grid. **Addition and Subtraction**: Decimals; Select appropriate mental strategies; Use addition and subtraction to calculate perimeter of composite rectilinear shapes. **Multiplication**: Multiply 4 digits by 2 digits using formal method. **Division**: Divide 4 digits by 1 digit using formal method; Divide 3 digits by 1 digit using partitioning method. **Fractions**: Equivalent fractions; Addition and subtraction; Multiplying fractions by whole numbers. **Percentages**: Recognise percentages and find fraction (denominator 100) and decimal equivalent; Find fraction and decimal equivalents: ½, ¼, 1/5, 1/10. **Statistics**: Interpret information in various sorting diagrams, tables and timetables; Calculate mode, median and range. **Measure**: Solve problems involving measure.		
ENGLISH UNIT	**Unit: Narrative:** *The Lion, the Witch and the Wardrobe.*	**Unit: Persuasion Radio or TV broadcast** *Film Trailers*		**Unit: Myths and Legends** *The Chimaera*	**Unit: Magazine Articles** *Deforestation/Rainforest*	**Unit: Poems with figurative language** *Rainforest poems*	**Unit: Stories from other cultures** *The Explorer*	**Unit: Information Booklet** *Crime and Punishment*	**Unit: Narrative Poetry** *The Highway Man*
	Unit: Classic Narrative *A Christmas Carol*			**Unit: Film and Playscript** *The Chimaera*	**Unit: Discussion and Debate** *Deforestation*				
Reading for pleasure	**Riddle of the Runes**	**Oliver Twist**		**Greek Myths and Legends**	**The Explorer**		**Wonder**	**Space Oddity**	
HISTORY	**VIKING AND ANGLO SAXON STRUGGLE FOR KINGDOM OF ENGLAND** We will explore whether the Vikings were simply brutal invaders through studying a variety of sources. We will focus on the concepts: Invasion and Change and Continuity.			**ANCIENT GREECE** We will learn about life in Ancient Greece and the impact that their thinking and ideas have had on the western world. We will focus on religion and democracy; historical interpretation and historical significance.			**CRIME AND PUNISHMENT** We will explore how crimes and their punishments have changed over time. We will look particularly at Lancashire, focusing on cause and consequence.		
GEOGRAPHY		**WHERE DOES OUR FOOD COME FROM?** We will look at the diversity of foods that are available to us and learn that although some food is produced locally, much of the food is grown/ reared in other countries and has to be transported. We will learn about different biomes and that different foods require different climates/soils. We will explore trade links and look at food exports and imports. We will also explore geographical issues affecting people in different places and how these issues contribute to food shortage. We will learn about food availability in Koch Goma, Uganda and compare to food shortages in in the UK,			**REGION IN A SOUTH AMERICAN COUNTRY** We will locate rainforests of the world before studying the geography of the Amazon basin (region of South America drained by Amazon river and its tributaries). We will learn about the tropical rainforest (biome) and study physical and human features of the Amazon basin. We will learn about the importance of the Amazon river, the Amazon rainforest and will investigate the effects of deforestation. We will then compare this to the loss of rainforests in the UK.			**THE GEOGRAPHY OF THE UK** We will recap what exactly is meant by UK and GB and will explore key physical and human features of the UK. We will learn about the differences between cities, counties and regions and will use a thematic map to look at land use in the UK. We will also study erosion on the coast of Crosby and use maps to investigate our changing coast line. We will carry out fieldwork, looking at ways we are trying to protect our coastline.

AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR 5 2023-24

<table>
<tr>
<td>SCIENCE</td>
<td>MATERIAL PROPERTIES – Testing Material Properties
We will:
▪ 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.
▪ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages).
▪ Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity).</td>
<td>MATERIAL CHANGES – Reversible/Irreversible changes
We will:
▪ 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 might be separated, including through filtering, sieving and evaporating.
▪ Demonstrate that dissolving, mixing and changes of state are reversible changes.
▪ Recognise that dissolving is a reversible change and recognise everyday situations where dissolving occurs
▪ Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.
▪ Explain how we know when a change is reversible or irreversible.</td>
<td colspan="2">FORCES – Effects on Movement
We will:
▪ 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 (causing things to slow down)
▪ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
▫ Understand that there are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects.
▫ Understand that gravity can act without direct contact between the Earth and an object.</td>
<td>ENVIRONMENT - OBSERVING LIFE CYCLES
We will:
▪ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
▪ Describe the life process of reproduction in some plants and animals.
▫ Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary).
ANIMALS – HUMAN LIFE CYCLES
We will:
▫ Describe the changes as humans develop to old age.
▫ Know that animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</td>
<td>Light and Astronomy – EARTH AND SPACE
We will:
▪ Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.
▪ Describe the movement of the Moon relative to the Earth. Describe Sun/Earth/Moon as approximately spherical bodies.
▪ Use the idea of the Earth's rotation to explain day and night.
▫ The Earth spins once around its own axis in 24 hours, giving day and night.
▫ The Earth orbits the Sun in one year.
▫ We can see the Moon because the Sun's light reflects off it.
▫ The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.
Use the Earth's movement in space to explain the apparent movement of the sun across the sky.</td>
</tr>
<tr>
<td>ART DESIGN</td>
<td>DRAWING
Lines, Mark, Tone, Form, Texture
We will:
• Work from a variety of sources including observation, photographs and digital images.
• Work in a sustained and independent way to create a detailed drawing.
• Use a journal to collect and develop ideas
• Use dry media to make different marks, lines, patterns and shapes within a drawing.
• Use different techniques for different purposes i.e. shading, hatching within their own work.

<u>OUTCOMES:</u> Zentangle
Mosaic collage</td>
<td></td>
<td>3D
We will:
• Explore shape, form, model and construct from observation or imagination.
• Use recycled, natural and man-made materials to create sculptures.
• Plan a sculpture through drawing and other preparatory work.
• Produce intricate patterns and textures in a malleable media
GREEK SCULPTOR: Praxiteles

<u>OUTCOME</u>: Greek soap sculptures</td>
<td>COLLAGE
We will:
• Add collage to a painted, printed or drawn background.
• Use a range of media to create collages.
• Use different techniques, colours and textures etc. when designing and making pieces of work.
• Use collage as a means of extending work from initial ideas
ARTIST: John Dyer
<u>OUTCOME</u>: Rainforest collages</td>
<td></td>
<td>DRAWING
Perspective and Composition
We will:
• Begin to use simple perspective in our work using a single focal point and horizon.
• Begin to develop an awareness of composition, scale and proportion in our paintings e.g. foreground, middle ground and background.
• Show an awareness of how paintings are created i.e. Composition
PAINTING
We will:
• Develop a painting from a drawing.
• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.
Colour
We will:
• Mix and match colours to create atmosphere and light effects.
• Be able to identify and work with complementary and contrasting colours
ARTIST: Peter Thorpe
<u>OUTCOME:</u> Space painting</td>
</tr>
</table>

AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR 5 2023-24

<table>
<tr><td>DESIGN TECHNOLOGY</td><td colspan="2">MAKE
We will:
Develop one idea in depth.
Select from and use a wide range of tools.
Cut accurately and safely to a marked line.
Select from and use a wide range of materials.</td><td>TEXTILES
We will:
Use the correct vocabulary appropriate to the project.
Create 3D products using patterns pieces and seam allowance.
Understand pattern layout.
Decorate textiles appropriately (often before joining components).
Pin and tack fabric pieces together.
Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).
Combine fabrics to create more useful properties.
Make quality products.
OUTCOME: Christmas decoration</td><td></td><td colspan="2">FOOD
We will:
Prepare food products, taking into account the properties of ingredients and sensory characteristics.
Weigh and measure using scales.
Select and prepare foods for a particular purpose.
Work safely and hygienically.
Show awareness of a healthy diet (using the eatwell plate).
Use a range of cooking techniques.
Know where and how ingredients are grown and processed.
Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.
OUTCOME: Baking bread</td><td></td></tr>
<tr><td>PSHE
Delivered through SCARF</td><td colspan="2">ME AND MY RELATIONSHIPS
Feelings, emotions, conflict resolution, friendships</td><td>VALUING DIFFERENCE
Recognising and celebrating difference, including religions and cultural
Influence and pressure of social media</td><td>BEING MY BEST
Keeping Healthy
Growth Mindset
Goal setting
Achievement</td><td>KEEPING SAFE
Safe Internet use
Drugs and Relationships Education</td><td>RIGHTS AND RESPONSIBILITIES
Money (Enterprise Week)
Living in the wider world
Environment</td><td>GROWING AND CHANGING
RSE related issues</td></tr>
<tr><td>COMPUTING
ONLINE SAFETY EACH HALF TERM</td><td colspan="2">Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

• Understand that computer programs containing graphics use x y coordinates and turns are measured in degrees.
• Use conditional (if) statements
• Know that some variables can only be true or false (Boolean) and that programs can do different things if the value of a Boolean variable is true or false
• Create a game that senses events on screen
• Understand what a variable is and why they are useful
• Know that variables can be used in programming to keep track of values
• Identify an appropriately scoped project
• Develop an outline of tasks and activities required to develop a project

Draw – Exploring how images are made from shapes and lines Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.

• Understand that digital tools can be used to create images
• Understand that vector images are made up of shapes and lines
• Use digital tools to improve detail in images
• Know that vector images are constructed of layers
• To design, create and evaluate vector images and make improvements
• Use information in a database to create a simple chart</td><td colspan="2">An Introduction to Cryptography
Use logical reasoning to explain how simple-algorithms work and to detect and correct error in algorithms and programs.
• Understand that messages can be sent and received secretly
• Learn encrypt/decrypt simple messages
• To understand signalling is a form of communication
• Communicate simple messages through signals
• Know that messages can be sent electronically over distances
• Understand that data can be transmitted as binary (on and off)
• Encode and decode Morse
• Know that messages have been encrypted/decrypted through our time
• To encode/decode messages using a simple shift cipher
• Understand the algorithm of a simple shift cipher
• Use frequency analysis to decipher encrypted text
• Recognise the importance of cryptography historically and today
• To understand how the Enigma Machine operates.

Exploring the Web - Network
Understand computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.
• Know the world wide web is one of the services offered on the internet
• Understand that the world wide web consists of many websites and pages that be accessed
• Know that web pages are written in HTML, gives a page structure and changes a picture
• To read basic HTML code and understand HTML provides structure for web content
• To use research for a creation of a website
• Upload an image for insertion into a website</td><td colspan="2">Developing Programming
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
• Learn how to create a world and control a character using Kudu
• Use conditional statements in computer program I do…
• Program an object to move towards another by sequencing events
• To amend a computer program to accept user input
• Program objects to move along paths
• Understand how to create ‘levels’ in a computer game

Exploring 3D Modelling
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.
• Understand the difference between 2D and 3D shapes
• Become familiar with basic 3D modelling
• Know that graphical 3D models can be easily changed
• Use features of graphical modelling software to develop a 3D model
• Evaluate and improve 3D models</td></tr>
</table>

AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR 5 2023-24

RE **Key Question** **Where can people find guidance on how to live their lives?**	**JUDAISM** Do people need laws to guide them?	**CHRISTIANITY –GOD** Why is it sometimes difficult to do the right thing?	**HINDU DHARMA** What might Hindus learn from stories about Krishna?	**CHRISTIANITY –JESUS** What do we mean by a miracle?	**ISLAM** Why is the Qur'an important to Muslims?	**CHRISTIANITY –THE CHURCH** How do people decide what to believe?
MUSIC ***Delivered through Charanga***	**LIVIN' ON A PRAYER**	**CLASSROOM JAZZ 1**	**ELECTRONIC** **(Lancashire Music Services)**	**ELECTRONIC** **(Lancashire Music Services)**	**DANCING IN THE STREET**	**REFLECT, REWIND AND REPLAY**
PE	**BENCHBALL** **DANCE**	**GYMNASTICS** **OAA**	**DANCE** **STRIKING AND FIELDING**	**TAG RUGBY** **STRIKING AND FIELDING**	**ATHLETICS** **KAYAKING** **ATHLETICS** **ATHLETICS** →	
MFL	**French** The classroom	**French** Introductions	**French**	**French** What's the date?	**French** My home	**French** Traditions and Celebrations
ENRICHMENT OPPORTUNITY	**Outdoor Learning** Quarry visit – Build a Viking Settlement Viking Day **Cultural Diversity** Explore how through our history, we are all immigrants. Exploration of stereotyping through changes of opinion of Vikings. Diversity within our world – Food availability in areas of Uganda compared to food in Lancashire. Diversity in our locality – Foodbanks and their purpose. RE: Judaism, Synagogue visit. Art: Study artist Alma Woodsey-Thomas **Community Opportunities**		**Outdoor Learning** Liverpool – exploring how Greeks impacted this city. Forest School: Inspiration for Greek sculptures (Art) **Cultural Diversity** History: Study of diversity within Greek culture. Celebrating Differences – PSHE RE: Hindu Dharma **Community Opportunities** Link to Land for Life - Rainforest .		**Outdoor Learning** Team Building – Residential Kayaking Geography Fieldwork: Crosby coast **Cultural Diversity** Mae Jemison – Explore how she challenged peoples' attitudes. RE: Islam **Community Opportunities** Enterprise Week	