



## Lowerhouse Junior School, Burnley Curriculum Map – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Reversible and Irreversible changes		Earth and Space <i>Core Value:</i> <i>aspiration – looking to a word beyond our own</i>	Human and Animal Life Cycles <i>Core Value:</i> <i>respect – for all living things as well as for oneself and one’s body</i>	Forces	Life Cycles of Plants <i>Core Value:</i> <i>respect – for all living things</i>
<b>History</b>		What can we learn from the discoveries at Sutton Hoo about the British Anglo-Saxon settlements?		Is it fair to call all Vikings brutal invaders?		What was the consequence of drought for the Ancient Mayan Civilisation?
<b>Geography</b>	Brazilian Odyssey: Unveiling the Riches of South America Enquiry question – What are the main features of Brazil?		Amazon Adventure Enquiry question – What creates a rainforest and why are they found where they are?		Food, Glorious Food! Enquiry question – What is ‘Fairtrade’ and why should it matter to us?	
<b>DT</b>		<b>Textiles</b> create a banner that represents the class at a carnival which incorporates fabric sewn onto fabric (applique) and stitch detail - <i>linked to Geography unit South America</i> <i>Core Values:</i> <i>-Respect- understanding other cultures</i> <i>-Aspiration- developing a skill</i> <i>Resilience- overcoming difficulty in attaining a skill.</i>		<b>Mechanisms - Gears</b> incorporates gears and links to Fairtrade or create a moving (using pneumatics) toy <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		<b>Food Technology - fruit crumble.</b> Include seasonality of foods and with links to geography <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>- Respect – for our environment</i>
<b>Art</b>	<b>3D/Sculpture</b> <u>South America</u> <u>Carnival masks 3D</u> Artist / Artwork Outcome – Produce intricate patterns and		<b>Painting</b> <u>Rainforest</u> Artists Henri Rousseau / John Dyer Outcome – mix and match colours to create		<b>Digital Media</b> <u>Space</u> Artist - Sophie Knight-Crow	

	textures in a malleable material to create a carnival mask		atmosphere and light to create a rainforest scene		Outcome – Create layered images from original ideas to create a planet scene	
On-going Work <i>(The core values of aspiration and resilience will run through this)-</i> Developing sketching skills (drawing as a fundamental skill)						
<b>Music</b>	Livin' On a Prayer <b>Focus on singing / performance</b> <i>Core Value: respect – for each other</i>	Classroom Jazz 1 <b>Focus on playing instruments / improvising</b>	Make You Feel My Love <b>Focus on singing / playing instruments / composition</b>	The Fresh Prince of Bel-Air <b>Focus on singing / performance</b>	Dancing in the Street <b>Focus on singing / playing instruments / composition</b>	Reflect, Rewind and Replay
<b>Computing</b>	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Introduction to vector graphics	Programming B – Selection in quizzes
<b>PE</b>	Yr5/6 OAA Orienteering Yr5/6 Invasion Games Netball	Yr5 Gymnastics Core Task 1 Yr5/6 Net and Wall Tennis	Yr5/6 Dance Earthlings Yr5/6 Invasion Games Rugby 1	Yr5/6 Invasion Games Hockey Yr5 Gymnastics Core Task 2	Yr5/6 Striking and Fielding Cricket Yr5/6 OAA Team Work/Problem Solving	Yr5/6 Athletics Yr5/6 Striking and Fielding Rounders
<b>PSHE</b>	Year 5 Dot Com Overview – Lesson Sequence					
<b>RE</b> <i>Where can people find guidance about how to live our lives?</i>	Christianity (God) <i>Why is it sometimes difficult to do the right thing?</i>	Islam <i>Why is the Qur'an so important to Muslims?</i> Humanism – 1 lesson	Hindu Dharma <i>What might Hindus learn from stories about Krishna?</i>	Christianity (Jesus) <i>What do we mean by a miracle?</i>	Christianity (Church) <i>How do people decide what to believe?</i>	Judaism <i>Do people need laws to guide them?</i>
<b>MFL</b> Districts in Paris	<u>My town and telling the time</u> <ul style="list-style-type: none"> <li>town features</li> <li>time</li> <li>more numbers</li> </ul>		<u>My town and telling the time</u> <ul style="list-style-type: none"> <li>telling the time</li> <li>my town</li> </ul>		<u>My hobbies, my diary</u> <ul style="list-style-type: none"> <li>my hobbies</li> <li>my diary</li> </ul>	