



Year 5 Theme Map

Subjects	Theme 1: What can we learn from the ambition of the Romans?
Science	<p>Properties and changes of materials Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 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 • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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.
History	The Roman Empire and its impact on Britain.
Geography	<ul style="list-style-type: none"> • Name and locate geographical regions in UK and their key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references
Computing	<p>We are game developers</p> <ul style="list-style-type: none"> • 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. • 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...
Art	<ul style="list-style-type: none"> • Use tools to carve and add shapes, textures and pattern. • Combine visual and tactile qualities. • Begin to show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Link to Roman pottery.
Music	<p>Pocket Trumpets</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Visual examples of trumpet ensembles around the world and from different genres. – jazz/classic (BBC Ten pieces) Collect evidence of what makes their performances so good or bad. • Play and perform in solo and ensemble contexts, using their voices and playing tuned musical instruments with increasing accuracy, fluency, control and expression.

Year group Theme map



RE	Christians and how to live: 'What would Jesus do'?
Languages	<ul style="list-style-type: none"> • Instruction and opinions • Sports/clothing • Revise 'avoir'
PSHE	What makes up a person's identity?
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>



Subjects	Theme 2: Romans- How should resources be distributed around the world?
Geography	Human geography, including: including trade links and the distribution of natural resources including energy, food, minerals and water (linking with our theme—The Roman Empire)
Computing	We are bloggers <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication 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, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.
Art	Textiles/ Patterns <ul style="list-style-type: none"> Mix textures (rough, smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. Create an accurate pattern, showing fine detail. Roman jewellery, children to design and make Roman Jewellery . Create a stained glass window Link to RE Christianity and art
DT	Roman necklaces
Music	Pocket Trumpets <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Collect evidence of what makes their performances so good or bad. Use and understand staff and other musical notations. Sight reading exercise/ aural exercise Play back a melody accurately. C major scale – compose a piece using notes within the scale.
RE	What does it mean to be Muslim in Britain today?
Languages	<ul style="list-style-type: none"> Emperor new clothes Weather /Describe the weather Hobbies
PSHE	How can we help in an accident or emergency?
PE	Pupils should be taught to: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Subjects	Theme 3: Ere Be Dragons
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: The Shang Dynasty of Ancient China
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on China concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) in relation to China Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, Focus on human geography, including: types of settlement and land use, economic activity including trade links, food, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world 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.
Computing	We are cryptographers <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Art	Objectives: to design their own Willow pattern / story using fine paint brushes Drawing <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionist). Use lines to represent movement.
DT	Cooking – Chinese food <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Prepare food products taking into account the properties of ingredients and sensory characteristics. Cut and shape ingredients using appropriate tools and equipment e.g. grating. Select and prepare foods for a particular purpose
Music	Guitar (TBC) <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Visual examples of different types of guitar, classical, rock, Spanish ensembles and soloists around the world. Collect evidence of what makes their performances so good or bad. Listen with attention to detail and recall sounds with increasing aural memory. Chord progression and retention to play a piece as an ensemble. 3 chords
RE	Why do Christians believe Jesus was the Messiah?

Year group Theme map



Languages	<ul style="list-style-type: none"> • Fox and crow story • Poems • Baby Elephant • Numbers/months/and dates revision
PSHE	How can friends communicate safely?
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Subjects	Theme 4: History of space and time - History Heroes
Science	<p>Earth and space Statutory requirements Pupils should be taught to:</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>Materials Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including conductivity (electrical and thermal) This is reinforced and compared to other properties in Term 3 <p>Forces / Earth and space Statutory requirements Pupils should be taught to:</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.
History	<ul style="list-style-type: none"> A study of historical events that have changed the world Neil Armstrong, Buzz Aldrin Yuri Gagarin Link to innovation of Victorians and tech advancement
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world
Computing	<p>We are architects</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, analysing, evaluating and presenting data and information.
Art	<ul style="list-style-type: none"> Night sky/Planets Artist: Van Gogh :Starry Night
DT	Moon buggy



	<ul style="list-style-type: none"> • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately • Use models, kits and drawings to help formulate design ideas. • Control a model using an ICT control programme • Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms.
Music	Guitar (TBC) <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Visual examples of Guitar Soloists and ensembles around the world. Collect evidence of what makes their performances so good or bad. • Listen with attention to detail and recall sounds with increasing aural memory
RE	Why is the Torah so important to Jewish people?
Language s	Schools subjects / French school Preferences
PSHE	What decisions can people make with money?
PE	Pupils should be taught to: <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Subjects	Theme 5: Circle of life
Science	Statutory requirements Pupils should be taught to: <ul style="list-style-type: none"> 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. Statutory requirements (Year 6 NC content) Pupils should be taught to: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.
Geography	Local study supporting science <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world 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
Computing	We are artists <ul style="list-style-type: none"> 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. 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, analysing, evaluating and presenting data and information.
Art	<ul style="list-style-type: none"> Circle inspired art-Beatrice Milhazes Robert Delaunay
Music	Flutes (TBC) <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians BBC Ten Pieces II examples of woodwind playing. Peter and the Wolf Sergei Prokoviev Use and understand staff and other musical notations.
RE	What does it mean if Christians believe God is holy and loving?
Languages	<ul style="list-style-type: none"> Classroom items Possessive adjectives Prepositions Pronunciation
PSHE	What jobs would we like?
PE	Pupils should be taught to: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending



- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Subjects	Theme 6: Powerful Planet
Science	Materials Focus continued...
Geography	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 and the wider world • 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
Computing	We are Web Developers <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • 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, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Art	Textiles
DT	Boat challenge Cross section <ul style="list-style-type: none"> • 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.
Music	Flutes (TBC) <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Improvise and compose music for a range of purposes using the interrelated dimensions of music.
RE	What matters most to Humanists and Christians?
Languages	Revision / Assessments
PSHE	How can drugs common to everyday life affect health?



PE

Within PE lessons and during sports day, children will:

- Engage in competitive (both against self and against others) and co-operative physical activities.