

History - Driver

- Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
- Can I plot on a timeline the Viking age, including where they originated from, and compare this with other significant eras/ages in our history and the history of the world? (British Values links)
- Do I know how Britain changed between the end of the Roman occupation and 1066? Can I explore and compare how the Vikings came to power, ruled and influenced? Can I understand how the Vikings lived compared with the Anglo-Saxons? Can I learn about the roles of the men, women and children both in daily life and in hierarchical society? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?
- Do I know who a Hersir was and why they were important?
- Do I understand the significance of Lindisfarne?
- Can I understand how the Vikings' system of ruling changed during the time of Edward the Confessor?

Key Skills

Compare gender roles of the Vikings and Anglo-Saxons in home life and in terms of warfare and compare with the present.

Compare the gender roles in times of Viking warfare with those of the Spartan men and women in Ancient Greece.

Investigate how the Viking and Anglo-Saxon systems of ruling changed during the time of Edward the Confessor.

Science – Supporting the Geography driver

- Know the life cycle of different living things e.g. mammal, amphibian, insect and bird
- Know the differences between different life cycles
- Know the process of reproduction in plants *including sexual and asexual reproduction*
- Know the process of reproduction in animals
- Create a timeline to indicate stages of growth in humans

DT

- know how to create an accurate print design following given criteria.
- use images which have been created, scanned and found; altering them where necessary to create art.
- Use tools to create texture and pattern
- Show life like qualities and real life proportions
- Create a clay finger print
- know which tools to use for a particular task and show knowledge of handling the tool
- know which material is likely to give the best outcome
- measure accurately
- evaluate and suggest improvements for design
- evaluate products for both their purpose and appearance
- explain how the original design has been improved
- present a product in an interesting way
- links scientific knowledge by using lights, switches or buzzers
- use electrical systems to enhance the quality of the product
- use IT, where appropriate, to add to the quality of the product

Year 5 Curriculum Map – Summer 1

Why did the Vikings win most battles against the Anglo-Saxons?

Music

- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Sing a second part in a song.
Sing expressively, with attention to breathing and phrasing.
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E \flat major, C minor and D minor.
- Explore improvisation within a major scale, using the notes: C, D, E \flat , F, G, A, B \flat , C, D, E, F, G, A
- Use full scales in different keys.
- Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.
- E \flat , F, E \flat , F, G, E \flat , F, G, B \flat , E \flat , F, G, B \flat , C Start and end on the note E \flat (E \flat major)
- A student leads part of the rehearsal and part of the performance.
- Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.

PSHE

Knowledge

Know that a personality is made up of many different characteristics, qualities and attributes

Know that belonging to an online community can have positive and negative consequences

Know that there are rights and responsibilities in an online community or social network

• Know that there are rights and responsibilities when playing a game online

• Know that too much screen time isn't healthy

• Know how to stay safe when using technology to communicate with friends.

Social and Emotional Skills

• Can suggest strategies for building of themselves and others

• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe

• Can suggest strategies for staying safe online/ social media

• Can say how to report unsafe online / social network activity

• Can identify when an online game is safe or unsafe

• Can suggest ways to monitor and reduce screen time

• Can suggest strategies for managing unhelpful pressures online or in social networks

MFL

• Understand the key facts of the ancient and modern Olympics recounted in French.

• Learn 10 nouns and articles for common Olympic sports.

• Explore the full present tense conjugation of the high frequency verb FAIRE.

• Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

PE

- controlled when taking off and landing • throw with increasing accuracy • combine running and jumping
- gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot
- make complex extended sequences • combine action, balance and shape • perform consistently to different audiences
- compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency
- follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route
- pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last
- I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

RE

Emerging:

- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).
- Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).

Expected:

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
- Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Exceeding:

- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).
- Answer the title key question from different perspectives, including their own (C1).

Computing

iWeb – Digital Literacy

To Lesson 1: iShare

- To understand that the world wide web is one of the services offered on the internet
- To know that the world wide web consists of many websites and web pages that can be accessed using the internet

Lesson 2: iRemix

- To understand that many people remix content to work on the world wide web
- To know that websites are written in HTML

Lesson 3: iHack

- To know that HTML gives a web page structure
- To change a picture on a web page

Lesson 4: iDecode

- To read basic HTML code
- To understand how HTML provides structure for web content

Lesson 5: iPresent

- To use research for the creation of a website
- To upload an image for insertion into a website