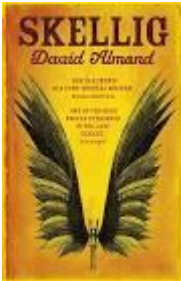
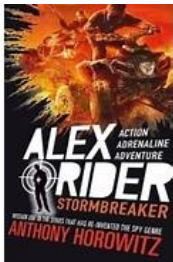

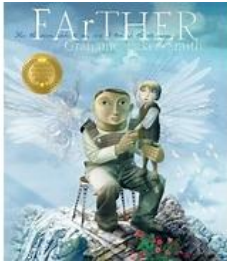




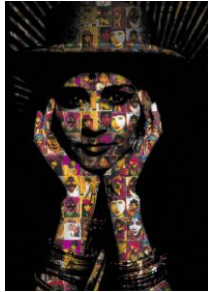


WESTOVER PRIMARY SCHOOL: CURRICULUM MAP: YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics/Reading</b>	Reading Vipers - <b>Skellig</b>	Reading Vipers – <b>Alex Rider: Stormbreaker</b>	Reading Vipers – <b>The Giant’s Necklace / Other Books by Michael Morpurgo</b>	Reading Vipers <b>Non- fiction/ Greek mythology</b>	Reading Vipers – <b>London Eye Mystery</b>	Reading Vipers – <b>Street Child/Industrial Revolution/ Workhouse</b>
<b>Writing</b>	<p><b>Text: Skellig (LS+)</b></p>  <p><b>Outcome:</b> Persuasive property advertisement Setting description Suspense narrative</p>	<p><b>Text: Stormbreaker</b></p>  <p><b>Outcome:</b> Letter from agency (formal) Diary entry How to guide (Grinch)</p>	<p><b>Text: Giant’s Necklace</b></p>  <p><b>Outcomes:</b> Setting description Dialogue News report</p>	<p><b>Text: Farther</b></p>  <p><b>Outcome:</b> First person narrative Poem Internal monologue Informal letter</p>	<p><b>The London Eye Mystery</b></p>  <p><b>Outcomes:</b> Persuasive advert Weather report</p>	<p><b>Street Child</b></p>  <p><b>Outcomes:</b> Diary Narrative (escape) Balanced argument (Victorians)</p>

<b>Maths</b>	<b>Unit: Place Value, Addition &amp; Subtraction</b>	<b>Unit: Multiplication and Division</b>	<b>Unit: Fractions, Decimals, Percentages</b>	<b>Unit: Measurement</b>	<b>Unit: Geometry &amp; Statistics</b>	<b>Unit: Investigations and Problem Solving</b>
<b>Science</b>	<b>Concept:</b> Forces	<b>Concept:</b> Earth and Space	<b>Concept:</b> Properties and Materials  <b>Theme:</b> Properties of materials	<b>Concept:</b> Properties and Materials  <b>Theme:</b> Changes of materials	<b>Concept:</b> Living things and their habitats  <b>Theme:</b> Reproduction	<b>Concept:</b> Animals including Humans  <b>Theme:</b> Growing
<b>History</b>		<b>Concept:</b> Invention and Technology <b>Theme:</b> How have the Dockyards Changed?		<b>Concept:</b> Settlement/Government <b>Theme:</b> Ancient Civilizations (Greece)		<b>Concept:</b> Invention and Technology  <b>Theme:</b> Victorians – Industrial Revolution
<b>Geography</b>	<b>Concept:</b> Environment and Sustainability <b>Theme:</b> Trade between the UK and the Americas		<b>Concept:</b> Human and Physical Features <b>Theme:</b> Mountains		<b>Concept:</b> Human and Physical Features <b>Theme:</b> Biomes and Vegetation	
<b>Art and Design</b>	<b>Concept:</b>		<b>Concept:</b>		<b>Concept:</b>	Self-portrait

	<p>Artist: Friedensreich Hundertwasser</p> <p><b>Theme:</b></p> <p>Drawing: observational, line, pattern, shape</p> <p>Sculpting: shape, pattern, line, form</p> <p><b>Planning:</b></p> <p>Kapow</p> 		<p>Artist: William Morris</p> <p><b>Theme:</b></p> <p>Drawing: pattern, tone, line, shape</p> <p>Printing: shape, form, colour, pattern, line</p> <p><b>Planning:</b></p> 		<p>Artist: Chila Kumari Singh-Burman (Self-portrait)</p> <p><b>Theme:</b></p> <p>Painting: colour, line, shape, texture, space</p> <p>Collage: colour, texture, shape</p> <p><b>Planning:</b></p> <p>Kapow</p> 	
<b>Design and Technology</b>		<p><b>Concept:</b> Generating Ideas</p> <p><b>Theme:</b> Pop-up Books</p> <p><b>Planning:</b> Kapow</p>		<p><b>Concept:</b> Evaluating</p> <p><b>Theme:</b> Healthy Bolognaise</p> <p><b>Planning:</b> Kapow</p>		<p><b>Concept:</b> Making</p> <p><b>Theme:</b> Stuffed Toys</p> <p><b>Planning:</b> Kapow</p>
<b>PE</b>	<p><b>Concept:</b> Motor Competence</p> <p><b>Theme:</b> Dance (Martial Arts)</p>	<p><b>Concept:</b> Rules Strategies and Tactics</p> <p><b>Theme:</b> Football</p>	<p><b>Concept:</b> Motor Competence</p> <p><b>Theme:</b> Multi skills</p>	<p><b>Concept:</b> Rules Strategies and Tactics</p> <p><b>Theme:</b> Tennis</p> <p><b>Planning:</b> PE Primary Planning</p>	<p><b>Concept:</b> Rules Strategies and Tactics</p> <p><b>Theme:</b> Kwik Cricket</p>	<p><b>Concept:</b> Rules Strategies and Tactics</p> <p><b>Theme:</b> Athletics</p>

	<b>Planning:</b> PE Primary Planning	<b>Planning:</b> PE Primary Planning	<b>Planning:</b> PE Primary Planning		<b>Planning:</b> PE Primary Planning	<b>Planning:</b> PE Primary Planning
	<b>Concept:</b> Rules Strategies and Tactics <b>Theme:</b> Netball <b>Planning:</b> PE Primary Planning	<b>Concept:</b> Healthy Participation <b>Theme:</b> Yoga <b>Planning:</b> PE Primary Planning	<b>Concept:</b> Motor Competence <b>Theme:</b> Swimming <b>Planning:</b> PE Primary Planning	<b>Concept:</b> Motor Competence <b>Theme:</b> Swimming <b>Planning:</b> PE Primary Planning	<b>Concept:</b> Rules Strategies and Tactics <b>Theme:</b> Rounders <b>Planning:</b> PE Primary Planning	
<b>PSHE</b>	<b>Unit:</b> Me and my relationships <b>Themes:</b> Feelings, friendship skills – including compromise, Assertive skills, Cooperation, Recognising emotional needs <b>Planning:</b> SCARF	<b>Unit:</b> Valuing difference <b>Themes:</b> Recognising and celebrating difference including religions and cultural, Influence and pressure of social media <b>Planning:</b> SCARF	<b>Unit:</b> Keeping safe <b>Themes:</b> Managing risk including online safety, Norma around the use of legal drugs (Tobacco, Alcohol), Decision making skills <b>Planning:</b> SCARF	<b>Unit:</b> Rights and respect <b>Themes:</b> Rights, respect and duties relating to my health, Making a difference, Decisions about lending, borrowing and spending <b>Planning:</b> SCARF	<b>Unit:</b> Being my best <b>Themes:</b> Growing independence and taking ownership, Keeping myself healthy, Media awareness and safety, My community <b>Planning:</b> SCARF	<b>Unit:</b> Growing and changing <b>Themes:</b> Managing difficult feelings, managing change, How my feelings help keeping safe, Getting help <b>Planning:</b> SCARF
<b>Safety</b>	Online Safety					
<b>RE</b>  Blue = golden tread concepts/words	<b>Concept:</b> Good and Evil <b>Theme:</b> Divali <b>Planning:</b> Living Difference IV	<b>Concept:</b> Warning <b>Theme:</b> Christmas <b>Planning:</b> Living Difference IV	<b>Concept:</b> Ritual <b>Theme:</b> Ramadan Eid ul Fitr <b>Planning:</b> Living Difference IV	<b>Concept:</b> Flight as Symbol <b>Theme:</b> Flight <b>Planning:</b> Living Difference IV	<b>Concept:</b> Devotion <b>Theme:</b> Hindu Worship <b>Planning:</b> Living Difference IV	<b>Concept:</b> God <b>Theme:</b> How do different People describe God <b>Planning:</b> Living Difference IV
<b>Computing</b>	<b>Concept:</b> Computer Science	<b>Concept:</b> Digital Literacy	<b>Concept:</b> Computer Science	<b>Concept:</b> Information Technology	<b>Concept:</b> Digital Literacy	<b>Concept:</b> Computer Science

	<b>Theme:</b> Computer systems and networks <b>Planning:</b> Teach Computing	<b>Theme:</b> Creating Media – Video Production <b>Planning:</b> Teach Computing	<b>Theme:</b> Programming – Selection in physical computing <b>Planning:</b> Teach Computing	<b>Theme:</b> Flat file database <b>Planning:</b> Teach Computing	<b>Theme:</b> Vector Graphics <b>Planning:</b> Teach Computing	<b>Themes:</b> programming – selection quizzes <b>Planning:</b> Teach Computing
<b>Music</b>	<b>Concept:</b> Musical Notation <b>Theme:</b> Composition and Notation <b>Planning:</b> Kapow	<b>Concept:</b> Artists Styles and History <b>Theme:</b> Blues <b>Planning:</b> Kapow	<b>Concept:</b> Listening <b>Theme:</b> South and West Africa <b>Planning:</b> Kapow	<b>Concept:</b> Composing and Improvising <b>Theme:</b> Composition (Holi) <b>Planning:</b> Kapow	<b>Concept:</b> Composing and improvising <b>Theme:</b> Looping and Remixing <b>Planning:</b> Kapow	<b>Concept:</b> Performing <b>Theme:</b> Musical Theatre <b>Planning:</b> Kapow
<b>MFL:French</b>	<b>Concept:</b> Speaking <b>Theme:</b> Portraits (describing) <b>Planning:</b> Kapow (Cycle A)	<b>Concept:</b> Reading <b>Theme:</b> Meet my Family <b>Planning:</b> Kapow (Cycle A)	<b>Concept:</b> Writing <b>Theme:</b> Clothes <b>Planning:</b> Kapow (Cycle A)	<b>Concept:</b> Speaking <b>Theme:</b> Weather <b>Planning:</b> Kapow (Cycle A)	<b>Concept:</b> Inter-cultural understanding <b>Theme:</b> French Speaking World <b>Planning:</b> Kapow (Cycle A)	<b>Concept:</b> Inter-cultural understanding <b>Theme:</b> Planning a French Holiday <b>Planning:</b> Kapow (Cycle A)
<b>Exit Point</b>	Tom TBC	Tom TBC	Tom TBC	Tom TBC	Tom TBC	Tom TBC
<b>Key Dates</b>		Historic Dockyard Visit		Farm to Fork		Beach school ALNS performing arts