



# *The Learning Challenge*

# *Curriculum*

**2024-2025**

**YEAR 5**



***CLASS: FOX***



## Autumn Term Curriculum Map Year 5

	Autumn 1	WWII	Autumn 2	WWII
English	<ul style="list-style-type: none"><li>Whole school narrative unit</li><li>Newspaper report</li></ul>		<ul style="list-style-type: none"><li>Tale of fear</li><li>Figurative poetry</li></ul>	
Maths WRM	<ul style="list-style-type: none"><li>Place value</li><li>Addition and subtraction</li><li>Statistics</li><li>Multiplication and division</li><li>Measure perimeter and area</li></ul>			
Science	<b>Properties of materials</b> 1. Test materials - magnetic, transparency and hardness 2. Test materials - electrical conductivity 3. Plan - insulating heat experiment 4. Investigate - insulating heat experiment 5. Evaluate - insulating heat experiment 6. Uses of everyday materials - plastic, wood and metal	<b>Animals including humans</b> 1. The human life cycle 2. Babies and children 3. Adolescence and puberty 4. Adults and the elderly 5. Gestation periods of mammals 6. Gestation periods and lifespan	<b>Life cycles</b> 1. Life cycles of mammals 2. Life cycles of amphibians 3. Life cycles of insects 4. Life cycles of birds	
History	<p><b>1. Identify the main events that caused the outbreak of WWII. Understanding cause and consequence</b> Discuss Hitler's invasion plans, the Munich agreement, the Sudetenland and the pact between the Allies.</p> <p><b>2. Place events during WWII on a timeline Understanding chronology</b> What is a timeline? What is chronological order? How can we use dates to place events? Recap BCE and CE and look at WWII on a timeline in relation to Britain's wider history. Sequence the key events that occurred during WWII.</p> <p><b>3. Explain how Dunkirk affected the outcome of the war. Explaining the historical significance.</b> What happened at Dunkirk? How did this evacuation affect the morale of the allies? How did this change the course of the war? Consider the public's attitudes towards Neville Chamberlain and Churchill.</p> <p><b>4. Explain my understanding of propaganda posters and what they tell us about WWII Interpreting sources and evidence.</b> What is propaganda? How did propaganda poster influence people? What can they tell us about WWII, from the eyes of the British and the Nazi party.</p> <p><b>5. Describe the life of a child before and after being evacuated. Describing change and continuity</b> Discuss why children were evacuated and where to. Discuss how life stayed the same/changed for evacuees. Key concepts to consider: carrying air raids, gas masks, rationing.</p> <p><b>6. Compare the lives of British citizens living during WWII and today. Identifying similarities and differences</b> Compare the lives of British people living on the Home Front during WWII and during the present day</p>			
Geography	<b>1. Name and locate countries in Europe. Locational Knowledge/map skills</b>			

	<p>Use an atlas to locate countries in Europe. Use a key to indicate allies and axis countries. Label capital cities of countries.</p> <p><b>2. Compare the climate of the UK and Russia.</b> <i>Physical Geography</i>  What is 'climate' and how can we describe it? Explore graphs showing average temperatures and rainfall across the year. Compare the average temperature and rainfall of the two countries in different seasons.</p> <p><b>3. Describe key physical features of the UK and Russia.</b> <i>Physical Geography</i>  Use maps to investigate and describe different biomes across UK and Russia. Label key physical landmarks on a map (Lena River, Volga River, Mt. Elbrus, Mt. Snowden, Loch Ness, Durdle Door).</p> <p><b>4. Explain how human activity has caused an environment to change.</b> <i>Human Geography</i>  Consider how warfare affected the environment immediately (destruction of land/crops through bombing/fighting/flooding land with salt water)</p> <p><b>5. Plan a journey to another part of the world.</b> <i>Map skills/field work.</i>  Plan a journey to German/Russia. Use GoogleMaps to explore different options (car, train, boat, plane). Consider time and distance. Choose, draw and label the best route on a map.</p> <p><b>6. Draw a sketch map using symbols and a key.</b> <i>Map skills/field work</i></p>	
Computing	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Understand how to select key words to input into a search engine (e.g. including 'the', 'and', etc)</li> <li>• Discuss different strategies for finding relevant information e.g. using different keywords to find information on a given enquiry</li> <li>• Compare the results of different searches (e.g. relevance of information, number of sites found)</li> <li>• Modify searches further to find relevant information for a report</li> <li>• Decide which sections are appropriate to copy and paste from at least two web pages</li> <li>• Select and combine information from a range of different sources and present their findings using a word processing or multimedia/publishing package for a specific audience</li> <li>• Download a document (PDF, Word, etc) and save it to the computer in a specific folder.</li> <li>• Search sensibly for images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising popups and other distractions</li> <li>• They critically evaluate the information they use, and understand some of the potential dangers of not doing so.</li> </ul>	<p><b>Communicating (Word/PowerPoint/Google Docs) – Purple Mash unit 5.8</b></p> <ul style="list-style-type: none"> <li>• To know what a word processing tool is for</li> <li>• To add and edit images to a document</li> <li>• To know how to use word wrap with images and text</li> <li>• To change the look of text within a document</li> <li>• To use the sharing capabilities in Google docs</li> <li>• To use tables within Google Docs to present information</li> <li>• To introduce children to templates</li> </ul>
Design & Technology	<p><b>Model Anderson Shelters</b></p> <p><b>Developing, planning and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Come up with a range of ideas after they have collected information</li> <li>• Produce a detailed step-by-step plan</li> <li>• Suggest some alternative plans and say what the good points and drawbacks are about each</li> </ul> <p><b>Working with tools, equipment, etc:</b></p> <ul style="list-style-type: none"> <li>• Use a range of tools, materials and equipment expertly and precisely</li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>• keep checking that their design is the best it can be</li> <li>• check whether anything could be improved e.g. Would different resources or additional information have improved their produce?</li> <li>• record their evaluations using drawings with labels</li> <li>• Is it fit for purpose?</li> </ul> <p><b>Stiff and flexible materials:</b></p>	

	<ul style="list-style-type: none"> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> </ul>	
Art	<p>Drawing and Painting: War time art e.g. L.S. Lowry Study drawings and paintings of LS Lowry</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• experiment with different styles which artists have used</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• identify and draw simple objects, and use marks and lines to imply texture</li> <li>• successfully use shading to create mood and feeling</li> <li>• organise line, tone, shape and colour to represent figures and forms in movement</li> <li>• work in a sustained and independent way using close observational skills to create detailed drawings</li> </ul> <p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• create a bank of shading and contouring methods to apply to drawings</li> </ul>	
Music	<p><b>Charanga scheme</b> Livin' On A Prayer (Rock)</p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name some other songs in those styles</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>• Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• To know and be able to talk about the different ways of writing music down - e.g. staff notation, symbols</li> <li>• Know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</li> <li>• To understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Understand that performing is sharing music with other people, an audience</li> </ul>	<p><b>Charanga scheme</b> Classroom Jazz 1 (Bossa Nova and Swing)</p> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease</li> <li>• To think about the message of songs</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>• Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• Know how to keep the internal pulse</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To know and explain the importance of warming up your voice</li> <li>• To sing in unison and to sing backing vocals</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Know about the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• Play a musical instrument with the correct technique</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Recognise the connection between sound and symbol (notation)</li> <li>• To know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</li> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> <li>• Explain the keynote or home note and the structure of the melody</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To understand the need to sing clearly, in tune and with confidence, control and expression when performing (Carol Concert)</li> </ul>

	<ul style="list-style-type: none"> <li>To understand that a performance needs to be planned for and rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>To understand the need to play clear notes rhythmically and with confidence when performing</li> </ul>
PE	<p><b>Gymnastics Skills</b></p> <ul style="list-style-type: none"> <li>make complex or extended sequences</li> <li>combine action, balance and shape</li> <li>perform consistently to different audiences</li> <li>movements accurate, clear and consistent</li> <li>Choose and apply basic compositional ideas to the sequences they create</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Core skills (develop flexibility, strength, techniques, control, balance)</li> <li>Perform dances using a range of movements patterns</li> </ul> <p><b>Tag Rugby Skills</b></p> <ul style="list-style-type: none"> <li>gain possession by working as a team</li> <li>they pass in different ways</li> <li>choose the best tactics for attacking and defending</li> <li>Develop consistency in their skills</li> <li>Develop a broader range of techniques and skills for attacking and defending</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> <li>Core skills (Strength, control, balance)</li> </ul>	<p><b>Netball/Basketball skills</b></p> <ul style="list-style-type: none"> <li>use a number of techniques to pass, dribble and shoot</li> <li>they gain possession by working as a team</li> <li>pass in different ways</li> <li>choose the best tactics for attacking and defending</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> <li>Core skills (Strength, control, balance)</li> </ul> <p><b>Hockey skills</b></p> <ul style="list-style-type: none"> <li>hit a ball accurately and with control</li> <li>keep possession of the ball</li> <li>move to find a space when they are not in possession during a game</li> <li>vary tactics and adapt skills according to what is happening</li> <li>Devise and use rules.</li> <li>Keep, adapt and make rules for striking and fielding and net games</li> <li>Use and adapt tactics in different situations</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>Master movements (running, jumping, throwing and catching in isolation and combination)</li> <li>Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending</li> </ul> <p>Core skills (Strength, control, balance)</p>
RE	<p>Is believing in God reasonable?</p> <p><b>Multi, Humanist</b></p>	<p>How has belief impacted on music and art through history?</p> <p><b>Christian, Muslim</b></p>
PHSE Jigsaw scheme of work	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place</li> </ul>	<p><b>Celebrating difference</b></p>

	<ul style="list-style-type: none"><li>• explain how the actions of one person can affect another and can give examples of this from school and a wider community context</li></ul>	<ul style="list-style-type: none"><li>• explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation</li><li>• explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour</li></ul>
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# World War II



## Operation Dynamo

Churchill ordered an evacuation via sea of all the British and French troops stranded at Dunkirk. This was called Operation Dynamo. Many army vessels and over 700 little boats and ships came from England to collect soldiers and bring them home. Between 27th May and 4th June, over 300,000 soldiers were returned to Britain, only 22 miles from where they had been in Dunkirk.



In order to make food and other supplies last as long as possible and ensure they were shared fairly, many items were **rationed**.



The government's 'Dig for Victory' campaign encouraged people to grow their own food. Some people also reared their own animals for meat and eggs. Clothes and other items were mended or made into new things.

## Key Events

Although national sports events were suspended during the war, there was plenty of entertainment. The radio was very popular and people also went





gas mask

air raid

army

soldier

evacuation

evacuees

allies

rationing

invasion

propaganda

munitions

annexes

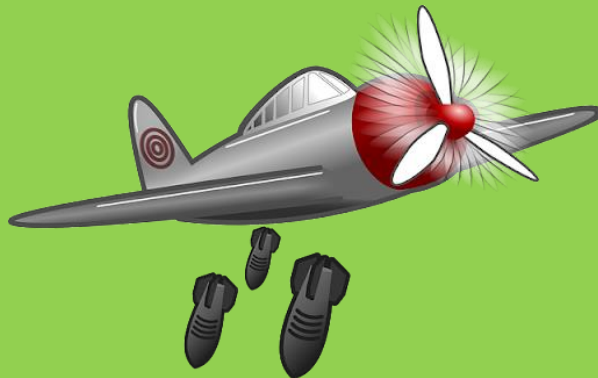
armistice

# gas mask



A mask that fits over the face to protect from poisonous gases.

# air raid



An attack in which bombs are dropped from aircrafts onto a target on the ground.

# army



A large group of soldiers trained to fight other groups.

# soldier



A person who is a member of the armed forces.

# evacuation



To remove someone from a place of danger to a safer place.

# evacuees



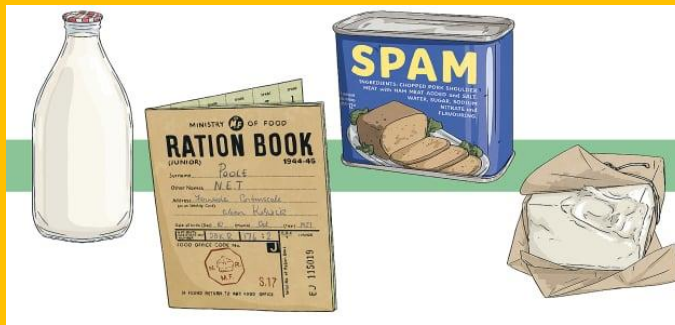
A person who is evacuated from a place of danger.

# allies



Two countries helping each other.

# rationing



Allowing people to have only a fixed amount of food.

# invasion



When a large number of people enter and try to take over an area which doesn't belong to them.

# propaganda



Information used to influence people's opinions.



# munitions



The name given to military weapons, equipment and supplies.

# annexes



To take possession of an area of land, usually without permission.

# armistice



An agreement made by two sides in a war to stop fighting.