

Galmpton Year Group Curriculum Map 2020-2021

Year 5

Term	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2		
No. of weeks	7 weeks		7 Weeks			6 weeks		7 weeks		5 Weeks		6 Weeks 3 days		
Gateway	Citizenship		Exploration			Leadership		Expression		Flourishing		Citizenship		
Metacognition	Independence		Creativity			Collaboration		Independence		Creativity		Collaboration		
Key Question	How can we be a school that embraces difference? <i>Exploration of diversity, empathy and inclusion</i> 3 WEEKS	Why did Boscastle flood and what was the impact? <i>How human activity has influenced physical features of a locality</i> 4 WEEKS	What Science Can I See In Danny's Journey? <i>Identifying resistance and friction. Recognise mechanisms including levers, pulleys and gears</i> 4 WEEKS	How can I make a pull along toy for a child? <i>Designing and making something that has been improved</i> 2 WEEKS	Can I write a Christmas story that younger readers will love? <i>Writing a narrative piece describing setting, characters and atmosphere</i> 1 / 2 weeks	Who was the most effective Aztec leader? <i>Leaders of Ancient civilisations making links to change.</i> 3 WEEKS	Why is water so wonderful? <i>Identifying the roles of evaporation and condensation in the water cycle</i> 3 WEEKS	Wonderful Writers week <i>Look at narrative through drama</i> 3/4 WEEKS	How can I design a t-shirt for my house group for sports day? <i>Dyeing/altering materials to create effects, stretching fabric and embroidering</i> 3 WEEKS	Why is Totnes a good place to settle? <i>Use field work to observe, measure and record physical features of an area</i> 4 WEEKS	How are life cycles the same and different? <i>Describing lifecycles and reproduction in animals</i> 2 WEEKS	Why do we still study the Ancient Greeks today? <i>Using historical enquiry to research the legacy of the Ancient Greeks</i> 3 WEEKS	How can I capture local natural scenery through a landscape painting? <i>Drawing and painting, use of scale, distance, brush techniques, composition and form</i> 2 WEEKS	Celebrating our writing week. <i>Whole school writing week including workshops, audiences for writing, reviewing writing and setting next step targets</i> 1.6 WEEKS
Main Subject	RHSCE friendships/ bullying/diversity	Geography – Natural disasters	Science - Forces	Design and Technology - plan/design/improve	English	History- Ancient Civilisations	Science - states of matter	English	Art -textiles	Geography- settlements/ migration and work	Science- Living things	History - Ancient Civilisations	Art -drawing and painting	English
Class reading	Pansy Boy A range of other poetry	Who let the Gods out?	Danny MCA skill- Amazing Feats	Shadowghast	The Girl who saved Christmas Matt Haig	Non fiction texts on Ancient civilisations	Malamander	Childrens'c hoice	Rooftoppers by Katherine Rundell	Rooftoppers - Kathrine Rundell Non fiction books on Totnes	Non fiction water cycles	Who Let the God's out?	The nowhere emporium	Children's' choice
Writing Outcome	Poem based on Pansy boy. Using the structure of Still I rise by Maya Angelou	An explanation of why Boscastle flooded.	Investigations- report writing	Reflections on the process of making the toy.	Narrative- a story for a younger audience	Persuasive text.	Script for a factual tour about the water cycle	To be planned with children	Reflections on the process of making a design	A leaflet about Totnes.	Report/ explanatory text on life cycles	A myth based on Hercules and the Hydra	Biography – portrait of the artist -ongoing reflective commentary	Narrative
Learning Journey outcome if not writing	Poetry will be included in the school book of inclusion. Pansies and poetry for the garden by the pond.	Give the explanation as part of a presentation with music.	Presenting an investigation	A pull along toy.	Christmas story (gift to family) Complete DT outcomes	Persuasive texts presented to court, class to decide on outcome	Presentation of factual tour to another class		T-shirts that can be worn to represent their house group during sports day.	Performance - the sounds of the River Dart	Water cycle explanatio ns	Pottery to illustrate the myth.	Landscape paintings	Children choose their preferred outcome for their writing
Gateway Learning	What sustained difference have I made to my community? <i>Achieved by understanding peoples differences and how to support those who are threatened</i>	What has my contribution been to make the world a better place? <i>Finding out about natural disasters and the impact that</i>	How have I sought a challenge myself and been inspired by the challenges set by Danny? <i>We can relate to Danny as an inspirational person and talk about his character traits.</i>	How have I showed determination? <i>I can use trial and error to make a prototype toy.</i>	How have I aspired to be the best author and challenged myself to make improvements?	How have I collaborated with others and shown leadership skills?	How am I finding out about my passions or my place in the world?	How have I expressed myself to an unknown audience confidently and articulately	How do I make a positive impression –	How have I worked to form positive relationships with the wider world	How have I taken responsibility for my wellbeing? – <i>Achieved by understanding the changes I go through as I grow older.</i>	What have I volunteered for? What difference am I making?	What sustained difference have I made to my community?	What difference have I made this year for myself, my school and others?