



Stow on the Wold Curriculum Map Class 4 Cycle A 2020-2021						
Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross curricular topic base	Earthquakes and Volcanoes		Around the World		The Mayans	
Literacy	Pebble in my Pocket	Mouse Bird Snake Wolf	The Green Ship	A Nest Full of Stars	A Boy a Bear in a Boat	Seasons of Splendour
Numeracy	See Maths Long Term Plan					
Science	<p>PROPERTIES AND CHANGE OF MATERIALS (Y5)</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, explaining the process of dissolving. • Know and show 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. • Demonstrate how materials can be separated. • Know and can demonstrate that some changes are reversible and some are not. • Know how some changes result in the formation of a new material and that this is usually irreversible. • Know about reversible and irreversible changes. • Give evidence reasons why materials should be used for specific purposes. 	<p>LIVING THINGS AND THEIR HABITATS (Y5)</p> <ul style="list-style-type: none"> • Know the life cycle of different living things e.g. mammal, amphibian, bird, insect. • Know the differences between different life cycles. • Know the process of reproduction in plants. • Know the process of reproduction in animals. 	<p>ANIMALS INCLUDING HUMANS (Y5)</p> <ul style="list-style-type: none"> • Create a timeline to indicate stages of growth in humans. 	<p>FORCES (Y5)</p> <ul style="list-style-type: none"> • Know what gravity is and the impact it has on our lives. • Identify and know the effect of air resistance. • Identify and know the effect of water resistance. • Identify and know the effect of friction. • Explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	<p>EARTH AND SPACE (Y5)</p> <ul style="list-style-type: none"> • Know and describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Know about and explain the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Know and demonstrate how night and day are created. 	



ICT	Programming (<i>E-Safety</i>)	Technology in Our Lives (<i>E-Safety</i>)	Explore and use Multimedia (<i>E-Safety</i>)
RE	What do Christians believe about God? Caring for planet Earth	Where, how and why do Christians worship?	How and why people pray? What does it mean to be a pilgrim?
History	Earthquakes and Volcanoes <ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects on a timeline. 	Around the world	The Mayans <ul style="list-style-type: none"> Understand and use more complex historical terms – e.g – BC/AD Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Describe key aspects of a non-European society which provides contrast with British history – Mayan civilisation AD 900. Study different aspects of different people – e.g. differences between men and women in a historical context Understand where the Ancient Maya lived and name the major features and cities in them Know some of the Mayan gods and what they represented Read and write some Mayan numbers, explaining what syllabograms and logograms are. Know some of the important foods for the Mayans.
Geography	Earthquakes and Volcanoes <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns. On a World Map, locate areas of similar environmental regions Describe and understand key aspects of volcanoes and earthquakes. Locate some of the most famous volcanoes. Name and describe all the layers that make up the earth. Name key parts of a volcano. 	Around the World <ul style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Identify longitude and latitude. Name and locate an increasing range of places in the world including globally and topically significant features and events. Explore fair/unfair distribution of resources (Fairtrade) Understand and explain latitude and longitude. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. 	The Mayans <ul style="list-style-type: none"> Name and locate an increasing range of places in the world. Name and locate the Tropics of Cancer and Capricorn.



	<ul style="list-style-type: none"> Explain how to keep safe during an Earthquake. 	Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	
Design and Technology	<p>Structures:</p> <p>Create own volcano that can erupt. Linking DT with science. Building a structure using paper mâché. Bottle to be placed in the middle of card and the paper mâché is to be built around it. Children to design and label their designs first. Produce a plan and explain it. Create using the correct equipment. When planning, start to explain their choice of materials and components including function and aesthetics. Using paints to colour the volcano once it has been built. Do science experiment and evaluate the success (or not success) of the volcano.</p> <p>Designer: Look at the structure of Volcanoes and talk about the different layers.</p>	<p>Creating their own ideas:</p> <p>Consider the purpose for which they are designing. Generate, develop and communicate their ideas through discussion, annotated sketches and diagrams from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Evaluate products and identify criteria that can be used for their own designs Working with tools, equipment, materials and components to make quality products. Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques (for example cutting, shaping, joining and finishing) accurately. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment considering the views of others to improve their work. Evaluate their products carrying out appropriate tests.</p> <p>Designer: Nicolas-Joseph Cugnot</p>	<p>Cooking with graphic design:</p> <p>Example: Chocolate bars. Compare chocolate bars and their packaging from around the world. If products can be provided to physically hold then do so. Talk about all the different ingredients that go in different types of chocolate and how does that appeal to different people (target market). Look at the packaging to go with the bars and how do they appeal to different target markets.</p> <p>Pick a target market and talk about what different things could be put into the chocolate bar to appeal to that audience.</p> <p>Design a chocolate bar with labels and reasons as to why it would appeal to chosen target market.</p> <p>Create chocolate bar by melting down chocolate and mix through any other ingredient provided. Put into a mould/on baking tray with baking paper and any toppings provided on top. Let chocolate go solid.</p> <p>Design packaging to go with this chocolate bar. Create the packaging using correct materials. This could be done digitally. Chocolate bar to go inside of packaging when all completed. Evaluate product and packaging. Explain how the product will appeal to a specific audience.</p> <p>Company: Look at different chocolate companies.</p>
Art	Painting	Printing	<p>Drawing</p> <p>Know how to use marks and lines to show textures in art. Use line, tone, shape and colour to represent</p>



STOW-on-the-WOLD PRIMARY SCHOOL

heart hand mind

	Experiment with styles used by other artists. Show reflections in art work. Experiment with line, tone, shape and colour. Express emotion in art work. Artist: Joseph Turner (Vesuvius in Eruption)		Print on fabric doing Mayan art. Repeated patterns. Explore collagraphs and using lino tools. Look at the process. Know how to print onto different materials using at least 4 different colours. Artist: Print makers		figures and forms in movement. Use shading to create mood and feeling. Artist: Da Vinci	
PE	Quicksticks Netball	Quicksticks Dance	Gymnastics Football	Gymnastics Tag Rugby	Athletics Cricket	Rounders Tennis
Music	Young Voices Learn and perform songs for Harvest and Remembrance Using "Make Music Gloucestershire" scheme and follow the year 5 lessons. Looking at the history of music for different genres. Learning to sing, play and perform songs: Living on a Prayer Classroom Jazz 1		Whole class music lessons for 10 weeks with peripatetic music teacher, four year rolling programme Music from different countries. Looking at the history of music for different genres. Learning to sing, play and perform songs: Make you feel my love The Fresh Prince of Belair		KS2 Production (Performing Arts) Historical music Looking at the history of music for different genres. Learning to sing, play and perform songs: Dancing in the street Reflect, rewind and replay.	
MFL	French	French	French	French	French	French
PSHCE	Mindfulness and Massage (During week 1 and 2) SEAL- New Beginnings (During week 1) Citizenship and British Values (5 weeks) School council elections School rules and class charter	Anti-Bullying, week Equalities & Cyber Bullying (1-2 weeks) Drug Education (4-5 weeks) Life caravan bespoke PSHCE session Y5 Bikeability and road safety	SEAL-Going for Goals (During week 1) Primary Mental Health (5-6 weeks) Keep safe pants lesson (NSPCC) Internet safety day	Relationships and Sex Education (4 weeks) Y4 In the Net play on Cyber safety	Counting Sleep (3 weeks) First aid for 12 students	Financial Capability (2 weeks) Peer Mediation (Y5) SEAL- Changes (During transition week)



STOW-on-the-WOLD
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heart hand mind

			Serving community lunches			
SEAL	New Beginning	Say no to bullying	Going for Goals	Good to me	Relationships	Changes