



Whitegate End Primary School - Curriculum Coverage Map Year 5

Subject			Autumn 1 Topic The Tribe of the Hairy Hooligans	Autumn 2 Topic Witches, wizards and spells	Spring 1 Topic Amazon adventure	Spring 2 Topic Cottonopolis	Summer 1 Topic Intergalactic- Out of this world	Summer 2 Topic Clash of the Titans
Science	Working Scientifically	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary						
		Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate						
		Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
		Use test results to make predictions to set up further comparative and fair tests						
		Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations						
		Identify scientific evidence that has been used to support or refute ideas or arguments						
	Animals, including humans	Describe the changes as humans develop to old age						
	Earth and Space	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.						
		Describe the movement of the Moon relative to the Earth.						
		Describe the Sun, Earth and Moon as approximately spherical bodies.						
		Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.						
	Forces and Magnets	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.						
		Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.						
		Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.						
	Living Things and their Habitats	Describe the life process of reproduction in some plants and animals.						



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		Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.						
	Materials	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.						
		Recognise that some materials will dissolve in liquid to form a solution, and describe 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.						
		Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.						
		Demonstrate that dissolving, mixing and changes of state are reversible changes.						
		Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda						
Art and Design	Learning	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)						
		Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.						
		Evaluate his/her work against their intended outcome.						
		Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.						
	Technique	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.						
		Mix colours to express mood, divide foreground from background or demonstrate tones.						
		Develop skills in using clay including slabs, coils and slips.						
		Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.						
		Experiment with using layers and overlays to create new colours/textures						
		Return to work over longer periods of time and use a wider range of materials.						
Computing	Computers	Independently select and use appropriate software for a task						
	Networks	Begin to use internet services to share and transfer data to a third party.						
	Using computers	Independently select, use and combine a variety of software to design and create content for a given audience.						



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	E-Safety	Understand the need to only select age appropriate content.						
	Net Searching	Use filters in search technologies effectively.						
		Use filters in search technologies effectively and appreciates how results are selected and ranked.						
	Coding	Design, input and test an increasingly complex set of instructions to a program or device.						
		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.						
		Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.						
		Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.						
		Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.						
Design and Technology	Cooking and Nutrition	Understand the main food groups and the different nutrients that are important for health.						
		Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.						
		Select appropriate ingredients and use a wide range of techniques to combine them.	Children will cover through enrichment					
	Processes	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.						
		Create prototypes to show his/her ideas.						
		Make careful and precise measurements so that joins, holes and openings are in exactly the right place.						
		Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.						
		Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.						
Geography	Geographical skills and fieldwork	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.						
		Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.						
	Locational Knowledge	Recognise the different shapes of countries.						
		Identify the physical characteristics and key topographical features of the countries within South America.						

Mr Webster will be covering all computing objectives throughout the year.



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		Know about the wider context of places e.g. county, region and country.						
		Know and describe where a variety of places are in relation to physical and human features.						
		Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.						
	Human and Physical Geography	Understand about world weather patterns around the World and relate these climate zones.						
		Know how rivers erode, transport and deposit materials.						
		Know about the physical features of coasts and begin understand erosion and deposition.						
		Understand how humans affect the environment over time.						
		Know about changes to world environments over time.						
		Understand why people seek manage and sustain their environment.						
	Place knowledge	Compare the physical and human features of a region of the UK and a region in South America, identifying similarities and differences.						
History	Chronological understanding	Use dates to order and place events on a timeline.						
	Historical enquiry	Compare sources of information available for the study of different times in the past.						
	Historical interpretations	Make comparisons between aspects of periods of history and the present day.						
		Understand that the type of information available depends on the period of time studied.						
		Evaluate the usefulness of a variety of sources.						
	Organisation and communication	Present findings and communicate knowledge and understanding in different ways.						
		Provide an account of a historical event based on more than one source.						
	Understanding of events, people and changes	Give some reasons for some important historical events.						
Languages	Listening	Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.						
		Identify different ways to spell key sounds, and select the correct spelling of a familiar word						
	Speaking	Take part in conversations and express simple opinions giving reasons.						



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		Adapt known complex sentences to reflect a variation in meaning.						
		Begin to use intonation to differentiate between sentence types.						
		Create a short piece for presentation to an audience.						
	Reading	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.						
		Learn a song or poem using the written text for support.						
		Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.						
	Writing	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.						
		Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.						
	Grammar	Know how to conjugate some high frequency verbs.						
		Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.						