



Nantwich Primary Academy Curriculum Map

Last updated: April 2023

Teacher: Mrs Dickens

Maths Links

English Links

Outdoor Learning Links

YEAR 5	Link Opportunities	Autumn	Spring	Summer
		Groovy Greeks (Ancient Greece)	Backpackers (Exploring European Countries)	Marvellous Maya (Mayan Civilisation)
	The Hook / Enquiry Question	What did the Ancient Greeks do for me?	Where would you live in Europe?	A civilised Ancient Civilisation?
	Local / Community	What was happening in Nantwich at the same time as the Greek Civilisation?	How does Nantwich compare to other places in Europe?	Nantwich Museum (archaeology) Nantwich Library (Ancient Greece reference books) Primary College
	Possible Trips / Guests	Hanley Museum – Sources How can we find out about the past from what is left behind Greek Pots	Nantwich Museum town tour	Maya Archaeologist in school workshop Halle Orchestra trip Primary College
	Parental Involvement	Oral history / homework projects	Oral geography / homework projects	Oral history / homework projects
	I am 'Happy!' (EHWB)	Promoting resilience and supporting social, emotional and mental health Enable students to voice their opinions respectfully and listen to others' ideas		
	I am a 'Philosopher!' (P4C)	<p>Thinkers' Games: Physical activities to kick off discussions. Everyone shows their thinking at once by committing to moving themselves or objects and then justifying their choices.</p> <p>Spot and Stripe: 1 minute videos to start a debate, before the children take over to continue the discussion</p> <p>Session Plans: 30 minute sessions to embed philosophy in the classroom. Each plan follows the Philosophy Circles method to promote maximum thinking</p> <p>(From thephilosophyman.com)</p>		

<p>I am a 'Good Citizen!' (PSHCE)</p>			
<p>I am 'British!' (British Values)</p>	<p>Democracy: Pupils will be voted onto the Student Council. Pupils will apply to the Principal for Year6 Responsibilities. Pupils will take part in weekly Votes for Schools on current affairs. Pupils can compare current British Values to those from the past. Children will make a comparison between Ancient Greek Democracy and that of the UK in the current day.</p> <p>Rule of Law: Pupils follow the coloured behaviour zones system. School rules and Happy Classroom Rules are followed consistently. Pupils attend whole school assemblies and are reminded of their right and responsibilities via Votes for Schools assemblies each week. School assemblies and visits from e.g.PCSOs help pupils to remember laws to keep them safe.</p> <p>Individual Liberty: Pupils show independence and think for themselves. Pupils are offered a broad and balanced curriculum. Pupils make sensible choices at break and lunchtimes. School assemblies and PSHCE lessons remind children of their rights and how to keep safe. 100% attendance awards are won. Pupils represent the school.</p> <p>Mutual Respect and Tolerance. Respect taught through assemblies, RE and PSHCE to be used in and out of school. Pupils learn to respect cultural diversity and recognise the richness it brings. Links with SBMAT schoolsenhances this. Inter-school competitions teach humility and respect for others. Displays in school remind pupils how to stay saf, including Year 6 monitors e.g. digital leaders / road safety officers. Pupils are supported by the school inclusion team.</p>		
<p>I am an 'Engineer!' STEM / STEAM</p>	<p>Recreating a model of the Parthenon (history) Road to Riat (Forces – Science)</p>	<p>Design a menu for a Space Station (Science) Creating Landmarks (Geography)</p>	<p>Create a Set Design to link to our class text (Art and English)</p>
<p>I am a 'Scientist!' (Science)</p>	<p><u>Earth and Space</u></p> <p>Sc36 Recognise that scientific ideas are based on evidence and creative thinking (1a) Sc43 Select information from provided sources (2b) Sc46 To draw conclusions and communicate them in appropriate scientific language (2j,l) Sc47 Suggest improvements in their work giving reasons (2m)</p>	<p><u>Living things</u></p> <p>Sc36 Recognise that scientific ideas are based on evidence and creative thinking (1a) Sc46 To draw conclusions and communicate them in appropriate scientific language (2j,l) Sc47 Suggest improvements in their work giving reasons (2m)</p>	<p><u>Animals including Humans</u></p> <p>Sc36 Recognise that scientific ideas are based on evidence and creative thinking (1a) Sc46 To draw conclusions and communicate them in appropriate scientific language (2j,l) Sc47 Suggest improvements in their work giving reasons (2m)</p>

		<p>Forces Sc36 Recognise that scientific ideas are based on evidence and creative thinking (1a) Sc37 Make predictions based on scientific knowledge (2k) Sc38 Suggest methods of testing including a fair test (2d) Sc39 Suggest how to collect evidence (2c) Sc40 Carry out a fair test explaining why it is fair (2d) Sc41 Select suitable equipment (2e) Sc42 Understand why observations and measurements need to be repeated (2g)</p>		<p>Properties and changes of materials Sc36 Recognise that scientific ideas are based on evidence and creative thinking (1a) Sc37 Make predictions based on scientific knowledge (2k) Sc38 Suggest methods of testing including a fair test (2d) Sc39 Suggest how to collect evidence (2c) Sc40 Carry out a fair test explaining why it is fair (2d) Sc41 Select suitable equipment (2e) Sc42 Understand why observations and measurements need to be repeated (2g)</p>
<p>I am a 'Linguist!' (MFL: Francais)</p>		<p>Have you a pet? As tu un animal?</p> <ul style="list-style-type: none"> - Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. - Tell somebody in French if they have or do not have a pet. - Ask somebody else in French if they have a pet. - Tell somebody in French the name of their pet. - Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). <p>Dates - Quelle est la date aujourd'hui ?</p> <ul style="list-style-type: none"> - Repeat and recognise the months of the year in French. - Ask when somebody has a birthday and say when they have their birthday. -Say the date in French. - Create a French calendar. - Recognise key dates in the French calendar. 	<p>The weather - Quelle temps fait-il?</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for weather in French. - Ask and say what the weather is like today. - Create a French weather map. - Describe the weather in different regions of France using a weather map with symbols. <p>The family - La famille</p> <ul style="list-style-type: none"> - Tell somebody the members, names and various ages of either their own or a fictional family in French. - Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). 	<p>Clothes - Les vêtements</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for a variety of clothes in French. - Use the appropriate genders and articles for these clothes. - Use the verb porter in French with increasing confidence. - Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. - Use the possessives with increased accuracy. <p>At my house - Chez moi</p> <ul style="list-style-type: none"> - Say whether they live in a house or an apartment and say where it is. - Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. - Tell somebody in French what rooms they have or do not have in their home. - Ask somebody else in French what rooms they have in their home.

				<p>- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>
<p>I am a 'Coder!' (Computing)</p>		<p><u>Systems and Networks</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration, • Work with variables and various forms of input and output, • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>Creating media</u></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly. • Work with variables and various forms of input and output, • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, 	<p><u>Programming A</u></p> <ul style="list-style-type: none"> • Revisit how conditions can be used in programs • Learn how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. • Represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. <p><u>Creating Media (Vector Drawings)</u></p> <ul style="list-style-type: none"> • Create vector drawings. • Learn how to use different drawing tools to help them create images. • Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. • Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work. 	<p><u>Creating media</u></p> <ul style="list-style-type: none"> • develop skills of capturing, editing and manipulating video using a range of devices and software. <p><u>Programming B</u></p> <ul style="list-style-type: none"> • Move and edit blocks as part of an algorithm • Program an algorithm as part of a sequence of instructions • Add additional effects and features

		<p>evaluating and presenting data and information.</p>		
<p>I am a 'Historian!' (History)</p>		<p>HISTORY</p> <ul style="list-style-type: none"> • Can use dates and vocabulary relating to the passing of time, to place Ancient Greece in its historical context (1b) (Hi 30, 31) • Describe characteristic features of past societies and periods, including; ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) (Hi 32) • Can place events, people and changes into correct periods of time (2d) (Hi30,31,34) • Describe and make links between the main events, situations and changes within and across the different period. (Hi 33, 34,40,35) • Can recognise that the past is represented and interpreted in different ways, and to give reasons for this. (Hi 40, 36, 38, 37) • Can begin to select and combine information from different sources (5a) (Hi38) • Begin to produce structured work, making appropriate use of dates and terms (5b) (Hi39) 		<p>HISTORY</p> <ul style="list-style-type: none"> • Place events, people and changes into correct periods of time. (Hi 30,31,34) • Can explain the characteristic features of the period, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. (Hi 32) • Use dates and vocabulary relating to the passing of time (Hi 31,39) • Can identify and describe reasons for, and results of, historical events, situations, and changes in the period – particularly different theories on the fall of the Maya civilisation (Hi 33, 34) • Describe and make links between the main events, situations and changes within and across the different period. (Hi 33, 34,40,35) • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this. (Hi 40, 36, 38, 37)

	<p>I am a Geographer! (Geography)</p>		<p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Can locate the countries of Europe (including Russia) and describe their principle features. (Ge 41, 44, 42) • Can make key comparisons between an area of the UK and one in Europe. (Ge 34, 35, 36, 37, 38, 39) • Can use the eight-point compass, four and six grid references, symbols and keys. (Ge 40, 41) • Can use maps to research and then describe the features of an area. (Ge 40, 43, 44) • Is able to construct maps, sketches, graphs, etc. as appropriate to support fieldwork. (Ge 40, 43, 44) • Can explain the Greenwich meridian and the time zones. (Ge 34, 49) • Recognises climate zones and biomes and can explain vegetation belts. (Ge 36, 39) 	
	<p>I am an 'Artist!' (Art)</p>	<p>ART (Typography And Maps)</p> <ul style="list-style-type: none"> • Use their knowledge and understanding of materials and techniques to communicate ideas and meanings (4b) (AR 36) • Has made effective use of a sketch book to gather, develop and experiment with ideas. (Ar 35, 37) • Has experienced a range of 3D art tools and materials and made clear progress in one or more of these. (Ar 41, 37, 36, 39) • Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (3a,b) (Ar 43) 	<p>ART (Mixed media land and cityscapes)</p> <ul style="list-style-type: none"> • Has made effective use of a sketch book to gather, develop and experiment with ideas. (Ar 35, 37) • Has experienced a range of 3D art tools and materials and made clear progress in one or more of these. (Ar 41, 37, 36, 39) • Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects of a particular movement. (Ar 43) • Use a video camera and as part of recording process (AR 42) • Use a range of media to create collage. (Ar 40) • Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures.(Ar39) • Organise their work in terms of pattern, repetition, symmetry or random printing 	<p>ART (Set Design)</p> <ul style="list-style-type: none"> • Has made effective use of a sketch book to gather, develop and experiment with ideas. (Ar 35, 37) • Has experienced a range of 3D art tools and materials and made clear progress in one or more of these. (Ar 41, 37, 36, 39) • Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create set designs. Plan a set design through drawing and other preparatory work.(Ar41) • Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (3a,b) (Ar 43)

			<p>styles. Choose inks and overlay colours. (Ar 39)</p> <ul style="list-style-type: none"> • 	
<p>I am a 'Designer!' (Design & Technology)</p>		<p>DESIGN AND TECHNOLOGY</p> <p>Bridges</p> <ul style="list-style-type: none"> • Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation. <p>Making a Moving Storybook</p> <ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Can explain how and why a design has been developed and use feedback to refine plans. (DT 38, 39, 40, 41,42) • Can make innovative choices and combinations of materials to fulfil a job. (DT 43, 44, 45) • Understands and applies electrical systems to products. (DT 37) • Understands and applies computing to product development. (DT 37) • Measure and make (DT 44,45) • Carry out appropriate tests before making any improvements (DT 47) • Reflect on the progress of their work identifying ways they could improve their products (DT 46) 	<p>DESIGN AND TECHNOLOGY</p> <p>Cooking</p> <ul style="list-style-type: none"> • Creating European based recipes • Can explain how and why a design has been developed and use feedback to refine plans. (DT 38, 39, 40, 41,42) • Can make innovative choices and combinations of materials to fulfil a job. (DT 43, 44, 45) • Understands and applies electrical systems to products. (DT 37) • Understands and applies computing to product development. (DT 37) • Measure and make (DT 44,45) • Carry out appropriate tests before making any improvements (DT 47) • Reflect on the progress of their work identifying ways they could improve their products (DT 46) 	<p>DESIGN AND TECHNOLOGY</p> <p>Doodlers</p> <ul style="list-style-type: none"> • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. <p>Textiles</p> <ul style="list-style-type: none"> • Designing a stuffed toy, considering the main component shapes required and creating an appropriate template. • Considering the proportions of individual components. • Can explain how and why a design has been developed and use feedback to refine plans. (DT 38, 39, 40, 41,42) • Can make innovative choices and combinations of materials to fulfil a job. (DT 43, 44, 45) • Understands and applies electrical systems to products. (DT 37) • Understands and applies computing to product development. (DT 37) • Measure and make (DT 44,45) • Carry out appropriate tests before making any improvements (DT 47)

				<p>Reflect on the progress of their work identifying ways they could improve their products <i>(DT 46)</i></p>
<p>I am a 'Musician!' (Music)</p>		<p>History and appreciation.</p> <ul style="list-style-type: none"> • Compare and evaluate different kinds of music using appropriate musical vocabulary. <i>(Mu101)</i> • Explain and evaluate how musical elements, features and styles can be used together to compose music. <i>(Mu102)</i> • Understand the different cultural meanings and purposes of music, including contemporary culture. <i>(Mu103)</i> • Use different venues and occasions to vary performances. <i>(Mu104)</i> • Notice and explore how music reflects different intentions. <i>(Mu97)</i> <p>Singing- ongoing</p> <ul style="list-style-type: none"> • Breathe well and pronounce words, change pitch and show control in singing. <i>(Mu90)</i> • Perform songs in a way that reflects meaning and occasion. <i>(Mu91)</i> • Sustain a drone or melodic ostinato to accompany singing. <i>(Mu92)</i> 	<p>Instruments – Brass</p> <ul style="list-style-type: none"> • Notice and explore the relationship between sounds. <i>(Mu96)</i> • Know and use standard musical notation of crochet, minim and semibreve to indicate how many beats to play. <i>(Mu98)</i> • Read the musical stave and work out the notes, EGBDF and FACE. <i>(Mu99)</i> • Draw a treble clef at the correct position on a stave. <i>(Mu100)</i> 	<p>Composition</p> <ul style="list-style-type: none"> • Create songs with an understanding of the relationship between lyrics and melody. <i>(Mu88)</i> • Whilst performing by ear and from notations, maintain own parts fit together and the need to achieve overall effect. <i>(Mu89)</i> • Use the venue and sense of occasion to create performances that are well appreciated by an audience. <i>(Mu93)</i> • Compose by developing ideas within musical structures. <i>(Mu94)</i> • Improvise melodic and rhythmic phases as part of a group performance. <i>(Mu95)</i> • Use different venues and occasions to vary performances. <i>(Mu104)</i>