The Beckford Curriculum - A Guide for Parents in Year 5 – 2020-21

Over the past few months, we have been working on developing and improving our 'Beckford Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Autumn term. You will receive more information later in the year.

Intent - The Beckford Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

Beckford Values:

Last year, we worked with children, staff, parents and governors to develop our five core Beckford values , Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'Beckford Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for:
an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: admin@beckford.camden.sch.uk The Beckford Curriculum Team

The Values 2020-21	**Aspiration**  - Creativity - Curiosity - Communication	**Responsibility**  - Citizenship - Staying Healthy - Organisation
Resilience  - Confidence - Independence - Adaptable	**Consideration**  - Kindness - Empathy - Respect	**Community**  - Belonging - Collaboration - Relationships

The Beckford Curriculum Overview – Whole School Themes 2020-21

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our secret garden.	Carnival of animals. Travellers.
Year 2	Kenya/Growing up/going to school	Toys and Lego	The fire of London.	By the sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation

The Year 5 Beckford Curriculum Overview – 2020-21

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 5	**Shackleton**	**Ancient Greece – Legends and Legacies**	**Space**	**Britain after invasion** **Saxons / Vikings / normans**
Science	Properties and Changes of Materials	Animals including humans	Forces Earth and Space	Living Things
Writing	Ice Trap News Wise – writing newspaper reports	The Adventures of Odysseus Love that dog	Cosmic Oranges in No-Man's Land	The Journey 1066 report
Maths	Reasoning with large whole numbers Problem solving with interger addition and subtraction Line graphs and timetables	Multiplication and division Perimeter and area 2D shape	Fractions and decimals Angles Fractions Decimals and Percentages Transformations	Converting units of measure Calculating with whole numbers and decimals 2D and 3D shape Volume Problem solving

Year 5 Topic Map - Autumn Term 1

Beckford Curriculum 2020-21 – Journeys	Year 5 - Ernest Shackleton.
	Essential Knowledge
Aspiration  Responsibility  Resilience  Consideration  Community 	By the end of this unit children will know: - Who Ernest Shackleton was. - The journeys he undertook and their impact. - Why Antarctica is significant globally. - The human impact on Antarctica. - The reliability of different sources of historical information.

Entry Point	Explore	Trip	Exit Point
Children take part in an orienteering activity where they searched for artefacts to help gather an understanding of Shackleton.	• Ernest Shackleton • The Antarctic • The Endurance and the trans-Antarctic expedition.	Maritime museum Greenwich.	Children will showcase their product from design and technology.

Year 5 - National Curriculum Objectives - Ernest Shackleton – Autumn 1

Reading

Reading – Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

Reading – Comprehension:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language,

Maths

Reasoning with large whole numbers

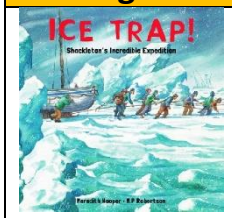
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Problem solving with interger addition and subtraction

- add and subtract numbers mentally with increasingly large numbers
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Line graphs and timetables

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- solve problems involving converting between units of time

considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views		
Writing		
 Ice Trap – Meredith Hooper	Descriptive writing about the setting **To entertain** Narrative – retelling the story from Shackleton's perspective **To entertain** Biography of Shackleton **To inform**	2A sentences Similes Expanded noun phrases Sentence openers Tip Top paragraphs Speech punctuation Pronouns 3 ___ ed Relative clauses and parenthesis punctuation Formal tone
News wise Newspaper unit using Guardian News wise resources	Newspaper report **To inform**	Structure of a newspaper report 5Ws in opening Paragraphing and columns Quotations and reported speech Relative clauses and parenthesis punctuation

Science	**History**	**Geography**
<u>Properties and Changes of Materials.</u> 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 Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	**I can use historic terms related to the period of study (exploration).** **I can compare sources of information available for the study of different times in the past.** **I understand that our knowledge of the past is constructed from a range of sources.**	**I can ask and answer complex geographical questions** (How have people affected what it looks like? How could we change this place?). **I can identify the position and significance of the Arctic and Antarctic circles.** **I can understand about weather patterns around the World and**

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.	(Tools, Everyday objects, jewellery, diaries, letters, primary vs secondary sources). **I can understand that the type of information available depends on the period of time studied** (coloured and black and white photos). **I can notice connections, contrasts and trends over time.** **I can give some reasons for some important historical events.** **I understand a significant aspect of British history beyond 1066 – Shackleton.**	**relate these to climate zones.**

Computing	Art and Design	Design Technology
Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.** **Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.** **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.** **Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.** **Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.**	I can mix colours to express mood, divide foreground from background or demonstrate tones. I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.	**I can use my research into existing products and my market research to inform the design of my own innovative product.** **I can create prototypes to show my ideas** **I can make careful and precise measurements so that joins, holes and openings are in exactly the right place** (Textiles – design a piece of clothing or equipment to help Shackleton on his journey.) **I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques including pattern pieces.**

PE - Football	Music	PSHE	RE
▪ **<u>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u>**	**Recorder** Camden Music	**Healthy Education** To review a day's menu and provide feedback on how it can be improved To explain the function of nutrients and fibre To explain the reasons it is important to keep hydrated To explain that different types and portions of foods and drinks provide different amounts of	I can use the right names for some Sikh symbols or practices and talk about them. I can start to think about different levels of commitment. I can talk about some of the things Sikhs do to show their religion is important to them. I can explain that Sikhs' commitment to the religion involves choice.

▪ Dribbling using inside, outside, top and bottom of the foot. ▪ Change direction and speed with the ball. ▪ Develop the different techniques for dribbling and turning. The pupils will attempt to apply the above through small sided games. • Apply the basic principles of tackling (jockeying) Apply the principles of defending during small sided games.		energy. To identify and interpret information on food labels. **Mental Wellbeing** Learn how to talk about mental health and wellbeing Know who can help us and how to ask for help Know the difference between a big and a small feeling Learn how to be a good listener **Relationships Education** To explore the concept of fairness and how people decide what is fair and unfair. Anti-bullying Week. To explore how and why people are excluded. **Basic First Aid** Know how to ensure the safety of themselves and others. Be able to assess a casualty's condition calmly. Know how to comfort and reassure a casualty who has a head injury. Know how to seek medical help. Be able to do a primary survey Be able to place an unresponsive casualty, who is breathing normally, in the recovery position.	I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.

Year 5 Topic Map – Autumn Term 2

Beckford Curriculum 2020-21 – Making a Difference					Year 5 – Legends and Legacies.
					Essential Knowledge By the end of this unit children will know: • The types of information available to us is dependent on the time-period. • The importance of primary and secondary sources, evaluate them and use them to compare information from the past. • The different types of Gods using evidence and compare their hierarchy of importance. • What everyday life was like for a Greek citizen • About the legacy left by the Ancient Greeks
Aspiration 	**Responsibility** 	**Resilience** 	**Consideration** 	**Community** 		

Entry Point	Explore	Trip	Exit Point
Teacher to act unfairly to the class (discrimination) and then introduce the concept of democracy, fairness and equality.	• Democracy • Olympics • Art • Architecture • Inventions	British Museums – Greek Galleries (treasure hunt document and Elgin Marbles lesson)	Elgin marbles lesson (debate)

Year 5 - National Curriculum Objectives - Legends and Legacies – Autumn 2

Reading

Reading – Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

Reading – Comprehension:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied

Maths

Multiplication and division

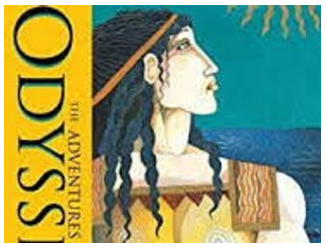
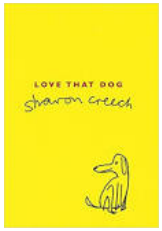
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- recognise and use square numbers and the notation for squared (^{2})
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply and divide whole numbers by 10, 100 and 1000
- multiply and divide numbers mentally drawing upon known facts
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Perimeter and area

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of non-rectilinear shapes

2D shape

- To compare and order angles
- To identify right angles
- To identify acute and obtuse angles
- To investigate angles within shapes
- To compare and classify 2-D shapes
- To compare and classify quadrilaterals

• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views	• To compare and classify right angled and equilateral triangles • To compare and classify isosceles and scalene triangles • To identify lines of symmetry in 2-D shapes • To complete a simple symmetrical figure • To investigate a problem using symmetry	
Writing		
 The Adventures of Odysseus (Pair with Usborne Greek Myths and Marcia Williams)	Balanced argument – Should Odysseus have sacrificed his men or warned them of the danger they faced? **To discuss** Own myth **To entertain**	Balanced argument structure: introduce, pros, cons, conclusion *On the other hand, in my opinion, some people think* Modal verbs Formal tone Tip Top paragraphs Adverbial phrases Pronouns and synonyms Expanded noun phrases The more, the more
Love that dog – Sharon Creech  	Class anthology of poems written in response **To entertain** Review of 'love that dog' **To discuss**	Poems about their city Shape poetry Summary, strengths, weaknesses, own opinion Modal verbs Relative clauses Some; others

Paired with Year 5 poetry anthology , poems from the back of the book		
Science	**History**	**Geography**
<u>Living things and their habitats</u> • (grow beans, cress, mini beasts, looking at plants, antartic habitats) • Understand how environments change overtime and that these changes can be a threat to living things if they cannot adapt and survive. <u>Forces</u> • 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.	• **I can use dates to order and place events in a chronological framework, making links between periods (**Timeline of all topics studied). • **I can compare sources of information available for the study of different times in the past.** • **I understand that our knowledge of the past is constructed from a range of sources.** (Tools, Everyday objects, jewelry, diaries, letters, primary vs secondary sources). • **I can notice connections, contrasts and trends over time.** • **I can use evidence to support arguments.**	• **I can understand and explain the differences between geographical and political maps.**
Computing	**Art and Design**	**Design Technology**
• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. • Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. • 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. • Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. • Select, use and combine a variety of software (including internet services) on a range of digital	• I can use a variety of techniques when I use clay, including slabs, coils and strips. • I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • I can develop different ideas which can be used and explain my choices for the materials and techniques I have used.	• I can use my research into existing products and my market research to inform the design of my own innovative product. • I can create prototypes to show my ideas • I can make careful and precise measurements so that joins, holes and openings are in exactly the right place (Textiles – design a piece of clothing or equipment to help Shackleton on his journey.) • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques

devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			including pattern pieces.
PE - Gymnastics	**Music**	**PSHE**	**RE**
Expectation In **Gymnastics** you are able to perform a wide range of movements using travelling and balancing on the floor or apparatus. You can perform movements which are linked in a sequence which involve planned changes of direction and demonstrate accuracy either individually or with a partner which require sustained activity. • Revisit and develop individual moves from year 4 on the floor. • Demonstrate year 4 moves and use in a mini sequence. • Recap and demonstrate different ways of flight and balance using springboards and beams. • Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight.	**Recorder** Camden Music	**Relationships and Education** To understand deductions from payslips To understanding budgeting To understand reasons for migration. To explore migration. **Health and Education** To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general. To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. To understand that if antibiotics are taken, it is important to finish the course. **Relationship Education** To understand content which may be appropriate or inappropriate to share online To identify appropriate people to turn to for help To understand how to keep safe when cycling. To understand how to keep safe when cycling. To understand gender stereotypes.	I can remember an account of the Christmas story and talk about it. I can talk about what I find interesting or puzzling in the Christmas story, (assessed in the Investigation Lessons). I can tell you the Christmas story and recognise there are different accounts of it. I can talk about some differences in the accounts of the Christmas story that make people ask questions, (assessed in the Investigation Lessons). I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.