



THE NATIONAL CURRICULUM OUTDOORS: YEAR 5

The following table gives an overview of the topics and links to the Curriculum for Wales for the Year 5 units from *The National Curriculum Outdoors: Year 5*, written by Deborah Lambert, Michelle Roberts and Sue Waite.

The four purposes: All progressions in this book meet the four purposes of the Curriculum for Wales to some extent: healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners, ethical informed citizens.

Integral skills: All progressions in this book develop the following integral skills: creativity and innovation; critical thinking and problem solving; planning and organising; personal effectiveness.

The lesson plans within The National Curriculum Outdoors series have been mapped by outdoor learning consultant Dawn Thomas. Dawn runs Nature Days, which provides curriculum-linked field days on the Gower Peninsula in South Wales and teacher training. She has been involved in outdoor education for over 20 years and has developed numerous resources to support educators in teaching the Curriculum for Wales outdoors.

The National Curriculum Outdoors: Year 5 English

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Language, Literacy and Communication	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Identify the purpose of the writing and select the appropriate form.</p> <p>Lesson 2: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas. Identify the purpose of the writing and select the appropriate form.</p> <p>Lesson 3: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas.</p> <p>Lesson 4: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Plan writing by developing initial ideas.</p> <p>Lesson 5: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Plan writing by developing initial ideas. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (writing).</p> <p>Lesson 6: Give well-structured descriptions, explanations and narratives for different purposes (spoken). Draw inferences and justify inferences with evidence (reading). Identify the purpose of the writing and select the appropriate form.</p>	<p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3. Expressing ourselves through languages is key to communication.</p> <p>International Languages</p> <p>4. Literature fires imagination and inspires creativity.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>2. Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3. Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Humanities</p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p>

The National Curriculum Outdoors: Year 5 Maths

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Mathematics and Numeracy	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.</p> <p>Lesson 2: Know that angles are measured in degrees. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.</p> <p>Lesson 3: Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees ($^{\circ}$).</p> <p>Lesson 4: Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees ($^{\circ}$).</p> <p>Lesson 5: Identify angles in one whole turn (total 360°), half turn (total 180°) and other multiples of 90°.</p> <p>Lesson 6: Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p>	<p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p>	<p>Expressive Arts</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 5 Science

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Science and Technology	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency and conductivity (electrical and thermal).</p> <p>Lesson 2: Give reasons, based on evidence from comparative tests, for the particular uses of everyday materials, including metals, wood and plastics.</p> <p>Lesson 3: Give reasons, based on evidence from comparative tests, for the particular uses of everyday materials, including metals, wood and plastics.</p> <p>Lesson 4: Compare and group together everyday materials on the basis of their properties, including their solubility.</p> <p>Plan different types of scientific enquiry to answer questions and recognise and control variables.</p> <p>Lesson 5: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Lesson 6: Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning.</p>	<p>The following statements of what matters are covered:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p>	<p>Mathematics and Numeracy</p> <p>The following statements of what matters are covered:</p> <p>4: Statistics represent data, probability models change, and both support informed inferences and decisions.</p>

The National Curriculum Outdoors: Year 5 Geography

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Humanities	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere. Use fieldwork to observe human features in the local area.</p> <p>Lesson 2: Use maps, atlases, globes and digital/computer mapping to locate countries. Identify the position and significance of latitude, longitude, equator, northern hemisphere and southern hemisphere. Use fieldwork to observe human features in the local area.</p> <p>Lesson 3: Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human features in the local area.</p> <p>Lesson 4: Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork to observe human features in the local area.</p> <p>Lesson 5: Use the eight points of a compass. Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 6: Use the eight points of a compass, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps.</p>	<p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Special considerations:</p> <p>Equip learners with the skills to question, use and analyse maps, images, and Geographical Information Systems.</p>	<p>Languages, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us. Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p>

The National Curriculum Outdoors: Year 5 History

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Humanities	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: A study over time, tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Lesson 2: A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.</p> <p>Lesson 3: A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.</p> <p>Lesson 4: A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.</p> <p>Lesson 5: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Understand how our knowledge of the past is constructed from a range of sources Lesson 6: A study of site dating from a period beyond 1066 that is significant in the locality. Note connections, contrasts and trends over time.</p>	<p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.3: Our natural world is diverse and dynamic, influenced by processes and human actions.4: Human societies are complex and diverse, and shaped by human actions and beliefs. <p>Special considerations:</p> <p>Develop historical interpretation understanding and source-based skills.</p>	<p>Mathematics and Numeracy</p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1. The number system is used to represent and compare relationships between numbers and quantities.3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world. <p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1: Being curious and searching for answers is essential to understanding and predicting phenomena.3. The world around us is full of living things which depend on each other for survival. <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">2. Understanding languages is key to understanding the world around us.4: Literature fires imagination and inspires creativity. <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">5: Healthy relationships are fundamental to our well-being.

The National Curriculum Outdoors: Year 5 Art and Design

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Expressive Arts	How does this link to the Curriculum for Wales? Other subject areas
<p>Lesson 1: Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. To learn about great artists in history.</p> <p>Lesson 2: Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 3: Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history and understand the historical and cultural development of their art forms.</p> <p>Lesson 4: Create sketchbooks to record observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history.</p> <p>Lesson 5: Use sketchbooks to record observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history.</p> <p>Lesson 6: Improve their mastery of art and design techniques, including drawing, with a range of materials. Learn about great artists in history and understand the historical and cultural development of their art forms.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Humanities</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Science and Technology</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>Health and Wellbeing</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p>

The National Curriculum Outdoors: Year 5 Design and Technology

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Science and Technology	How does this link to the Curriculum for Wales? Other subject areas
<p>This unit progressively builds on:</p> <ul style="list-style-type: none">Investigate and analyse a range of existing products.Generate, develop, model and communicate their ideas through discussion.Select from and use a wider range of tools and equipment to perform practical tasks.Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work. <p>Cooking and nutrition</p> <ul style="list-style-type: none">Understand and apply the principles of a healthy and varied diet.Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<p>The following statements of what matters are explored:</p> <ul style="list-style-type: none">2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.4. Matter and the way it behaves defines our universe and shapes our lives.5. Forces and energy provide a foundation for understanding our universe.	<p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <ul style="list-style-type: none">1: Developing physical health and well-being has lifelong benefits.3: Our decision-making impacts on the quality of our lives and the lives of others.

The National Curriculum Outdoors: Year 5 French

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Science and Technology	How does this link to the Curriculum for Wales? Other subject areas
<p>In this unit, children will learn how to:</p> <ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in and responding.Present ideas and information orally.Speak in sentences, using familiar vocabulary, phrases and basic language structures.Describe people, places, things and actions orally.Understand basic French grammar, including feminine and masculine genders, key features and patterns of the language and how to apply these – for instance, to build sentences – and how these differ from or are similar to English.	<p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1. Languages connect us.2. Understanding languages is key to understanding the world around us.3. Expressing ourselves through languages is key to communication. International Languages4. Literature fires imagination and inspires creativity.	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none">1. Being curious and searching for answers is essential to understanding and predicting phenomena.2. Design thinking and engineering offer technical and creative ways to meet society's needs and wants.3. The world around us is full of living things which depend on each other for survival.

The National Curriculum Outdoors: Year 5 Music

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Language, Literacy and Communication	How does this link to the Curriculum for Wales? Other subject areas
<p>The series of progressions across Key stage 2 music all address the following curriculum content: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes, using interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>Humanities</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Science and Technology</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p>

The National Curriculum Outdoors: Year 5 Religious Education

The National Curriculum Outdoors: Year 5 Topic coverage	How does this link to the Curriculum for Wales? Humanities	How does this link to the Curriculum for Wales? Other subject areas
<p>The lessons in this unit cover the following:</p> <p>A: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p> <p>B: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p> <p>C: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>	<p>The following statements of what matters are explored:</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations:</p> <p>Provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners. Provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning.</p>	<p>Science and Technology</p> <p>The following statements of what matters are explored:</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>Language, Literacy and Communication</p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>Health and Wellbeing</p> <p>The following statements of what matters are explored:</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Expressive Arts</p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>