



## Year 5 Curriculum Map 2024/2025

	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> <li>• Transcription/Handwriting</li> <li>• Sounds Write Phonics</li> <li>• Fluency</li> <li>• Grammarsaurus</li> <li>• Writing</li> </ul> <p><b>Setting Up Expectations</b></p> <p><b>Grammarsaurus: PVPG</b> -Sentence level work and spelling, punctuation and grammar</p> <p><b>Fluency: 'Getting Ready to read'</b></p> <p><b>Various texts</b></p> <p><b>Comprehension skills</b></p> <p><b>Book Study Text - Eagle in the Snow</b></p> <p><b>WWII inspired Poetry</b></p> <p><b>Christmas Production:</b> Drama &amp; Performance skills</p> <p><b>Non-chronological Report</b> -What is life like in the Alps?</p>	<ul style="list-style-type: none"> <li>• Transcription/Handwriting</li> <li>• Sounds Write Phonics</li> <li>• Fluency</li> <li>• Grammarsaurus</li> <li>• Writing</li> </ul> <p><b>Writing Diary entry:</b> Eagle in the Snow</p> <p><b>Writing Recount</b> - recount of trip to Eden Camp</p> <p><b>Book study: Rosie Raja</b> – Churchill's Spy</p> <p><b>Class Assembly Week:</b> Drama &amp; Performance skills</p> <p><b>Character description/Letter Writing</b></p> <p><b>Comprehension skills</b></p> <p><b>Poetry:</b> Readers Theatre-The Great Barrier Reef</p> <p><b>Performance Poetry</b> - The Highwayman <b>Poetry to prose</b> – setting description, dialogue</p>	<ul style="list-style-type: none"> <li>• Transcription/Handwriting</li> <li>• Sounds Write Phonics</li> <li>• Fluency</li> <li>• Grammarsaurus</li> <li>• Writing</li> </ul> <p><b>Performance Poetry</b> - The Highwayman <b>Poetry to prose</b> – setting description, dialogue</p> <p><b>Explanation/ Instructions</b> - DT food technology link</p> <p><b>Persuasion</b></p> <p><b>Comprehension skills</b></p> <p><b>Book Study: Nowhere Emporium</b> <b>News Article</b></p> <p><b>Poetry-</b> Spinner</p> <p><b>'This is us' Assembly:</b> Drama &amp; Performance skills</p>

<b>Maths</b>	<p>Prior Learning – Flashback 4</p> <p>Times Tables</p> <p>Place Value</p> <p>Roman Numerals</p> <p>Powers of 10</p> <p>Rounding to 10, 100, 1000 (within 1,000,000)</p> <p>Addition &amp; Subtraction</p> <p>Add Whole Numbers</p> <p>Inverse Operations</p> <p>Missing Numbers</p> <p>Multiplication and Division</p> <p>Multiples/Factors/Prime/Square/Cube</p> <p>Multiply &amp; Divide by 10, 100, 1000</p> <p>Fractions</p> <p>Fractions equivalent to one</p> <p>Mixed Numbers &amp; Improper Fractions</p>	<p>Multiplication and Division</p> <p>Short &amp; Long Multiplication</p> <p>Standard Division without/with Remainders</p> <p>Fractions</p> <p>Multiply a fraction by a unit number</p> <p>Multiply a mixed number by an integer</p> <p>Fraction of a quantity</p> <p>Find the whole number</p> <p>Decimals and Percentages</p> <p>Equivalent Fraction &amp; Decimals</p> <p>Order and Compare Decimals</p> <p>Percentages as Fractions and Decimals</p> <p>Perimeter and Area</p> <p>Perimeter of rectangles/Rectilinear</p> <p>Shapes/Polygons</p> <p>Area of Rectangles/Compound Shapes</p> <p>Statistics</p> <p>Draw Line Graphs</p> <p>Read and Interpret Line Graphs</p>	<p>Shape</p> <p>Estimate/Measure/Classify Angles</p> <p>Draw Lines and Angles</p> <p>Calculate Angles Around a Point/Straight Line</p> <p>Regular and Irregular Polygons</p> <p>3D Shapes</p> <p>Decimals</p> <p>Adding and Subtracting Decimals</p> <p>Decimal Sequences</p> <p>Multiply and Divide Decimal Numbers by 10, 100, 100</p> <p>Negative Numbers</p> <p>Compare and Order Negative Numbers</p> <p>Find the Difference</p> <p>Converting Units – kg/km/ml/mm</p> <p>Convert Units of Length</p> <p>Convert Units of Time</p> <p>Calculate with Timetables</p> <p>Volume</p> <p>Cubic Centimetres</p> <p>Compare/Estimate Volume</p> <p>Estimate Capacity</p>
<b>Science</b>	<p><b>Earth in Space</b></p> <p>~ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>~ Describe the movement of the Moon relative to the Earth.</p> <p>~ Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>~ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Forces</p> <p>~ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>~ Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p>	<p><b>Properties and Changes of Materials</b></p> <p>~ 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.</p> <p>~ Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>~ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>~ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>~ Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p><b>Living Things &amp; Their Habitats</b></p> <p>~ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>~ Describe the life process of reproduction in some plants and animals.</p> <p>Animals including Humans</p> <p>~ Describe the changes as humans develop to old age.</p>

	~ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	~ 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.	
<b>History</b>	<b>WWII – How did WW2 impact Great Britain?</b> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Society</li> <li>• Pastimes &amp; culture</li> <li>• Achievements</li> <li>• Beliefs</li> </ul> <b>Eden Camp visit</b>	<b>Maya civilization - How do the Maya compare to other civilisations?</b> <ul style="list-style-type: none"> <li>• Society</li> <li>• Pastimes &amp; culture</li> <li>• Achievements</li> <li>• Beliefs</li> <li>• Travel &amp; Exploration</li> <li>• Settlement</li> </ul>	
<b>Geography</b>	<b>WWII (Links)</b> European Countries involved in WW2 Geographical border changes Who were the Allied forces?  <b>What is life like in the Alps?</b> <ul style="list-style-type: none"> <li>• Reading maps – locate the Alps</li> <li>• Identifying continents, countries, oceans and mountains</li> <li>• Understanding human and physical features of the Alps/Innsbruck and of the local area.</li> <li>• Comparing maps and locations.</li> </ul> Field work – comparing leisure facilities in locality & Innsbruck/The Alps	<b>Mayas (Links)</b> Where in the world did the Mayas exist? Locational knowledge Extend knowledge and understanding of Mayan society Human geography, settlement, land use  <b>Why do oceans matter?</b> <ul style="list-style-type: none"> <li>• Describe the water cycle and how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• Identify the Great Barrier Reef as part of Australia and know its benefits.</li> <li>• Describe how humans impact the oceans, the consequences of this and how we can support/improve the marine environment.</li> <li>• Understand, collect and present data.</li> </ul>	<b>Why do populations change?</b> <ul style="list-style-type: none"> <li>• Identify the most densely and sparsely populated areas and begin to describe what might influence the environments people live in.</li> <li>• Describe the increase in global population over time.</li> <li>• Define birth and death rates, suggesting what may influence them.</li> <li>• Define migration, discussing push and pull factors including why some people have no choice but to leave their homes.</li> <li>• Describe the causes of climate change, explaining its impact on the global population.</li> <li>• Fighting climate change, what we can do.</li> <li>• Calculate the length of a route to scale.</li> <li>• Follow a selected route on an OS map and collect information (including using a Likert scale).</li> <li>• Create a digital map to plot and compare data collected from two locations.</li> <li>• Suggest an idea to improve the environment.</li> </ul>
<b>RE</b>	<b>WWII (Links)</b> Judaism in WW2  Reference to Prior Learning	<b>Christianity</b>  Why is Jesus' death and resurrection significant to many Christians?	<b>Christianity</b> Why do some people believe God exists? What would Jesus do?

	<p><b>Sikhism</b>  What do religions say to us when life gets hard?  What does it mean to be a Sikh in Britain today?</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• God</li> <li>• Community</li> <li>• The 5 K's</li> <li>• Ceremonies</li> <li>• Duties and Prayer</li> <li>• Celebrations Diwali</li> <li>• Compare and Contrast</li> </ul>		<p>Can we live by the values of Jesus in the twenty-first century?  Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> <li>• Teachings and Authority</li> <li>• Symbols and Religious Expression</li> <li>• Worship</li> <li>• Journey of Life and Death</li> </ul>
<b>Art</b>	<p><b>Mark-making &amp; drawing</b>  <b>Elements of Art</b>  Exploring tone &amp; line Monochrome – study of <b>pattern</b>.  <b>Colour &amp; Paint</b>  Theory revision  Complimentary colours  Application of colour for effect  Colour calendar designs inspired by Bridget Riley  <b>Artists, Designers &amp; Makers:</b> Bridget Riley, MC Escher</p>	<p>Observational <b>drawing</b> of natural form e.g. leaves, shells etc  <b>Artists, Designers &amp; Makers:</b> botanical artists, Georgia O'Keefe, Andy Goldsworthy  <b>3D/sculpture/craft</b>  <b>Printing:</b> Two colour polyblock  experimenting with pattern and shapes based on observational drawing of natural form in larger and smaller works  <b>Artists, Designers &amp; Makers:</b> inspirational print designers  <b>Antony Gormley.</b> Sculpture / form – Elements of art</p>	
<b>DT</b>			<p><b>Food technology</b>  <b>Mexican Fiesta</b> (Links to Maya)  Nutrition &amp; Healthy Eating  Taste &amp; Evaluate  Skills &amp; Techniques  Food Sources &amp; Seasonality  <b>Inspirational figure:</b>  Thomasina Miers  <b>Moving mechanisms using CAMS Automata.</b>  Research &amp; Design  Skills &amp; Making  Evaluate  Technical knowledge  <b>Inspirational figure/event:</b>  Cams &amp; cogs through history</p>

<b>Music</b>	<p><b>Singing:</b> Sing a wide range of songs with an increasing range in different keys. Experiment with round/parts in a range of dynamics.</p> <p><b>Listen &amp; Evaluate:</b> Listen to each other during the singing of rounds, parts and echo songs. Listen and respond to a wide range of music styles and performances to develop their love for music. Identify similarities and differences when listening to different genres of music.</p> <p><b>Rhythm &amp; Composition:</b> Copy and create different rhythms to clap using notation to show them in written form.</p> <p><b>Christmas Performance.</b> Children to practise to perform new learning / lead warm ups or practise skills.</p>	<p><b>Untuned Percussion:</b> Develop knowledge of pulse and rhythm through the use of untuned percussion. <b>Compose</b> music using a range of time signatures, notations and musical features. Learn about a wide range of <b>musical genres</b> and identify musical features.</p> <p><b>Listen &amp; Evaluate:</b> Listen and respond to a wide range of music styles, genres and each other's performances.</p> <p><b>Rhythm &amp; Composition:</b> Improvise over a simple backing beat. Compose a short piece using an A, B, A structure. Capture compositions using notation and time signatures. Compose music to fit with a short film or story. Understand that music is in different time signatures. Learning about the history of Maya Civilisation through music.</p>	<p><b>Tuned/Un-Tuned Instruments – Ukelele</b> Learn to play chords on the ukelele. Sing or play a melody over ukulele accompaniment. Children will understand how ukulele music is written down. Children will continue to develop their knowledge of staff notation and how a melody can be written.</p> <p><b>Listen &amp; Evaluate:</b> Listen to each other during playing and evaluate. Listen and identify features of music, including changes in pitch. Listen while playing ukulele accompaniment to ensure accurate timing.</p> <p><b>Rhythm &amp; Composition:</b> Copy and create different rhythms using notation to show them in written form. Understand the difference between time signatures. Keep a steady beat during ukulele playing.</p> <p><b>End of year school music celebration performance.</b></p>
<b>French</b>	<p><b>Revision</b></p> <p><b>Numbers</b> 50-60</p> <p><b>Months</b> of the year <b>Birthdays</b> (Rigolo)</p>	<p><b>Numbers</b> 60-70</p> <p><b>Classroom</b> Commands Objects Places in our school</p> <p><b>Transport</b> How do we get to school?</p>	<p><b>Verbs in a French Week</b></p> <p><b>Meet My Family in French</b></p>
<b>Computing</b>	<p><b>Online Safety</b> Self-image and Identity, Online Relationships, Online Reputation and Online Bullying.</p> <p><b>Text &amp; Graphics</b> Use technology safely, respectfully &amp; responsibly Publisher/Excel/word- linked to history topic, creating a leaflet Insert, format &amp; wrap text and text boxes Create graphs and format cells Understanding 'www' and the use of search engines (iPads)</p>	<p><b>Online Safety</b> Managing Online Information and Health, Wellbeing and Lifestyle.</p> <p><b>Media</b> Whole school media project - video, audio, Movavi Insert text &amp; audio Still image or video</p>	<p><b>Online Safety</b> Privacy and Security and Copyright and Ownership.</p> <p><b>Coding</b> Design and write programs using variables Create &amp; debug programs explaining problem solving</p>

PE	Indoor Athletics/ Fitness training	Gymnastics	Netball Skills	Dance	Athletics	Rounders <i>(competitive)</i> Sports Week
PSHE	<b>Setting ground rules for RSE &amp; PSHE lessons</b>		<b>Safety and the changing body</b> <ul style="list-style-type: none"><li>• Online friendships</li><li>• Staying safe online</li><li>• Puberty</li><li>• Menstruation</li><li>• Emotional changes in puberty</li><li>• First Aid: Bleeding and head injuries</li><li>• Alcohol, drugs and tobacco: Making decisions</li></ul> <b>Citizenship</b> <ul style="list-style-type: none"><li>• Breaking the law</li><li>• Rights and responsibilities</li><li>• Protecting the planet</li><li>• Contributing to the community</li><li>• Pressure groups</li><li>• Parliament</li></ul> Zones of Regulation. British Values		<b>Economic wellbeing</b> <ul style="list-style-type: none"><li>• Why prioritise needs over wants?</li><li>• What is a weekly budget?</li><li>• What is borrowing and loaning?</li><li>• What are the risks of handling money online?</li><li>• Why challenge workplace stereotypes?</li><li>• What makes a suitable career?</li></ul> <b>Transition</b> <ul style="list-style-type: none"><li>• Roles and responsibilities</li></ul> Zones of Regulation. British Values	
	<b>Families and relationships</b> <ul style="list-style-type: none"><li>• Build a friend</li><li>• Friendship skills</li><li>• Marriage</li><li>• Respecting myself</li><li>• Family life</li><li>• Bullying</li><li>• Stereotyping: Gender</li><li>• Stereotypes: Race and religion</li></ul> <b>Health and wellbeing</b> <ul style="list-style-type: none"><li>• Relaxation: yoga</li><li>• Embracing failure</li><li>• The importance of rest</li><li>• Going for goals</li><li>• Taking responsibility for my feelings</li><li>• Healthy meals</li><li>• Sun safety</li></ul> Zones of Regulation. British Values					