

YEAR 5 CURRICULUM MAP

English Curriculum	Autumn	Spring	Summer
Reading	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summary Basic predictions - secure use of text Relate use of skim and scan to practical application	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summary Basic predictions - secure use of text Relate use of skim and scan to practical application	Foci: Reading Fluency Comprehension - both overall text, word level and retrieval Word level work Inference Concise summary Basic predictions - secure use of text Relate use of skim and scan to practical application
Writing	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
Spelling, punctuation and Grammar	GP: All key skills noted in appendix 2 for years 4 and 5 Sp: All key rules noted in appendix 1 for years 5/6	GP: All key skills noted in appendix 2 for years 4 and 5 Sp: All key rules noted in appendix 1 for years 5/6	GP: All key skills noted in appendix 2 for years 4 and 5 Sp: All key rules noted in appendix 1 for years 5/6
Speaking and Listening	All 12 statements set out in NC for year	All 12 statements set out in NC for year	All 12 statements set out in NC for year
Maths	Autumn Place Value within 100,000 Place Value within 1,000,000 Addition and Subtraction Graphs and Tables Multiplication and Division Measure – area and perimeter	Spring Multiplication and Division Fractions Decimals and Percentages	Summer Decimals Geometry – properties of shapes Geometry – position and direction Measure – converting units Measure – volume and capacity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name:	Vicious Invaders	It's a Wonderful War	Liberte, Egalite, Fratenite	Chocoholics	Dangerous Planet – Ring of Fire	Treason terror and threat
Main NC focus:	Vikings	A world study – countries in WW1	European Study – France	Ancient Mayans	World Study - Japan	The Tudors
Visits/Visitors:	Jorvik	Visitor in school Museums?	Restaurants Asda – buy food and set up a European style café for parents	Visitor in school	Oriental museum	Bessie Sutees House Washington Old hall
Class book:	How to Train Your Dragon Riddle of the Runes The Dragon's Hoard	War Horse Ghost Stories of the Trenches War Game	Three Musketeers Hunchback of Notre Dame Count of Monte Cristo	Chocolate Touch Chocolate Fever The Great Chocoplot Charlie and the Chocolate Factory	Kensuke's Kingdom The Girl of Ink and Stars Treasure Island	Spy Master Treason The Diary of Thomas Snoop
Writing Opportunities:	Description Narrative Non-chronological Report	Diary Explanation Playscript	Diary Narrative Newspaper Report	Instructions Description Narrative	Newspaper report Narrative Description	Non-chronological report Diary Narrative

	Newspaper Report Instructions	Poetry Narrative Letter (formal)	Letter (informal) Non-chronological Report	Explanation Poetry Playscript	Letter (informal) Explanation Biography	Biography Instructions
Math links:	Symmetry – Viking shields Capacity – cargo boats Volume Supplies. Planning, etc	Time – Timeline Money – rationing Distance traveled to France Size of trenches	Handling Data – graphs and tables Money – currency, conversion Measurement - km	Finding the dimensions of pyramids Making pyramids with nets (3D shape) Measurement - weight	Money – currency, conversion Handling Data – population graphs Measurement - km	Time – timeline Dates – length of each reign Data shown in tables and graphs
Science:	Working Scientifically – on going across the year					
	Earth and Space: -Describe the movement of the Earth and other planets relative to the Sun -Describe the movement of the Moon relative to the Earth -Describe the Sun, Earth and Moon as approximately spherical bodies -Explain day and night and the apparent movement of the Sun across the sky	Forces: -To learn the force arrow model and how to use this with diagrams -Explain that unsupported objects will fall because of the force of gravity	Forces: -Identify the effects of friction that act between two moving surfaces Identify the effects of air resistance as another form of friction -Identify the effects of water resistance as another form of friction -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 differences in life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals	Animals including humans: -Describe the changes as humans develop to old age -Research gestation periods of different animals and relate to their size -Compare gestation of animals relative to size with a human gestation period -Learn about changes experienced in puberty	Properties and changes of materials: -Compare and group materials on basis of properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets -Know 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 through filtering, sieving and evaporation -Give reasons based on evidence from comparative and fair testing for the particular uses of materials --Demonstrate reversible changes (dissolving, mixing, changing state) -Explain some changes are irreversible and form new materials including burning and the action of acid on bicarbonate of soda -Explain this science using the particle model
Computing: Digital Literacy	I can protect my password and other personal information. I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. (Internet safety)	Can I talk about the dangers of spending too long online or playing a game. Can I discuss the importance of choosing an age-appropriate website or game? (Age limits and apps)	Can I explain which forms of social media are inappropriate? Can I identify reasons why some forms of social media are dangerous? Can I explain the associated risks with social media? (social media)	Can I explain why I need to protect my computer or device from harm? Do I know which resources on the Internet I can download and use? (Cyber security)	Do I know that anything I post online can be seen, used and may affect others? I can explain the importance of communicating kindly and respectfully? (Cyberbullying)	Can I describe different parts of the Internet? Can I use different online communication tools for different purposes? Can use a search engine to find appropriate information and check its reliability? Can I recognise and evaluate different types of information I find on the World Wide Web? Can describe the different

						parts of a webpage? Can find out who the information on a webpage belongs to? (Safe searching)
Computing: Computer Science	<p>Can I decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program?</p> <p>Can I refine a procedure using repeat commands to improve a program?</p> <p>Can I use a variable to increase programming possibilities?</p> <p>Can I change an input to a program to achieve a different output?</p> <p>Can I use 'if' and 'then' commands to select an action?</p> <p>Can I talk about how a computer model can provide information about a physical system?</p> <p>Can I use logical reasoning to detect and debug mistakes in a program?</p> <p>Can I use logical thinking, imagination and creativity to extend a program?</p> <p>(Microbit)</p>				<p>Can I decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program?</p> <p>Can I refine a procedure using repeat commands to improve a program?</p> <p>Can I use a variable to increase programming possibilities?</p> <p>Can I change an input to a program to achieve a different output?</p> <p>Can I use 'if' and 'then' commands to select an action?</p> <p>Can I talk about how a computer model can provide information about a physical system?</p> <p>Can I use logical reasoning to detect and debug mistakes in a program?</p> <p>Can I use logical thinking, imagination and creativity to extend a program?</p> <p>(Create a simple interactive game on Scratch or similar)</p>	<p>Can I decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program?</p> <p>Can I refine a procedure using repeat commands to improve a program?</p> <p>Can I use a variable to increase programming possibilities?</p> <p>Can I change an input to a program to achieve a different output?</p> <p>Can I use 'if' and 'then' commands to select an action?</p> <p>Can I talk about how a computer model can provide information about a physical system?</p> <p>Can I use logical reasoning to detect and debug mistakes in a program?</p> <p>Can I use logical thinking, imagination and creativity to extend a program?</p> <p>(Create a simple interactive game on Scratch or similar)</p>
Computing: ICT		<p>Can I use a spreadsheet and database to collect and record data.</p> <p>Can I choose an appropriate tool to help me collect data?</p> <p>Can I present data in an appropriate way?</p> <p>Can I search a database using different operators to refine my search?</p> <p>Can I talk about mistakes in data and suggest how it could be checked?</p> <p>Can I show data on a simple graph?</p> <p>(Excel and Word)</p>	<p>Can I use text, photo, sound and video editing tools to refine my work?</p> <p>Can I use the skills I have already developed to create content using unfamiliar technology?</p> <p>Can I select, use and combine the appropriate technology tools to create effects that will have an impact on others?</p> <p>Can I select an appropriate online or offline tool to create and share ideas?</p> <p>Can I review and improve my own work and support others to improve their work?</p> <p>Can I describe different parts of the Internet?</p> <p>Can I use different online communication tools for different purposes?</p>	<p>Can I use photos images and text to create an atmosphere when presenting to different audiences?</p> <p>Am I confident to explore new media to extend what I can achieve?</p> <p>Can I change the appearance of text to increase its effectiveness.</p> <p>Can I create, modify and present documents for a particular purpose?</p> <p>Can I use a keyboard confidently and make use of a spellchecker to write and review my work?</p> <p>Can I give constructive feedback to my friends to help them improve their work and refine my own work?</p> <p>(Publisher)</p>		

			<p>Can I use a search engine to find appropriate information and check its reliability? Can I recognise and evaluate different types of information I find on the World Wide Web? Can I describe the different parts of a webpage? Can I find out who the information on a webpage belongs to? (Create a blog)</p>			
History:	<p>-where did the Vikings come from? -Why did they come to Britain? -what was life like for the Viking people? -what were their beliefs? -how did their beliefs differ from those of the Anglo Saxons in Britain? -What did the Vikings do for us? What is their legacy?</p>	<p>-What caused WW1? -Which countries were involved? -what methods of warfare were used? -how is this different to previous civilizations? -how did people suffer? -how was the war won?</p>	<p>-What caused the French Revolution? -Who was involved in the French Revolution? -What happened in the French Revolution? -What was the aim of the French Revolution? -What did the French Revolution lead to? Who was Napoleon?</p>	<p>-who were the Ancient Mayan people? When and where did they live? -what were their everyday lives like? What were their beliefs? -how did their beliefs compare to other civilizations? -how did they survive for so long? -where did they go?</p>	<p>-What key events have occurred in Japan since the start of the Twentieth Century? -What Japan's role in the second world war? -What was Japan's influence on the outcome of the second world war? How does Japan influence modern life?</p>	<p>-What was the war of the roses? -who was Henry VIII? -what happened to his wives? -how and why did he create the protestant church and divorce? -what did he do to the monasteries? -who was bloody Mary? Why was she given this name? -what did Elizabeth I achieve? -what was the Spanish Armada?</p>
Geography: (Skills and fieldwork throughout year – maps, atlases and globes)	<p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere -Use the eight points of a compass, six-figure grid references, symbols and keys, (using ordnance survey maps) to build their knowledge of the UK and wider world</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies -Significance of Arctic and Antarctic Circle, the Prime /Greenwich, Meridian and time zones (including day and night)</p>	<p>- To understand geographical similarities and differences through the study of human and physical geography within a region of a European Country</p>	<p>-Human geography – distribution of natural resources including energy, food, minerals and water</p>	<p>-- To describe and understand key aspects of physical geography – volcanoes and earthquakes</p>	<p>- Use fieldwork to observe, measure and record the human and physical features in the local area using sketch maps, plans and graphs independently. Use digital technologies</p>
DT:	<p>Mythical creatures with moving parts Mechanisms</p>	<p>Develop lights to see in the trenches Electrical systems</p>	<p>European meal – design and make a healthy dish inspired by the foods typical of a European Country Food Technology</p>	<p>Research and make Mayan masks Design for purpose</p>	<p>Use fabric to make a stuffed toy. Textiles</p>	<p>Making Elizabethan Models {access arts} Sculpture</p>
Art:	Create sketchbooks to record observations					
	<p>Supersize jewelry {access art} Sculpture</p>	<p>Experiment with graphite pencils, different lines and shading. Select a photograph and plan and create own version - paying attention to foreground, middle & distance. Perspective and varying depth of shading.</p>	<p>Negative positive spaces, Scaling up [Access Arts] Drawing</p>	<p>Flat yet sculptural large constructions. - [Access Arts] Drawing Collage Sculpture</p>	<p>Japan art-inspiration from Sushi [access arts] Drawing Painting Photography</p>	<p>Tudor portraits- using Artists from the past for inspiration. Drawing</p>

		World War 1 Drawing				
Music:	Listen with attention to detail and recall sounds with increasing aural memory (link to Vikings)	Perform in solo and groups using their voices and instruments with increasing accuracy, fluency, control and expression (life in the trenches)	Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians (European study)	Develop an understanding of the history (link to Mayans)	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes (link to topic of reason, terror and threat)
P.E:	Football	Tag Rugby	Gymnastics	Games	Cricket	Athletics
R.E:	Theme: Prayer and worship Key Question: What is the best way for a Hindu to show commitment to God? Hinduism	Theme: Christmas Key Question: Is the Christmas story true? Christianity	Theme: Beliefs and meanings Key Question: How can Brahman be everywhere and in everything? Hinduism	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Christianity	Theme: Prayer and worship Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Hinduism	Theme: Beliefs and practices Key Questions: What is the best way for a Christian to show commitment to God? Christianity
MFL	All About Me		Daily Routine and Jobs		My Town, Travel and Tourism	
Homework opportunities:	Make Viking weapons, helmets and shields	Design propaganda posters Design a WWI cookbook Cook/bake traditional WWI recipes – Parkin Cake	Design a travel guide for people to visit France Create an art book/digital art book of the French Impressionists	Become a great chocolate inventor and design your own sweet creations Willy Wonka style	Create your own exploding volcano (could be basic or use papier-mâché to make it more authentic or go even further and recreate your own volcanic island in the Pacific	Create your own armada or the ship of pirate Drake who sank the armada before it got going. Design and make your own Tudor costume
Outdoor Learning:	Design, create and test boats to sail in stream	Outdoor cookery	Outdoor art	Build temple from crates	Outdoor cookery	Local heritage walks