

Curriculum Map for Year 5

| Term | Term 1 (Autumn 1) | Term 2 (Autumn 2) | Term 3 (Spring 1) | Term 4 (Spring 2) | Term 5 (Summer 1) | Term 6 (Summer 2) |
|------------------------------|--|---|--|---|--|---|
| Power Of Reading Text |  |  |  |  |  |  |
| Writing | <p>Write their own folktale.</p> <ul style="list-style-type: none"> * build cohesion within paragraphs * accurate Verb tenses * select appropriate vocab and grammar * full range of punctuation taught in <p>KS1 and KS2 *</p> <ul style="list-style-type: none"> • integrate dialogue | <p>Write a non-chronological report.</p> <p>Write a discussion piece.</p> <ul style="list-style-type: none"> * relative clauses * a range of clause structures * use adverbs to add detail * use adverbials of time and place to build cohesion | <p>Write a story based on themes of the book – trust and friendship.</p> <ul style="list-style-type: none"> * use simple devices to structure the writing * use adverbs for detail * select appropriate vocab and grammar * use expanded noun phrases | <p>Write a news report.</p> <ul style="list-style-type: none"> * relative clauses * a range of clause structures * Build cohesion across paragraphs * using adverbials to link paragraphs * verb tenses accurate * use prepositional phrases * use full range of punctuation taught at KS1 and KS2 * simple devices to organise writing * punctuation for parenthesis (brackets, dashes and commas) | <p>Complete narrative : the story told from the point of view of one of the characters.</p> <ul style="list-style-type: none"> * use of commas * use of expanded noun phrases * integrate dialogue * describe settings, atmosphere and characters * verb tenses accurate * use full range of punctuation taught at KS1 and KS2 * | <p>Re-writing part of a voyage of Sinbad.</p> <ul style="list-style-type: none"> * write for a range of purposes * using adverbs/adverbial phrases for detail * integrating dialogue * correct verb tenses * Build cohesion across paragraphs |
| Reading | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>drawing inferences such as inferring characters'</p> | <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>others' ideas and challenging views courteously</p> | <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>provide reasoned justifications for their views</p> <p>explain and discuss their understanding of what they have read, including through formal</p> | <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>provide reasoned justifications for their views</p> <p>Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text</p> | <p>asking questions to improve their understanding</p> <p>learning a wider range of poetry by heart</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own ideas and summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> | <p>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>* asking questions to improve their understanding</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from</p> |

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| Power Of Reading Text |  |  |  |  |  |  |
| | <p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied.</p> | <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books,</p> | <p>presentations and debates, maintaining a focus on</p> | | | <p>details stated and implied</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>* identifying how language, structure and presentation contribute to meaning</p> |
| Speaking and listening | <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> | <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> | <p>use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> | <p>gain, maintain and monitor the interest of listeners</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> | <p>Maintain attention and participate actively in collaborative conversations, responding to texts</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances and debates</p> | <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> |
| Maths Summary | <p>Number: Place Value</p> <p>Number: Addition and subtraction</p> | <p>Number: Multiplication and division</p> <p>Fractions A</p> | <p>Multiplication and Division</p> <p>Fractions B</p> | <p>Number: Decimals and Percentages</p> <p>Perimeter and Area</p> <p>Statistics</p> | <p>Shape</p> <p>Position and Direction</p> <p>Decimals</p> | <p>Decimals</p> <p>Negative Numbers</p> <p>Measurement: converting units; volume</p> |

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| Power Of Reading Text |  |  |  |  |  |  |
| Science topic/objectives | <p>Earth & Space</p> <p>a) describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>b) describe the movement of the Moon relative to the Earth</p> <p>c) 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>a) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>Properties & Changes of materials</p> <p>a) 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>b) 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,</p> | <p>Animals (including humans)</p> <p>describe the changes as humans develop to old age</p> | <p>Living Things & Their Habitats</p> <p>a) 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>Properties & changes of materials</p> <p>c) sieving and evaporating</p> <p>d) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>e) demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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.</p> |
| History | <p>British India: pupils learn about India before British rule, how and why Britain gained control through the East India Company, and the major changes British rule brought to India.</p> | | | <p>Islamic Civilisations: A study of early Islamic Civilisations, including how they developed and what they contributed to the world, with an emphasis on early Baghdad.</p> | | |
| Geography | <p>Natural Disasters: What are they? What effects do they have?</p> <p>Where on Earth are we? Children shall learn about the major countries and cities of Europe and other continents.</p> | | | | | |
| Art and design | <p>Craft and Design: Architecture</p> <p>This unit focuses on architecture, guiding pupils through observational drawing, printmaking, and building</p> | | | <p>Painting and mixed media</p> <p>Pupils develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves</p> | <p>Sculpture</p> <p>How do artists use space, scale and materials to create installation art?</p> | |

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| Power Of Reading Text |  |  |  |  |  |  |
| DT | Cooking and nutrition: Developing a recipe Learning a simple bolognese recipe and adapting it to improve nutritional content. | | Electrical systems: Doodlers Investigating an existing motorised product and problem-solving to understand its construction before developing their own. | | Structure: Bridges Exploring how bridge designs and materials affect strength and stability | |
| Computing E Safety throughout | IWeb Exploring web design and construction | IEditVideo Videop mediting, in Canva | IModel Exploring 3D modelling in Tinkercad. | IDraw Vector drawing: exploring how shapes are made from images and lines | IProgram 1 and IProgram 2 Exploring computational thinking and programming, with Scratch and Kodu. | |
| PSHE | Families and relationships Y5 Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes. | Health and wellbeing Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation | Y5 Safety and the changing body Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding. | Y5 Citizenship An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community | Y5 Economic wellbeing Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace | Year 5: Transition lesson |
| Music | Musical Theatre Children learn how singing, acting, and dancing combine to create an overall performance | | Recorders | | Composition Notation Children learn how music can be represented graphically, in both standard (staff) and non-standard notation. They shall use musical notation to aid performance. | |
| RE | UC Christianity- | Sikhism | UC Christianity- God | Judaism | Islam | UC Christianity- |
| PE | Hockey Swimming | Athletics Swimming | Gymnastics Swimming | Cricket Swimming | Dance Swimming | Orienteering Swimming |
| Visits and Visitors | Media Museum Theatre workshop | | | | Places of worship: mosque, cathedral, gurdwara | |