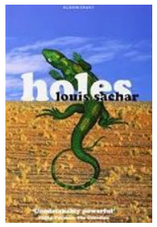
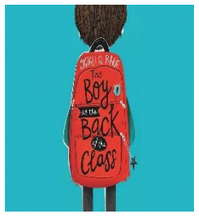
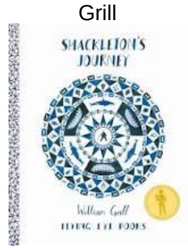
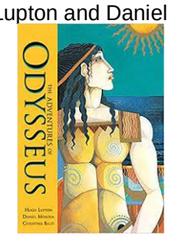
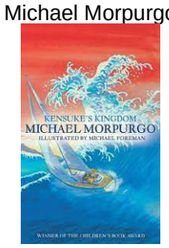
Year 5 Curriculum Map 2024 - 2025

Basic skills
Meaningful and varied opportunities to use and apply English and Maths skills/ knowledge, and to learn important vocabulary.

Cultural Capital
The need for our children to gain cultural capital that they would not otherwise gain due to a social deprivation.

Inclusion and the Local Context
Using the local context including diversity within the school and community

Mental Health
Developing knowledge of good mental and physical health through

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing tasks **N = Narrative** **NF- Non-fiction** **IWT: Independent task**	N: TWS Story – The Present IWT: Narrative – Alternative point of view IWT: Recount - Visit to Stranger's Hall	NF: TWS Persuasive Speech- Plastic pollution IWT: Persuasive Speech – recycling in school. N: TWS Story – I Believe in Unicorns	NF: TWS Journal – Antarctic – Scott IWT: Captain's Log – Shackleton's Journey N: TWS Adventure –Cosmic	NF: TWS Non-Chronological Report – Emperor Penguins IWT: Non-Chronological Report – chosen polar animal	NF: TWS Balanced argument- Screen/No Screen IWT: Balanced argument: Should the school day be extended? N: TWS The Fantastic Flying Books of Mr Morris Lessmore.	N: TWS Adventure - Kensuke's Kingdom IWT – Narrative – Continue Kensuke's Kingdom, Michael is reunited with Stella. NF: TWS Persuasive Letter - Kick
Punctuation/ Grammar terms	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial, expanded noun phrase, **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, commas - ambiguity**					
Reading Spine Books	Holes Louis Sachar 	The Boy at the Back of the Class Onjaji Q Rauf 	Shackleton's Journey William Grill 	The Adventures of Odysseus Hugh Lupton and Daniel Morden 	War Poems	Kensuke's Kingdom Michael Morpurgo 
Maths (Refer to programme of studies)	2 Weeks: Reasoning with number 4 Weeks: Addition and subtraction 1 Week: Assessment	5 Weeks: Multiplication and division 2 Week: Assessment	4 Weeks: Fractions 1 Week: Assessment	3 Week: Decimals 2 Weeks: Percentages 1 Week: Assessment	3 weeks: Angles, 2D and 3D shapes and transformations 2 weeks: Converting units 1 week: Revision of fractions 1 Week: Assessment	Revision of calculation methods
Science	**Forces** Isaac Newton – Theory of Gravity		Living things and their habitats David Attenborough – Role in natural sciences and broadcasting	Earth and Space Neal De Grasse Tyson – Astronomer – declassification of Pluto	Animals including humans.	**Properties and changes of material** Stephanie Kwolek – invention of Kevlar.
Computing Rising Stars E-Safety and Computing Scheme	**E-Safety** Unit 5.1–We are Year 5 rule writers Reviewing and editing our online safety rules Unit 5.2–We are responsible for our online actions Understanding the impact of online behaviour		**E-Safety** Unit 5.3–We are content evaluators Understanding advertising and endorsements online Unit 5.4–We are protecting our online reputation Developing strategies to protect our future selves		**E-Safety** Unit 5.5–We are respectful of copyright Understanding and applying copyright laws Unit 5.6 –We are game changers Understanding how games developers make money	
	Autumn **Planit Year 5. Scratch Developing Games**		**Spring 1** **Plamit Year 5. Strategic Searching Online**		**Summer 1** **Planit Year 5. 3D Modelling SketchUp**	

successful relationships, effective self-care and resilience **Environmental Awareness** Knowledge and understanding of Climate Change **All different.** **All equal.** **All learning**		**Design and program a character game.** • Design, write and debug 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. • Use logical reasoning to explain how some simple algorithms work and to detect and correct algorithms and programs. • Design an original character and/or a backdrop for a game. • Improve an existing game by adding additional features. • Use forms of animation to create a new computer game, with a specific purpose or goal. Make an object move automatically and change its appearance.	**Learn how to use search engines efficiently** • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use Boolean operators to refine a search • Identify reliable and trustworthy websites. • Understand how search engines work. • Understand and explain page ranking. • Use Search Engine Optimisation to improve a web page. **Spring 2** ***Suggested extension and application of learning*** *– use effective search terms and Boolean operators to research a capital city of their choice. Use year 4 prior knowledge to create a poster in desk top publishing to effectively display their research.*	**Learn how to use 3D modelling software to create a virtual space** • Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information to: • Add detail to a 3D drawing. • Manipulate a 3D drawing. • Create a complex 3D design. • Create a complex 3D model of their own design **Summer 2** ***Suggested extension and application of learning –*** *children use SketchUp to create a replica of their Antarctic Research station that they are creating in D.T.*
	History	**Autumn 1** The Tudors -Local Study Was Robert Kett right to rebel against the king? Was his punishment fair? Crime and punishment have changed over time with society. Where we live has a rich history. Stranger's Hall EV – Robert Kett workshop Monarchy, succession, rebellion, taxation, dissolution. Who were The Tudors – Know the Tudor family tree including monarchs, significant spouses/ offspring. Understand what crime and punishment like in the Tudor period. Examine the types of crime and their punishments – where they all appropriate? Who was Robert Kett? Why did he rebel? - (Local history walk – St James Hill, bishops gate – to Lord Sheffield's Plaque) Recap the Robert Kett workshop.	**Spring 1** Ancient Greece What did the Ancient Greeks do for us? Some civilisations have left very important legacies to our own which we can still find evidence of. Olympics, democracy, myths and legends, Parthenon, philosophy Examine who "The Ancient Greeks" were and their place in world history; know some key events and key figures during the period. Understand how democracy started and took place in Ancient Greece. – How is this reflected in societies around the world today. (Demos-Kratos means "Power of the People") Study key achievements of the Ancient Greeks such as theatre, philosophy, mathematics, architecture, language Explain how some Ancient Greek traditions have influenced life today. Focus on comparing and contrasting the ancient and modern Olympics. Examine where "marathons" started and other events.	**Summer 1** World War 2 How did WWII change life in Britain? The biggest global events have an impact on people and their lives on many levels. Poppyline / Gressenhall EV Allies, Axis, The Blitz, evacuee, propaganda, The Battle of Britain, How did WW2 start? Why was it a world war? Who was involved? Know about key leaders in WW2. Hitler, Churchill, Stalin. Examine how people on the home front contributed to war efforts. Know the events of the Blitz and the Battle of Britain and how people's lives changed at this time. Air raid shelters, rationing, evacuation, black outs, propaganda, morale. Understand the significance of evacuation and what children experienced during that time.
	Geography	**Autumn 2** What do we mean by Europe? Europe is an abstract concept that is defined not just by its physical location. transport, tourism, population density, multi-cultural, culture, WALT: Know the features of a capital city. Locate and name capital cities in Europe. Explain what is meant by the term 'Europe' - physical Europe, political Europe, EU, ECC etc. Recognise cultural landmarks in European cities as human or physical features. Compare human and physical features of 2 European capital cities.	**Spring 2** Why are some places always hot and some always cold? Geographers divide the world up into different regions using certain named lines. Equator, northern hemisphere, southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Prime Meridian, time zones Know how the world is divided using lines of latitude and longitude. Explain what the equator is and its locational significance. Compare the climate of regions in the N and S hemispheres. Know why the world is divided into time zones.	**Summer 2** Would you rather visit a mountain or live on one? Mountains are important physical features that impact on how and where people live. Summit/peak, ridge, mountain range, contour lines, avalanche, hydro-electricity, rock face, tectonic plate, elevation Recognise key mountain ranges across the world. Identify the main features of mountain ranges and how they are formed. Understand how contour lines show elevation on OS maps. Examine the advantages and disadvantages of mountainous ranges for humans. Written answers- concept question

		Written answer – concept question.				
	Art and Design	**Autumn 1** Observations drawing: proportion of the face Soft pastels Does everything have to be in proportion to look realistic? Explain your answer. It is where two or more elements in a composition relate to one another and how they compare.		**Spring 1** Multimedia: lino printing Create a leaf/ forest scene, repeating patterns Henri Rousseau Do you have to have experienced something in order to draw it? Life drawing helps to make something realistic however sometimes Art is about using your imagination to create something to enjoy.		**Summer 1** Environment – watercolour/ acrylic (Hokusai The Great Wave over Kamigawa) Is your first idea always the best one? Explain your answer. Using sketch books to develop an idea over time and understand final pieces are part of a journey.	
	Design and Technology	**Autumn 2** Soda bread Cookery- Celebrating culture and seasonality. Is it possible to make several different types of food using one technique? That once you have understood the method involved in making bread you can create a wide variety of flavours.		**Spring 2** Antarctic Research Station. (Project page- tents- adapt triangulation sections into research stations). Structure- Frame Structures Is it possible to design whatever you like when given a design brief? The function will influence the design as well as design influencing function.		**Summer 2** A new toy vehicle for children in a particular age range (refer to plans). Mechanisms- Pulleys and Gears How innovative does your design have to be? Product design is a combination of innovation and well establishes techniques.	
	Music	**Autumn 2** **Livin' on a Prayer** **Listen & Appraise: Livin' On A Prayer (Rock)** **Musical Activities using glocks and/or recorders**		**Spring 2** **Fresh Prince of Bel-Air** **Listen & Appraise: The Fresh Prince of Bel-Air (Hip Hop)** **Musical Activities using glocks and/or recorders.** **Perform & Share**		**Summer 2** **Dancing in the Street** **Listen & Appraise: Dancing In The Street (Motown)**	
	Languages **Twinkl Spanish**	**Autumn 1** My Town		**Spring 1** Let's Go!		**Summer 2** Shopping	
	PE/Games	**Basketball** **Tag Rugby**	**Gymnastics** **Handball**	**Outdoor and Adventurous Activities** **Netball**	**Hockey** **Dodgeball**	**Cricket** **Athletics**	**Rounders** **Tennis**
	PSHE	**Jigsaw – Being Me In My World** Key questions: What are my rights and responsibilities as a citizen and a pupil? What is a democracy and how do I participate in it?	**Jigsaw– Celebrating Difference** Key questions: How can cultural difference cause conflict? What does racism look like? What is direct / indirect bullying? .	**Jigsaw– Dreams and Goals** Key questions: Which jobs interest me? How can I plan for getting a job that interests me? How much money will I need to live the life I want?	**Jigsaw– Healthy Me** Key questions: What are the risks of smoking? What are the risks of alcohol? What should I do in an emergency? How might outside pressures affect my mental wellbeing?	**Jigsaw– Relationships** Key questions: Who am I? What makes a positive online community? What rights and responsibilities do I have online?	**Jigsaw– Changing Me** Key questions: What is body image? How do male and female bodies change during puberty? How is a baby made? How will my rights and responsibilities change as I grow?

		Black History Month • Kingdom of Kush • Apartheid and Nelson Mandela • Influential Black Scientists • BLM street art / chalks Discussion and focus on BLM						
	RE	Theme: Beliefs and Practices **Key Question:** What is the best way for a Christian to show commitment to God? **Religion:** Christianity	Theme: Christmas **Concept:** Incarnation **Key Question:** Is the Christmas story true? **Religion:** Christianity	Theme: Beliefs and Meaning **Concept:** Salvation **Key Question:** Is anything ever eternal? **Religion:** Christianity	Theme: Easter **Concept:** Salvation **Key Question:** How significant is it for Christians to believe God intended Jesus to die? **Religion:** Christianity	Theme: Prayer and Worship **Key Question:** What is the best way for a Sikh to show commitment to God? **Religion:** Sikhism	Theme: Beliefs and Practices **Key Question:** What is the best way for a Christian to show commitment to God? **Religion:** Christianity
	Trips and Experiences	**History: Stranger's Hall, Tudor Experience** **Local History Walk- Kett's Rebellion**				**History: WW2 Time and Tide**	**PE: Tubing**
Knowledge Organisers These set out the knowledge which will be taught in each topic and the key questions which will be explored (these are adapted each year to reflect children's needs and interests). Knowledge organisers are shared with parents to support home learning.								
		Our curriculum: • is underpinned by our aims, values and purpose. • develops the whole child – knowledge, skills, understanding and attitudes. • is broad, balanced and has clear progression in subject knowledge and skills. • is flexible and responsive to individual needs and interests (e.g. through choice of 'Key Questions') • encourages the use of environments beyond the classroom. • makes meaningful links between areas of knowledge across the curriculum • makes links with the major issues of our time. • has a local, national and international dimension. • is filled with rich first-hand purposeful experiences.						