Year 5 Curriculum Map 2022-23

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Skills	By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.					
	Curriculum	Collins Primary History – Ancient Greece Pupil Book.	The Lion, the Witch and the wardrobe. C. S. Lewis.	Beowulf. Michael Morpurgo.	Coming to England. Floella Benjamin.	Beetle Boy. M. G. Leonard	The Tempest. A Midsummer Night's Dream. William Shakespeare.
English	Skills	Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.					
	Curriculum	Metaphor Poetry Legend/Myth Instructions – How to Kill a Cyclops.	Setting description Diary Entry Advertisement	News Report – Highwayman. Narrative inspired by Highway Man. Narrative poetry (Beowulf).	Science Fiction Narrative - Ham Non-chronological report - Space Informal letter – Coming to England	Life cycle explanation (bees). Narrative (the present) Formal Letter - River	Play script (Shakespeare). Biography – Shakespeare Storm Poetry

SPAG		Revisit Year 3/4. See NC or classroom secrets LTP for information.	**Relative clauses** (who, which, where, then, whose, that)	**Degrees of possibility** (modal verbs and adverbs e.g. perhaps, surely)	**Parenthesis** (brackets, dashes or commas) **Expanded noun phrases** (convey complicated information concisely)	**Tenses** (using the perfect form of verbs to mark relationships of time and cause) **Commas** (avoid ambiguity)	**Cohesion** (within paragraphs e.g. then, after and across using adverbials of time, place and number) **Prefixes** (verbs dis-, de-, mis-, over-, re-) **Suffixes** (convert nouns/adjectives into verbs -ate, -ise, -ify)
Maths	Skills	Detailed progression of skills using the White Rose Scheme of work					
	Curriculum	Place Value Addition Subtraction	Multiplication Division Statistics	Fractions	Decimals Percentages	Angles Shapes Position and Direction	Converting Units Prime Numbers Perimeter and Area Measures Volume

Science	Skills	**Planning** • Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. • Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample. **Taking measurements** • The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. • During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value). **Recording Data** • The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. • Children present the same data in different ways in order to help with answering the question. **Identifying scientific evidence** • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. • They talk about how their scientific ideas change due to new evidence that they have gathered. • They talk about how new discoveries change scientific understanding. **Reporting findings** • In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. • They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. • They identify any limitations that reduce the trust they have in their data. • They communicate their findings to an audience using relevant scientific language and illustrations. **Using results** • Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.

	Curriculum	**Properties and changes of materials.** •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. •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, including through filtering, sieving and evaporating. •Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic. •Demonstrate that dissolving, mixing and changes of state are reversible changes. •Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Light** • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc	**Earth and Space** • Describe the Sun, Earth and Moon (using the term spherical). • Know and demonstrate how night and day are created. • Know about and explain the movement of the Moon relative to the Earth. • Know about and explain the movement of the Earth and other planets relative to the Sun.	**Human Development** • Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird. • Know the differences between different life cycles. • Know the process of reproduction in plants. • Know the process of reproduction in animals.	**Life cycles** •Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird. •Know the differences between different life cycles. •Know the process of reproduction in plants. •Know the process of reproduction in animals.

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<tr><td rowspan="2">Computing</td><td>Skills</td><td colspan="6">Computer Science
Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.
Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.
Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g.2Blog, 2Email, Display Boards.

Information Technology
Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.
Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.

Digital Literacy
Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</td></tr>
<tr><td>Curriculum</td><td>Coding
Main Programs – 2Code</td><td>Online safety
Programs - Various</td><td>Spreadsheets
Programs – 2Calculate</td><td>Databases
Programs – 2Question, 2Investigate</td><td>Game Creator
Programs – 2DIY 3D</td><td>3D Modelling
Programs – 2Design and Make</td></tr>
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History	Skills and Curriculum	Ancient Greece **Historical Knowledge** **Constructing the past** Understand aspects of life in Ancient Greece **Sequencing the past** Place many of the important Greek developments, people and events on an annotated timeline. **History Concepts** **Change and development** Decide why changes and developments within Ancient Greece were significant. **Cause and effect** List several evens which occurred in Ancient Greece and place them in order as the impact of Ancient Greek society on society today. **Significance and interpretations** Describe several of the most successful achievements of Ancient Greece. Identify different interpretations for events, developments and people within the Ancient Greek period. **Historical Enquiry** **Planning and carrying out a historical enquiry** Investigate the quality of the lives of different people in Ancient Greece from several sources and reach a conclusion at the end of the enquiry. **Using sources as evidence** Ask questions about the usefulness and reliability of sources relating to the Ancient Greek period.	Anglo Saxons and Vikings **Historical Knowledge** **Constructing the past** Give a summary of the main features of life in Anglo Saxon and Viking times. **Sequencing the past** Select from a range of material and sequence using appropriate labels many of Anglo Saxon and Viking developments, people and events. **History Concepts** **Change and development** Identify and explain similarities and differences between the Anglo Saxon and Viking period. **Cause and effect** Explain how and why the Vikings were such successful travellers and how important this was to their success. **Significance and interpretations** Explain which period of Anglo Saxon and Viking history was the most important, giving reasons for choice. Explain how and why it is possible to have different interpretations about the Viking invasion of Britain. **Historical Enquiry** **Planning and carrying out a historical enquiry** Independently pose a series of questions to investigate the success of the Anglo Saxons, select appropriate evidence and use this to draw a valid conclusion. **Using sources as evidence** Select evidence that supports their judgement as to the success of the Viking invasion of Great Britain.	

Geography	Skills	*Use Maps, atlases, globes and digital mapping to locate countries and describe features studied.* *Use the 8 points of a compass, 6 figure grid references, symbol and key (Ordnance Survey) to build knowledge of Greece and compare to the UK.* *Understand geographical similarities and differences through the study of physical and human geography of a region in a European country.*		*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime / Greenwich Meridian time zones (including day and night).* *Use the 8 points of a compass, 6 figure grid references, symbol and key (Ordnance Survey) to build knowledge of the wider world.* *Link to major Rivers of the World.* *Understand and describe the key aspects of the Water Cycle.*
	Curriculum	**Greece – A Study of a European Place compared to the UK**		**Rivers** **The World And Continents** Produce a Major World Rivers map and relate this to the latitude, longitude, the Equator, Tropics of Cancer and Capricorn, The Arctic and Antarctic circles and the climate zone. Child can map out the journey of one river through countries / climate zones and all the above. Locate and label the mountains / hills where the source of these rivers is found. Use 8 points of the compass to describe the journey a river takes and annotate with photographs and information about a local issue. Use 6 figure grid references and an OS map of the area of the chosen river. and human geography of the given area .**Fieldwork and Investigation** Use digital maps to investigate the features of an area of a river. Sketch maps to show the physical **Physical and Human Themes** Understand a range of key physical processes resulting in changes in the landscape as a river changes course. Map the changes in the human environment as a river follows it's course. Understand and describe the key physical processes of the water cycle. **Map and Atlas Work** Choose a major river of the world.

RE	Skills	**Beliefs and teachings (what people believe)** Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions **Practices and lifestyles (what people do)** Show understanding of the ways of belonging to religions and what these involve **Expression and language (how people express themselves)** Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language **Identity and experience (making sense of who we are)** Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers **Meaning and purpose (making sense of life)** Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied **values and commitments (making sense of right and wrong)** Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues					
	Curriculum	How do people show that they belong to a community and take on more responsibilities? Bar Mitzvah Baisakhi First Holy Communion Baptism	What does it mean to be called? The fisherman – Call of the disciples by Jesus Call to prayer Enlightenment (Budha)	Why do some people make pilgrimages? Mecca Ganges Canterbury Our lady of Lourdes Walsingham Jerusalem	What does Christian love (agape) require of a person? Core Content Unit 2 The commandments - to love one another as I have loved you Good Samaritan	What does it mean to be a Sikh and follow the Sikh faith? The Gudwara The Khanda Gurus 5 Ks Guru Granath Sahib Visit to Gudwara How can good overcome evil? Diwali Why is remembering important to Sikhs?	How can God be all loving and powerful? Christian belief The Trinity The creed The fruits of the spirits 'I am' statements - 'I am the true Vine'

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<tr><td rowspan="2">Art</td><td>Skills</td><td colspan="3"><u>Drawing</u>
Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?
<u>Painting</u>
Do they successfully use shading to create mood and feeling? Can they express their emotions accurately through their paintings and sketches?
Can they identify and use primary, secondary, complimentary and contrasting colours and use more specific colour language?
<u>Sketchbooks</u>
Do they keep notes in their sketch books as to how they might develop their work further?
Do they keep notes in their sketch book about how they might improve their final outcome if they were to do it again?
<u>Textiles</u>
Can they begin to sculpt clay and other mouldable materials? Can they choose suitable materials to reach a desired outcome?
Can they plan a sculpture through drawing?
Can they use a range of different stich to create a purse/bag fit for purpose?
<u>Knowledge</u>
Can they experiment with different styles which artists have used? Can they include both visual and tactile elements in their work?</td></tr>
<tr><td>Curriculum</td><td><u>3D sculpture and pencil sketching</u>
Research artwork from Ancient Greece.
Design and produce a pot using clay.
Draw detailed sketches of Greek vases. Focus on shading and detail.</td><td><u>Outer Space - Peter Thorpe</u>
Chalk, pastel, paint</td><td><u>Rivers and Landscapes</u>
Claude Monet and Paul Cezanne</td></tr>
<tr><td rowspan="2">Design and Technology</td><td>Skills</td><td colspan="3"><u>Developing, planning and communicating ideas</u>
• Generate ideas through brainstorming and identify a purpose for their product
• Draw up a specification for their design
• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
• Use results of investigations, information sources, including ICT when developing design ideas
<u>Working with tools equipment materials and components to make quality products</u>
• Select appropriate materials, tools and techniques
• Measure and mark out accurately
• Use skills in using different tools and equipment safely and accurately
• Weigh and measure accurately (time, dry ingredients, liquids)
• Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
• Cut and join with accuracy to ensure a good-quality finish to the product
<u>Evaluate processes and products</u>
• Evaluate a product against the original design specification
• Evaluate it personally and seek evaluation from others</td></tr>
<tr><td>Curriculu</td><td><u>Textiles</u>
Evaluate, Design, Create, Evaluate Ancient Greek Tapestries</td><td><u>3D models</u>
Moon buggies</td><td><u>Food</u>
Viking Stew
Developing peeling, cutting, chopping and slicing techniques.</td></tr>
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PSHE	Skills	Empathise with others in my community and globally and explain how this can influence the choices we make.	Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Explain what motivates children to make the world a better place.	Identify and apply skills to keep emotionally healthy and to manage stress and pressure.	Explain the feelings we might experience if we lose somebody special and when we need to stand up for ourselves and our friends in real or online situations. We can offer strategies to help manage these feelings and situations.	Recognise feelings when reflecting on becoming a teenager and how we feel about the development and birth of a baby.
	Curriculum	**Being me in my world** Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	**Celebrating difference** Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	**Dreams and Goals** Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	**Healthy Me** Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	**Relationships** Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	**Changing me** Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Music		Wider opportunities guitars					

PE	Skills	• Show ways to keep ball away from defenders. • How to shield the ball. • Change speed or direction with ball to get away from defender. • Shoot accurately in a variety of ways. • Mark an opponent. • Watch and evaluate the success of the games they play in. • Identify parts of the game that are going well and parts that need improving. • Explain how confident they feel in different positions. • Suggest what the need to practice to enjoy the game more. • Change pitch size to make games better.	• Explore a range of symmetrical and asymmetrical actions, shapes and balances. • Control actions and combine them fluently. • Be aware of extension, body tension and control. • Move from floor to apparatus, change levels and move safely. • Combine movement with other in a group (matching and mirroring). • Watch a performance and evaluate its success. • Identify what was performed well and what needs improving. • Choose a focus for improvement. • Identify one or two aspects of their performance to improve.	• Hold and swing racket and where to stand on the court when hitting, catching and receiving. • Hit the ball on both sides of the body and above head. • Using different types of shots during game. Improve accuracy. • Explain why they or others are playing well in the game. • Know what they need to do to get better or to practice. • Know how to change the court to make it easier. • Understand practices to help with precision and consistency and speed about the court. • Task – play game by hitting ball across court. Make changes to net, court and rules.	• **CRICKET COACHING** • **Chance to shine cricket coach (6 week programme).**	• Choose favourite ways of running, jumping and throwing. • Choose the best equipment for different activities. • Know how to plan a run so that they pace themselves effectively. • Cover distance as a team to get the best result possible. • Mark a run up for jumping and throwing. • Set themselves and others targets in different events. • Watch a partners athletic performance and identify main strengths. • Identify parts of the performance that need to be develop and refined, and suggest improvements.	• Explore and improvise for dances in different styles, working on their own, with a partner and in a group. • Organise own warm up and cool down activities to suit the dance. • Show an understanding of why it's important.
	Curriculum	Gymnastics Invasion Games	Gymnastics Invasion Games	Dance Net and Wall Games	Dance Net and Wall Games	Athletics Striking and fielding	Athletics Striking and fielding

MFL	Skills	Pick out familiar words and phrases. Understand the main points from a simple spoken paragraph. Join in with a short conversation. Repeat some simple sentences from memory. Read and pronounce unfamiliar written words. Write some short familiar words from memory.	Understand the main points from a short story or poem. Describe where I live. Use second and third person. Recognise subject pronouns. Recognise common verbs in present tense. Understand the main points from a short text. Write several sentences from memory.	Use la/le and un/une accurately. Use second person accurately. Understand the main points from a short text. Read a short story aloud. Recognise that some vowels have irregular plurals. Express opinions using simple and complex sentences. Write sentences from memory.	Recognise and understand the difference between mon/ma/mes. Sing familiar songs. Use my knowledge of sentence structure to build my own sentences. Join in with longer continuous conversations. Recognise common sentences. Recognise differences between la/le and un/une accurately. Express opinions using complex sentences.	Understand the main points of spoken conversations. Join in with a short conversation. Use what I have learnt about sentences to make up my own. Understand the main points from a short written text. Recognise that adjectives' endings change depending on the noun. Write the correct forms of some simple adjectives. Use simple sentence structures in my writing.	Identify the gender of a noun from its article. Perform a simple role play. Describe what other people do or like doing. Write several sentences from memory. Write some regular French nouns.
	Curriculum	Salut Unit J On Holiday	Salut Unit K Eating out	Salut Unit L Hobbies	Salut Unit M A school trip	Salut Unit N Seasons	Salut Unit O The environment