

YEAR 5 Curriculum Map (2021/2022)

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Being Me In My World Planning for 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
Communicating Effectively	<p>Listening and responding appropriately - Listen to complex information and identify key elements and make relevant, related comments. Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said.</p> <p>Ask relevant questions to extend understanding and knowledge - Use follow up questions linked to answers that have just been given. Ask a clarification question that requires the speaker to elaborate on what they have said.</p> <p>Use relevant strategies to build vocabulary - Incorporate topic vocabulary into their written and spoken work accurately.</p> <p>Articulate and justify answers, arguments and opinions - Able to use complex sentences and link by meaning to present ideas logically.</p> <p>Give well structured descriptions, explanations, and narratives for different purposes (including expressing feelings) - Include a subplot in telling stories and recalling events before resolving the main story. Use complex sentences and conjunctions to link ideas together in order to present ideas logically.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Able to use complex sentences and to present ideas logically. Able to use language to persuade.</p> <p>Speak audibly and fluently with an increasing command of standard English - Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Secure phonological awareness skills. Able to re-phrase what they want to say according to the audience.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates - Able to take turns, listening carefully to others and politely agreeing or disagreeing with them. Able to present a point of view by presenting evidence and using persuasive language with familiar topics.</p> <p>Gain, maintain and monitor the interest of the listener(s) - Realise when the listener doesn't fully understand and try to help them. Is able to use humour effectively.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others - Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said.</p> <p>Select and use appropriate registers for effective communication - Use appropriately different words and phrases, from how people in that area normally talk, and standard English.</p>					
English - Reading - Fiction	Curiosity - The Story of a Mars Rover (3 weeks) - <i>Curiosity</i> deals with the perennially fascinating questions to all humans, whether child or adult: what does the universe contain and how can we find out more about it? The text presents deep information in an engaging way. The text is complemented and extended by attractive and dynamic illustration which engages learners with the	The Unforgotten Coat - Frank Cottrell Boyce (4 weeks) - <i>The Unforgotten Coat</i> offers scope for reflection and opportunities for discussion through the issues of asylum seeking, friendship and school memories. Frank Cottrell Boyce's writing has an engaging style and the use of the first person adds immediacy. There are many stylistic features in this book which add depth to the	The Sleeper and the Spindle - Neil Gaiman (5 weeks) - <i>The Sleeper and the Spindle</i> is a story which introduces readers to master storyteller Neil Gaiman and exceptional illustrator, Chris Riddell. Gaiman creates an original tale by taking traditional elements and subverting the genre. The reader's expectations are disrupted which makes this a challenging text. The unexpected twist will entice	Floodlands - Marcus Sedgwick (5 weeks) - <i>Floodland</i> is a powerful dystopian novel about survival in a world ruined by rising sea levels. It is exciting, relevant and thought-provoking. Floodland is simplistic in terms of language but Sedgwick brilliantly weaves a range of challenging themes throughout which make this a suitable text for Upper Key Stage Two. It is a	The Song From Somewhere Else - A.F Harold (4 weeks) - A. F. Harrold's poetic story uses rich language which is matched by the Levi Pinfold's evocative monochromatic illustrations. There are ample opportunities for studying literary devices including figurative language and for developing visual literacy. The magical realism genre may be unfamiliar to the	The House Held Up By Trees - Ted Kooser (4 weeks) - Ted Kooser's lyrical prose is perfectly complemented by Jon Klassen's evocative illustrations in this thoughtful reflective read with rich themes. The text is simple and understated but there's a sense of deeper emotions underpinning the book. This is executed with subtlety and there more suited to readers from 9+

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	<p>text and content. Furthermore, the book develops children's visual literacy by engaging children with complex ideas through illustration.</p>	<p>reading experience such as the inclusion of Polaroid photographs and the format and layout of the text.</p>	<p>them to reread and look for clues that were there all along. In addition, it is a short text which makes it ideal for rereading and developing depth of response. The detailed illustrations add depth and richness to the telling. Neil Gaiman's command of the English language is exquisite and makes for natural opportunities to study sentence construction.</p>	<p>compelling story that not only paints a vivid picture of what life could be like if we don't tackle climate change <i>now</i> but it also raises important questions about society in general. It examines how communities might change when the constraints of civilization vanish and raw human nature takes over. It also links to the plight of refugees and their journeys as they flee danger in their own countries. Floodland is also relatively short which makes it an ideal book to read (and reread) with your class, delving into in-depth responses.</p>	<p>children and there is scope here to explore the relationship of fantasy and reality. The characters challenge stereotypes and allow for thoughtful text to world discussions.</p> <p>Varmints - Helen Ward (4 weeks) - Varmints is a stunning picturebook which explores the destruction of nature through lyrical prose and dramatic illustrations. Although this is a relatively straightforward story and can be accessed by children in the earlier junior years, the subject provides plenty of scope for discussion with older juniors. The illustrations will promote high quality discussion and dialogue as they are open to personal interpretation. Although Varmints has a fantasy setting, parallels can be drawn between what is happening in the story and the contemporary world. Themes such as loss of silent spaces and the lack of consideration for the natural world, offer rich opportunities for discussion. Varmints allows the reader to experience empathy for the protagonist who chooses resistance to stand up against the destruction that is wrought.</p>	<p>who will be able to question some of the things that they see and have a greater emotional resource to draw on.</p>
<p>English - Reading - Non-Fiction</p>	<p>Shakleton's Journey - William Grill (5 weeks) - <i>Shakleton's Journey</i> is an almost unbelievable true story which makes the reader question the very capabilities of human</p>	<p>William Shakespeare - Mick Manning and Brita Granstrom (3 weeks) - This book includes a great deal of information in an engaging format. The images convey information about the</p>				

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	<p>nature. The story of endurance and courage, not to mention positivity and sheer determination to survive, is astounding and is something that will stay with readers forever.</p> <p>The book contains a mixture of narrative (based on fact), stunning illustrations by William Grill and quotes from Shackleton and other crew members which have been taken from journals kept during the expedition. This mixed approach allows readers to become fully immersed in the story whilst also reminding them at every stage that this is based on real events and real people.</p> <p><i>Shackleton's Journey</i> is an appropriately challenging text for year 5. It is also a short text, which makes it ideal for re-reading to develop a depth of response.</p>	<p>setting and events in an economical way and with an immediacy that can be understood by young readers. The style of the writing makes the subject dynamic and appealing and makes the reader feel a connection with Shakespeare. The authors have carried out their research meticulously, and their enthusiasm for their subject is conveyed clearly.</p>				
English - Writing Fiction	Cosmic - Frank Cottrell Boyce One Small Step (Taiko Studios)	Zoo - Anthony Browne The Fantastic Flying Books of Mr Morris Lessmore (Moonbot Studios)	The Nowhere Emporium - Ross Mackenzie	The Present - Jacob Frey I Believe in Unicorns - Michael Morpurgo	Kick - Mitch Johnson	The Explorer - Katherine Rundell
English - Writing Non-Fiction	<i>Mars Transmission (TWS planning)</i>		<i>Hatshepsut Egypt (TWS planning)</i>		The Highwayman - Alfred Noyes	Scott of the Antarctic - E & J Dowdeswell and Angela Seddon)
Maths	<p>Unit 1 - Number - Place Value - Numbers to 100,000</p> <p>Unit 2 - Number - Place Value - Numbers to 1,000,000</p> <p>Unit 3 - Number - Addition and Subtraction</p>	<p>Unit 4 - Statistics</p> <p>Unit 5 - Number - Multiplication and Division</p> <p>Unit 6 - Measurement - Area and Perimeter</p>	<p>Unit 7 - Number - Multiplication and Division</p> <p>Unit 8 - Number - Fractions (including decimals and percentages)</p> <p>Unit 9 - Number - Fractions (including decimals and percentages) - half of the unit</p>	<p>Unit 9 - Number - Fractions (including decimals and percentages) - continued</p> <p>Unit 10 - Number - Fractions (including decimals and percentages)</p> <p>Unit 11 - Number - Fractions and Decimals</p>	<p>Unit 12 - Number - Decimals</p> <p>Unit 13 - Geometry - Properties of Shape</p>	<p>Unit 14 - Geometry - Properties of Shape</p> <p>Unit 15 - Geometry - Position and Direction</p> <p>Unit 16 - Measure - Converting Units</p> <p>Unit 17 - Measure - Volume and Capacity</p>

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						Consolidation of key objective for Year 5
Science	<p>Earth and Space - describe the movement of the Earth, and other planters, relative to the Sun in the solar system.</p> <p>Earth and Space - describe the movement of the Moon relative to the Earth.</p> <p>Earth and Space - describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Earth and Space - 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 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Forces - identify the effects of air resistance, water resistance and friction, that act between moving surfaces,</p> <p>Forces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>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.</p> <p>Properties and Changes of Materials - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Properties and Changes of Materials - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Properties and Changes of Materials - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Properties and Changes of Materials - demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Properties and Changes of Materials - 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>	<p>Living Things and Their Habitats - describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Living Things and Their Habitats - describe the life processes of reproduction in some plants and animals.</p>	<p>Animals, Including Humans - describe the changes as humans develop to old age.</p>	
	<p>Working Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Working Scientifically - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Working Scientifically - recording data and results if increasing complexity using scientific diagrams and labels, classification keys, tables and bar graphs.</p> <p>Working Scientifically - using test results to make predictions to set up further comparative and fair tests.</p> <p>Working Scientifically - reporting and presenting findings from enquiries, including conclusions, causal relationships and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Working Scientifically - identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
Humanities (history & geography)	Crime and Punishment	Mountains	The Maya Civilisations	European Region	The Ancient Egyptians	Local area and region
Religious Education	What do different people believe about God?	What does it mean to be Muslim?	Why is prayer important for religious people?	What does it mean to be Christian?	Justice and Poverty: Can religions help to build a fair world?	Why are sources of wisdom important to religious people?
Computing	We are Game Developers We are Year 5 Rule Writers	We are Cryptographers We are Content Evaluators	We are Architects We are Protecting Our Online Reputation	We are Web Developers We are Responsible for Our Online Actions	We are Advance Gamers We are Respectful of Copyright	We are VR designers We are Game Changers
Art	Gustav Klimt - to create sketch books to record their observations and use them to review and revisit.		Chinese Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a			Express Yourself - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a

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	<p>Gustav Klimt - to improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p>Gustav Klimt - learn about great artists in history.</p>		<p>range of materials.</p> <p>Chinese Art - learn about great artists and great designers in history.</p>			<p>range of materials.</p>
Design and Technology		<p>Building Bridges -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Building Bridges - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Building Bridges - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Building Bridges - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		Bread -	<p>Fashion and Textiles - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Fashion and Textiles - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Fashion and Textiles - select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishings) accurately.</p> <p>Fashion and Textiles - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Fashion and Textiles - investigate and analyse a range of existing products.</p> <p>Fashion and Textiles - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
Languages	<p>Pupils learn simple calculations based on the five times table, and then learn how to ask for and give the time.</p> <p>Pupils extend their food and drink vocabulary. Pupils learn how to say when mealtimes are and what they usually have, compared with eating habits in Spain.</p> <p>Pupils learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p> <p>Pupils also focus on pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity.</p>	<p>Pupils focus on sports and opinions.</p> <p>Pupils pronounce cognate and other sports accurately from text, applying phonics knowledge from previous years.</p> <p>Pupils practise using a dictionary to look up unknown words.</p> <p>Pupils learn how to describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess.</p> <p>Pupils learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>Pupils use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because).</p> <p>Pupils use Spanish verbs to give an opinion 'gustar' (to like) & 'encantar' (to love) and adjectives to describe things.</p> <p>Pupils learn that these must match the number & gender of the thing they describe.</p> <p>Pupils use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>Pupils are encouraged to work independently, in pairs and small groups sharing knowledge, and to speak aloud when possible.</p>			

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Music	Cuckoo! Old Abram Brown (Britten) Based on two songs from Benjamin Britten's Friday afternoons (nationwide project)	Blues Explores the history, purpose and music of the Blues. Listen, copy, improvise, write lyrics and perform within the Blues idiom	Hip Hop Rich collection of stimuli for experimenting with and exploring Hip Hop genre, including sequencing, mixing and sampling. Using skills taught children to write their own compositions based on Hip Hop.		Drumming (LW?) Learning to drum focusing on embedding instrumental skills	
Physical Education	Gymnastics: Counter Balance and Counter Tension Netball (Invasion)	Health Related Exercise Football (Invasion)	Dance: The Greeks Tag Rugby (Invasion)	Orienteering (Outdoor Adventure Activity) Hockey (Invasion)	Cricket (Striking & Fielding) Tennis (Net/Wall)	Athletics Rounders (Striking & Fielding)

Life Skills

Year 5	Visit a secondary school (PSHE)	Go to a disco (PSHE)	Learn how to follow a recipe (English & D&T)	Use a compass and map to go orienteering (Geography)	Study a Shakespeare play (English)	Learn to write my name in hieroglyphics (History)	Have swimming lessons (P.E.)	Learn a song with sign language and perform it to an audience (English & PSHE)	Make bread (D&T)	Experience the rainforest (London Zoo) (Science & Geography)	Have sleepover (PSHE)
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