Curriculum Map for Year 5

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|   | Autumn Term  | Spring Term  | Summer Term  |
| Writing(including grammar taught in context) | Who were the ancient Egyptians?Non-Fiction - Persuasive writing - Travel Brochure to visit Sharm el Sheikh / Alexandria / Egypt* Adjectives and verbs
* Co-ordinating conjunctions
* Rhetorical questions
* Adverbs
* Expanded noun phrases
* Punctuating fronted adverbials
* Modal verbs and adverbs of possibility

Non-Fiction - Biography of Egyptian pharaoh* Adverbials
* Subordinating conjunctions
* Noun phrases
* Relative clauses
* Punctuation for parenthesis
* Colons in a complex list

[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%205%20-%202022.docx) | Why does the Earth spin?Poetry – Metaphor poetry based on ‘Six Ways to Look at the Moon’* Commas to split clauses in sentences
* Direct speech punctuation
* Hyphens co

Narrative – One Small Step – story about reaching your goals* Modal verbs
* Complex sentences
* Colons in a complex list
* Direct speech
* Conjunctions
* Fronted adverbials
* Relative clauses

Non-Fiction – Journal – Mars Transmission* Informal speech
* Contractions
* Fronted adverbials
* Subordinating conjunctions
* Conditional sentences
* Rhetorical questions
* Formal and informal language

[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%205%20-%202022.docx) | Narrative – Adventure story – Kensuke’s Kingdom* Commas for clarity or to avoid ambiguity
* Relative clauses
* Apostrophes for possession and contraction

Non-Fiction – Animal non-chronological information texts * Relative clauses
* Punctuation for parenthesis
* Apostrophes for possession and contraction

[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%205%20-%202022.docx) |
| Reading | Class Reading for Pleasure – voted for by the class, choices guided by class teacher.The Promise – Fiction / Picture bookEmpire State of Mind (abridged) - SongHoles – FictionJabberwocky – PoetryAncient Egypt Text Books – Non-FictionSecrets of a Sun King – FictionRocca San Giovanni – PoetryHigh Flight - Poetry | Class Reading for Pleasure – voted for by the class, choices guided by class teacher.The Jamie Drake Equation – FictionMars Transmission – Non-FictionThe Boy in the Tower – FictionHelen Sharman – Non-Fiction The Star – FictionEscape Room – FictionMayan Civilisation – Non-FictionThe Hobbit – Fiction | Class Reading for Pleasure – voted for by the class, choices guided by class teacher.Kensuke’s Kingdom – FictionThe Island at the End of Everything – FictionThe Island – Fiction / Picture bookStorm Keeper’s Island - FictionClockwork – FictionCogheart – FictionThe Circle of Life – SongTom’s Midnight Garden - Fiction |
| SPaG / Phonics | Autumn 1* Endings which sound like ʃspelt –cious or –tious / əs/
* Homophones and other words that are often confused
* Revision of work from previous years
* Using expanded noun phrases to convey complicated information concisely
* Using modal verbs or adverbs to indicate degrees of possibility

Autumn 2* Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
* Revision of work from previous years
* Using brackets, dashes or commas to indicate parenthesis
* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
* Using a colon to introduce a list
 |  Spring 1* Homophones and other words that are often confused
* Words containing the letter-string

ough* Revision of work from previous years
* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

 Spring 2* Endings which sound like /el/
* Words with the /i:/ sound spelt ei after c
* Revision of work from previous years
* Recognising vocabulary and structures that are appropriate for formal speech and writing.
 | Summer 1* Homophones and other words that are often confused
* Revision of work from previous years
* Using commas to clarify meaning or avoid ambiguity in writing
* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Summer 2* Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation

of the word) * Revision of work from previous years
* Using brackets, dashes or commas to indicate parenthesis
* Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
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| Mathematics (White Rose Mastery) | Place Value (3 weeks)* read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
* count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
* round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
* solve number problems and practical problems that involve all of the above
* read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Addition and Subtraction (2 weeks)* add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* add and subtract numbers mentally with increasingly large numbers
* use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division A (3 weeks)* identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
* know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
* establish whether a number up to 100 is prime and recall prime numbers up to 19
* multiply and divide numbers mentally, drawing upon known facts
* recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
* solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

Fractions A (4 weeks)* compare and order fractions whose denominators are all multiples of the same number
* identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5 ]
* add and subtract fractions with the same denominator, and denominators that are multiples of the same number
 | Multiplication and Division B* multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* multiply and divide numbers mentally, drawing upon known facts
* divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
* solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Fractions B (2 weeks)* multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Decimals and Percentages (3 weeks)* read and write decimal numbers as fractions [for example, 0.71 = 71/100 ]
* recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
* read, write, order and compare numbers with up to 3 decimal places
* solve problems involving number up to 3 decimal places
* recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction
* solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5  and those fractions with a denominator of a multiple of 10 or 25

Perimeter and Area (1 week)* measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes

Statistics (1 week)* solve comparison, sum and difference problems using information presented in a line graph
* complete, read and interpret information in tables, including timetables
 | Shape (3 weeks)* identify 3-D shapes, including cubes and other cuboids, from 2-D representations
* know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
* draw given angles, and measure them in degrees (°)
* identify: angles at a point and 1 whole turn (total 360°)
* angles at a point on a straight line and half a turn (total 180°)
* other multiples of 90°
* use the properties of rectangles to deduce related facts and find missing lengths and angles
* distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Position and Direction (1 week)* identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Decimals (2 weeks)* multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
* add and subtract decimals using formal written methods (columnar addition and subtraction)
* add and subtract decimal numbers mentally with increasingly large numbers
* to continue decimal sequences

Negative Numbers (1 week)* interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

Converting units (1 week)* convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
* understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

Volume (1 week)* estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
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| Science  | Aut 1. Forces* recognise that some mechanisms including levers allow a smaller force to have a greater effect

Aut 1 and 2. Working Scientifically* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
* using test results to make predictions to set up further comparative and fair tests
* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
 | Spr 1. Earth and Space* describe the movement of the Earth and other planets relative to the sun in the solar system
* describe the movement of the moon relative to the Earth
* describe the sun, Earth and moon as approximately spherical bodies
* use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky

Spr 2. Forces* explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
* identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Working Scientifically* a degree of trust in results, in oral and written forms such as displays and other identifying scientific evidence that has been used to support or refute ideas or arguments
* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and presentations
 | Sum 1. 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 metals, wood 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Sum 1. Forces* recognise that some mechanisms including pulleys and gears allow a smaller force to have a greater effect

Sum 2. Living Things and Their Habitats* Explain 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

Sum 2. Animals Including Humans* Describe the changes as humans develop from birth to old age.

Working Scientifically* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
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| Geography | Aut 2. Geography – why was the Nile considered a gift from the gods?* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
* describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
*  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | Spr 2. Geography – skills and fieldwork lesson* use digital/computer mapping to locate countries and describe features studied (satellite images of Earth from space)
 | Sum 1. Geography – where does our energy come from?* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
* revision of latitude and longitude, introduction to time zones and Greenwich meridian.
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| History | Aut 1. History – who were the ancient Egyptians?* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
 |  | Sum 2. History – why was George Stephenson important?* a local history study of Lower Pilsley – significance of mining in the area
* a significant turning point in British history: the first railways and George Stephenson
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| Art  | **Aut 1. 3D modelling – clay canopic jars*** to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – clay.
 | Spr 1. Abstract Art / Retro-Futurism* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, chalk, pastel] – creating effects of nebulas, galaxies using different artistic techniques and mediums.
* about great artists, architects and designers in history – Peter Thorpe, retro-futurist architecture.
* foreground, middle ground and background.
 | Sum 1. Great Artists – Hokusai* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,]
* about great artists, architects and designers in history – Hokusai
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| DT  | **Aut 2. Food Nutrition – Celebrating culture and seasonality - baking bread*** understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - bread
* 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
*  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
* investigate and analyse a range of existing products
*  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 | Spr 2. Textiles – Combining different fabric shapes – logo / badge* 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
*  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
* 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.
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

  | **Sum 2. Mechanisms - Moving Toys (CAMS)*** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* 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
*  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
*  select from and use a wider range of materials and components, including
* investigate and analyse a range of existing products
*  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
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| Computing | **Aut 1. Systems and Sharing Information*** Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

**Aut 2. Flat File Databases*** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* 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
 | **Spr 1. Vector Drawing*** 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.

Spr 2. Creating Media – Video Production* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* 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
* Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

**Internet safety*** Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour
 | **Sum 1. Programming A – Selection in Physical Computing*** 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 errors in algorithms and programs
* 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

**Sum 2. Programming B – Selection in Quizzes*** 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 errors in algorithms and programs
* 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
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| PE | **Aut 1. Invasion Games – Basketball*** play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aut 2. Gymnastics – Ancient Egyptor Badminton (weather dependent)* develop flexibility, strength, technique, control and balance
 | **Spr 1. Rhythmic Gymnastics – Space and Balance & 560*** develop flexibility, strength, technique, control and balance
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Spr 2. Gymnastics – Movement & Dance – Eco Dance* perform dances using a range of movement patterns
* develop flexibility, strength, technique, control and balance

 Lea Green Residential* take part in outdoor and adventurous activity challenges both individually and within a team
 | **Sum 1. Tennis & Athletics – Track and Field*** use running, jumping, throwing and catching in isolation and in combination
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Sum 2. Tennis & Striking and Fielding – cricket*** play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
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| RE (including British Values) | Aut 1 and 2. Is it better to express your faith through arts and architecture or charity and generosity?Expressing - Key Question 2.5 | Spr 1. What does it mean to be a Muslim today?Living - Key Question 2.6Spr 2. What would Jesus do?Believing – Key Question 2.2 | Sum 1 and 2. If God is everywhere, why go to a place of worship?Expressing – Key Question 2.4 |
| PSHE (including British Values) | Aut 1. Jigsaw – Being MeAut 2. Jigsaw – Celebrating Differences | Spr 1. Jigsaw – Dreams and GoalsSpr 2. Jigsaw – Healthy Me | Sum 1. Jigsaw – RelationshipsSum 2. Jigsaw – Changing Me |
| Music | Wider Ops Ukulele – 30- week programme(see NEDMC planning for NC Coverage)Aut 1.* To use and understand staff and other musical notations.

Roundabout – Exploring rounds /Group ArrangementHuman Drum KitListen, perform as class, Group ArrangementShalom – class arrangement with harmonyAut 2. Preparation for carol service | Wider Ops Ukulele – 30- week programme(see NEDMC planning for NC Coverage)Spr 1.* To develop an understanding of the history of music. To appreciate and understand a range of live and recorded music.

Gravity/One Step on the Moon – link with Curriculum*Holst “The Planets”/”Space Oddity” David Bowie*Spr 2.* To improvise and compose music for a range of purposes using the inter-related dimensions of music.

Round of DrinksMrs. WhiteFairground Ride – link with Curriculum work*Example of Fairground Music* | Wider Ops Ukulele – 30- week programme(see NEDMC planning for NC Coverage)Sum 1.Preparation for summer concert.Sum 2.Preparation for summer concert. |
| French |  |  |  |  |  |  |

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| Trips/Events  | Carol Service | Ukulele concert5-60 PENational Space CentreLea Green Residential (one night) | Come and Play with the Halle OrchestraUkulele concertY5/6 Summer Concert5-60 PE |