

Year 5 Curriculum Map



| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
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| <p>Reading</p> <p>Whole Class Readers and Digital Texts</p> | <p>Street Child – B. Doherty</p> <p>Matchbox Diary – P. Fleischman</p> <p>How To Train Your Dragon – C. Cowell</p> <p>The Firework Makers Daughter – P. Pullman</p> <p>Extracts from Oliver – C. Dickens (Classic novel)</p> <p>Rooftoppers – Katherine Rundell</p> <p>The Lion, the Witch and the Wardrobe – C. S. Lewis (Classic novel)</p> <p>The Supporting Act – digital text</p> | <p>The Secret Garden – F. Hodgson Burnett (Classic Novel)</p> <p>The Highway Man – A. Noyes</p> <p>The Wolf’s Story: What Really Happened to Little Red Riding Hood – T. Forward & I. Cohen</p> <p>My name is not refugee – K. Milner</p> <p>Explorers – Katherine Rundell</p> <p>Oscars – digital text</p> <p>Passing Through – digital text</p> <p>A Monster Calls – P. Ness</p> <p>The Unforgotten Coat – F. Cottrell Boyce</p> | <p>Beetle Boy – M.G. Leonard</p> <p>The Arrival – S. Tan</p> <p>Wonder – R. J. Palacio</p> <p>The Journey to the River Sea – E. Ibbotson</p> <p>Kick – Mitch Johnson</p> <p>The Wreck of the Zanzibar – M. Morpurgo</p> <p>One Small Step – digital text</p> <p>Day of the Dead – digital text</p> <p>Inside Out – digital text</p> <p>The Lost Words – Poetry</p> <p>Future of the Oceans: Blue Planet Plastic Pollution Awareness 2018 – digital text</p> <p>Surfers Against Sewage (SAS) – digital text</p> |
| <p>Writing</p> | <ul style="list-style-type: none"> • Balanced arguments. • Non-Chronological Report: Dragons • Abstract poetry • Descriptive writing based on Firework Maker’s Daughter. | <ul style="list-style-type: none"> • Diary Entry based on Secret Garden • Non-chronological reports – Super Survivors. • Report – NASA Mars Mission. | <ul style="list-style-type: none"> • Persuasive letter – based on Kick. • Newspaper Report • Controversial Issues – Plastic Pollution • Narrative – One Small Step • Acrostic poetry – based on Lost Words. |

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| | <ul style="list-style-type: none"> • Narrative based on Rooftoppers • Travel Brochure- based on Rooftoppers. | <ul style="list-style-type: none"> • Narrative based on Explorers, Katherine Rundell. • Poetry- Highway Man | <ul style="list-style-type: none"> • |
| Maths | <ul style="list-style-type: none"> • Place value (including decimals) • Written addition and subtraction including problems • Angles • Perimeter • Addition and subtraction (statistics) • Mental multiplication and division (factors, multiples) • Division including problems, • Fractions (compare, order and equivalents) • Multiplication and measures (area) • Time | <ul style="list-style-type: none"> • Place value • Roman numerals • Counting (including negative numbers) • Addition and subtraction including problems • Mental and written multiplication • Measures – length, mass and capacity • Reflection and translation • Angles • Mental and written division • 2D and 3D shapes including sorting • Calculating with fractions • Area and volume • Statistics and measures | <ul style="list-style-type: none"> • Place value • Fractions • Measures (time and statistics) • Geometry • Addition and subtraction • Multiplication and division • Written calculations • Measures (mass, volume and capacity) • Area and volume of shapes |
| Science | <p>Properties and changes of materials</p> <p>PCM1 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>PCM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>PCM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>PCM4 demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>PCM5 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>Forces</p> <p>F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>F3 recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>Earth and space</p> <p>ES1 describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>ES2 describe the movement of the moon relative to the Earth</p> <p>ES3 describe the sun, Earth and moon as approximately spherical bodies</p> <p>ES4 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>Animals, including humans</p> <p>AH1 describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>LTH1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>LTH2 describe the life process of reproduction in some plants and animals</p> |
| | <p>Working Scientifically</p> <p>WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> | | |

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| | <p>WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>WS4 using test results to make predictions to set up further comparative and fair tests</p> <p>WS5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>WS6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p> | | |
| Computing | <p>Coding – Unit 5.1: using 2Code</p> <p>Spreadsheets – Unit 5.3: using 2 Calculate</p> <p>Online Safety – Unit 5.2</p> | <p>Databases – Unit 5.4: using 2Question and 2Investigate</p> <p>Game Creator – Unit 5.5: using 2DIY 3D</p> <p>Online Safety – Safer Internet Day</p> | <p>Concept Maps – Unit 5.7: using 2Connect</p> <p>3D Modelling – Unit 5.6: using 2Design and Make</p> |
| History | <p>Studying an aspect of British History that extends pupils' chronological knowledge beyond 1066.</p> <p>The Victorians <i>The Changing power of monarchs – Queen Victoria.</i></p> <p>Draw a timeline to record and order significant events, changes in law, cultural movements, changes in industry and education.</p> <p>Identify and explain changes across a period in history, using chronological links and historical terms: AD, century, decade.</p> <p>Describe similarities and differences between some people, events and artefacts studied (rich and poor – clothing, homes, education, employment, leisure).</p> <p>Make links, give own reasons for changes and begin to appreciate significant events in Victorian Britain and recognise how changes affect and shape the country we have today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> | | <p><u>A local history study</u> – how the landscape of Wigan has changed over time.</p> <p>A significant turning point in British History – The Industrial Revolution.</p> <p>Place periods of history on a timeline showing periods of time pre-Victorian and post-Victorian.</p> <p>Show increasing depth of factual knowledge and understanding of British and local history.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Begin to appreciate the impact of decisions made in Parliament have historically and today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> <p>Give reasons for change through analysing evidence.</p> <p>Give a balanced view of interpretations of the past, using different points of view.</p> <p>Make conclusions with evidence as to the most likely version of events.</p> |
| Geography | <p><u>Changing landscapes</u> <u>Geographical Enquiry and fieldwork</u></p> <p>Researching and identifying key geographical features of the UK and understanding how and why some of these aspects have changed over time.</p> | <p><u>Rivers and Mountains</u> <u>Physical geography and place knowledge</u></p> <p>Investigating and researching rivers, mountains, volcanoes and earthquakes.</p> <p><u>Geographical skills and locational knowledge</u></p> | <p><u>South America</u> <u>Geographical skills and locational knowledge</u></p> <p>Locate world's countries – focusing on North and South America, latitude and longitude.</p> <p><u>Place knowledge</u></p> |

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| | <p><u>Human geography and place knowledge</u> Exploring economic activity in the UK, including trade links, and the distribution of natural resources including energy, food, minerals and waters.</p> <p><u>A local study</u> How the landscape of Wigan has changed over time – identify key topographical features, map contour lines, human and physical features, maps, population</p> | <p>Locate world's countries using maps to focus on Europe and time zones (including day and night) (Cross-curricular links with Science – Earth and Space topic)</p> | <p>Understand geographical similarities of a region in the UK and compare to South America through the study of climate, human and physical geography.</p> |
| Art | <p><u>Victorian Painters</u> Observational drawing – accurate drawings, detail, plants, leaves, developing line, tone, texture, detail through pencil</p> <p>Exploring colour – explore hue, shades, tone in colours, petals, leaves, line, shape, form</p> <p>Printing – mono-printing, block printing, range of coloured papers and fabric, individual designs, intricate pattern, over-printing motifs</p> <p>Artist study - William Morris (late 19th Century)</p> | <p><u>Wonderful Water</u> Painting and colour mixing – colour palettes – blues, greens, purples, exploring limited colour palettes, range of tints and tones, range of brushes and tools</p> <p>Crafts and Textiles - layering, fabric, abstract pattern, textiles, stitching, embellishment, swirls, spirals, 3D collage</p> <p>Artist study - Abstract Art: Hundertwasser – Lollipop Trees Erin Yoshi – Waterfall</p> | <p><u>Living Things</u> Observational drawings – insects, creatures, small scale / large scale, developing line, shape, form, tone, texture, detail through pencil, different media and choice of surfaces and backgrounds, focus on mark making and textures using pencil, pen, charcoal and graphite and develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Craft and textiles - Batik design, textiles, fabric, colour, wax resist, exploring and developing techniques, control, process – waxing, dyeing, de-waxing, Measuring, sewing, stitching, cutting and joining, creating different textural effects</p> <p>Artist study: Origins of batik – Ancient Egypt, China, Mexican-Indonesian art</p> |
| Design Technology | <p><u>Cooking and nutrition</u> Baking – Victorian Sandwich Design, make and evaluate an afternoon tea</p> <p>Explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Begin to learn that seasons may affect the food available. Understand that the different seasons can affect which food is grown.</p> | <p><u>Construction</u> Design, make and evaluate a moving toy using cams, pulleys or gears</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources. Explore how innovative products are. Analyse how well products meet user needs and wants. Investigate why materials have been chosen and what methods of construction have been used.</p> | <p><u>Textiles</u> Design, make and evaluate a 3D textile product from a pattern, using decorative finishing and cross – stitch.</p> <p>Begin to recognise the design features of our products that will appeal to intended users in our writing. With support, develop a simple design specification to guide our thinking and model our ideas using prototypes and pattern pieces.</p> |

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| | <p>Find out how different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Begin to research how food is processed into ingredients that can be eaten or used in cooking. Understand that a recipe can be adapted by adding or substituting one or more ingredients. Formulate step-by-step plans as a guide to making. Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Investigate how much products cost to make. Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Begin to explore how recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>Find out about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products functional products. Create a Victorian Invention Timeline including: Bicycles, tarmac, concrete, sewing machine, typewriter, telephone, electric lighting, gramophone, wireless radio</p> <p>George Stevenson, John Boyd-Dunlop, Charles Babbage, Thomas Edison</p> | | <p>Begin to recognise the design features of our products that will appeal to intended users in our writing. Model our ideas using prototypes and pattern pieces, with support. Use annotated sketches, cross-sectional drawings, exploded diagrams and computer aided design to develop and communicate our ideas. Make design decisions that take account of the availability of resources. Describe how mechanical systems such as cams or pulleys or gears create movement. Reinforce and strengthen a 3D framework. Explain our choice of tools and equipment and measure, mark out, cut and shape materials and components with increasing accuracy. Demonstrate resourcefulness when tackling practical problems. Critically evaluate the quality of the design, manufacture and fitness for purpose of our products as they design and make - evaluate our ideas and products against our original design specification.</p> <p>Find out about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products functional products. Inventions – Spinning Jenny – James Hargreaves Ruth Handler - toy company Mattel (Barbie)</p> | | <p>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate our ideas using the correct technical vocabulary. Investigate how much products cost to make. Explain why specific fabrics are suitable for the chosen purpose and user. Understand that a 3D textiles product can be made from a combination of fabric shapes and use a textile product we have taken apart to create a paper pattern using 2-D shapes. Measure using millimetres, mark out, cut materials with increasing accuracy confidently use a range of stitching techniques. Accurately sew two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. Confidently use a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.</p> <p>Find out about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products functional products. Modern designers</p> | |
| RE | What are the five pillars of Islam? | How can art, architecture and poetry express belief? | What is important in Jewish life and worship? | Why is Easter so important to Christians? | Why do believers see life as a journey? | |
| PSHCE | <u>Being Me in the World</u> My year ahead Being me in Britain Year 5 Responsibilities | <u>Celebrating Difference</u> Different cultures Racism Rumours and Name-calling Types of Bullying | <u>Dreams and goals</u> When I grow up (My Dream Lifestyle) Investigate jobs and careers | <u>Healthy Me</u> Smoking Alcohol Emergency Aid Body Image My relationship with food. | <u>Relationships</u> Recognising Me Getting on and falling out. Girlfriends and Boyfriends. | <u>Changing Me</u> Self and Body Image Puberty for girls. Puberty for boys Conception Looking ahead |

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| | Rewards and Consequences Our Learning Charter Owning our Learning Charter. | Does money matter? Celebrating Difference across the world. | My dream job. Why I want it and the steps to get there. Dreams and goals of young people in other cultures. How can we support each other? Rallying support. | Healthy Me. | Relationships and Technology. | Looking ahead to Year 6. |
| PE | Dance Unit 4 – Punch and Wrestle | Gymnastics Bridges – control, strength, shape | Dance Unit 4 – Volcanoes | Gymnastics Spinning and Turning | Athletics Getting a good start, running through the line | Athletics Sports Day Practice Developing technique: jumping, throwing, running |
| | Netball Understanding positions – roles and responsibilities, playing areas | Football Heading, volleying, bringing down a ball, cushioning | Rugby Understanding and applying the rules of tag rugby. | Cricket Developing and choosing from a range of shots | Rounders Understanding teamwork – bowler, backstop, 2 nd base and the efficient use of the triangle | OAA Climbing Wall – traversing |
| Music | <u>Livin' On A Prayer</u> Musical learning focus: Rock anthems | <u>Classroom Jazz 1</u> Musical learning focus: Jazz and improvisation. | <u>Make You Feel My Love</u> Musical learning focus: Pop ballads: Cross Curricular Link: Geography <i>Extreme Earth topics from Oceans, Seas and Rivers to be learnt across the term</i> | <u>The Fresh Prince Of Bel Air</u> Musical learning focus: Old School Hip Hop: | <u>Dancing In The Street</u> Musical learning focus: Motown | <u>Reflect, Rewind and Replay</u> Musical learning focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |
| French | <u>Review of previous years</u> Recap and revision of previous topics that have been covered in Y3 and Y4. <u>Emotions</u> Focus on emotions and being able to say how you feel (according to your gender) in French. Children will learn 12 different emotions. | | <u>Countries and Cities</u> Topic covers different countries and cities around the world in French – specifically, 32 countries and 17 cities. Children will be able to say where they live and ask someone where they live. They will be able to identify the flag for each country covered. <u>Travel Around the World</u> | | <u>Numbers 80-100</u> Focus on numbers 80-100 in French. Recap on previous numbers covered (0-80). Children will cover all of the French numbers from 0 up to 100. They will learn how to spell the words, say phone numbers in French and listen to phone numbers. They will be able to do some calculations based on their number knowledge acquired so far. | |

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| | <p><u>The Body</u> Children will be able to name 21 different body parts in French. They will learn how to describe a monster.</p> <p><u>At the Doctor's</u> Topic focuses on going to the doctor's and being able to explain where it hurts, if you are ill and the remedies to take in French. Children will take part in a role play.</p> | <p>Topic focuses on the children travelling in the world. Children will learn the names of the continents in French. They will learn the names of different transports that will transport them around the world. They will recognise the flags from the previous topic, will learn to say how they travel to the countries/different continents for the holidays.</p> <p><u>Nationalities and Languages</u> Children will learn 25 nationalities for both boys and girls, as they differ depending on gender. They will be able to say what language(s) they speak. The children will create a French passport.</p> | <p><u>Money (Euros)</u> Topic covers Euros as the currency used in France. Children will be able to recognise the coins and notes that people use in France, count the money, ask for the price of an item, say the price of an item and learn how to write a French cheque. Recap of numbers covered so far (0-100).</p> <p><u>At the Supermarket</u> Focus on going shopping at the supermarket. Children will learn how to name 25 food items and read a shopping list in French. Children will be able to say whether they like/dislike the food items covered and do a role play at the checkout. Recap of numbers covered so far (0-100).</p> |
| <p>Curriculum Enrichment</p> | <ul style="list-style-type: none"> • Victorian School day • Anti-Bullying Week • Harvest year group Assembly • Carol Service | <ul style="list-style-type: none"> • Music project – Young Voices • Arts Week – Theatre, drama, Musicians and Artists workshops and performances • Healthy Lifestyle Week • Walk to School Week. • Jodrell Bank trip linked with Earth and Space topic | <ul style="list-style-type: none"> • School garden • OAA trip • Golborne High School transition sessions • Sports Day |