



# Curriculum Map

## Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities Topic</b>	<b>The Romans</b> <i>How did Ancient Rom become so powerful?</i>		<b>Extreme Earth: Mountains</b> How are mountains formed?	<b>The Activists</b> <i>How have activists, past and present, responded to inequality?</i>	<b>The Arctic Circle</b> <u>Key Golden Question</u> <i>What has been the human and environmental impact on the Arctic Circle?</i>	
<b>Core Texts</b>	<b>Journey</b> by Aaron Becker <b>Escape From Pompeii</b> by Christina Balit <b>Gladius</b> <b>Julius Caesar</b> by William Shakespeare adapted by Andrew Matthews <b>Empire's End – A Roman Story (Extract)</b> by Leila Rasheed <b>Boudicca</b>		<b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b> by Alexandra Stewart & Joe Todd-Stanton <b>Cloud Tea Monkeys</b> by Mal Peet & Elspeth Graham <b>The Highwayman</b> by Alfred Noyes & Charles Keeping <b>Derby Day</b> <b>Suffragette</b> by Carol Drinkwater			
<b>Writing Units</b>	Narrative retelling   Setting description   Discussion text Eye witness report   First person narrative   Biography		Discussion text   Setting description   Internal monologue Narrative retelling   Speech writing   Diary writing Letter writing (persuasive)		Setting description   Character description   Narrative retelling Script writing   Rhyming poetry   Persuasive Speech Letter writing (persuasive)	
<b>Whole Class Reading Texts</b>	<b>The Witches</b> by Roald Dahl	<b>The Goldfish Boy</b> by Lisa Thompson	<b>The Boy in the Tower</b> by Polly Ho-Yen		<b>The Boy at the Back of the Class</b> by Onjali Q. Rafi	
<b>Mathematics</b>	<b>Unit 1:</b> Reasoning with large whole numbers <b>Unit 2:</b> Problem solving with integer addition and subtraction <b>Unit 3:</b> Line graphs and timetables	<b>Unit 4:</b> Multiplication and Division <b>Unit 5:</b> Perimeter and area	<b>Unit 6:</b> Fractions <b>Unit 7:</b> Decimals & Measures	<b>Unit 8:</b> Fractions and percentages <b>Unit 9:</b> Transformations	<b>Unit 10:</b> Converting units of measures <b>Unit 11:</b> Calculating with whole numbers and decimals	<b>Unit 12:</b> 2-D shape and 3-D shape <b>Unit 13:</b> Volume <b>Unit 14:</b> Problem solving
<b>Science</b>	<b>Biology</b> Living things and their habitats <i>Life Cycles and reproduction</i>	<b>Physics</b> Earth and Space <i>The Milky Way</i>	<b>Physics</b> Forces <i>Gravity, Friction, Air &amp; Water Resistance</i> <i>Gear, Levers and Pulleys</i>		<b>Biology</b> Animals including humans <i>From Cradle to Grave</i>	<b>Chemistry</b> Properties of change and materials <i>Separating Mixtures &amp; Solutions</i>
<b>PE</b>	<b>Tag Rugby</b> Communication Tactics Respect Physical Ability Leadership	<b>Bee Netball Skills</b> Technique Tactics Rules Communication	<b>Gymnastics</b> Feedback Analysis Effort	<b>Athletics</b> Technique Effort Confidence Fitness Levels	<b>Net &amp; Wall Games</b> Tennis Technique Feedback Respect Sports Day prep; feedback, respect, understanding	<b>Striking &amp; Fielding (cricket &amp; rounder)</b> Responsibility Technique Rules



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<b>Computing</b>	Computing systems and networks – sharing information	Creating Media – video production	Programming A – selection in physical computing	Data and information – flat file databases	Creating media – 3D modelling	Programming B – selection in quizzes
<b>RE</b>	<b>What did the Buddha teach about living a better life?</b> The Four Noble Truths and the Eightfold Path	<b>What happened to Islam in the Middle Ages?</b> How Islam spread and the Crusades	<b>What are some of the beliefs and values of Sikhism?</b> The 5 K's and the values the Gurdwara reflects	<b>What can we learn from the past?</b> The Shoah and the Pesach	<b>How are women valued in religion and beyond?</b> How different religions view women and the actions of some women	Academy decided unit
<b>Music</b>	<b>Living' on a prayer: Rock</b> Pupils learn to sing, play, improvise and compose with this song. They will listen and appraise other classic rock songs	<b>Classroom Jazz 1 &amp; Christmas Concert</b>  Pupils learn to sing together and to perform	<b>Make you Feel my Love: Pop</b> Pupils focus on one song. The interrelated dimensions of music, (pulse, rhythm, pitch etc) singing and playing instruments are all linked.	<b>The Fresh Prince of Bel Air: Hip Hop</b> Pupils focus on one song. The interrelated dimensions of music, (pulse, rhythm, pitch etc) singing and playing instruments are all linked	<b>Dancing in the Street: Motown</b> Pupils focus on one song. The interrelated dimensions of music, (pulse, rhythm, pitch etc) singing and playing instruments are all linked	<b>Djembe Course</b> Pupils explore and develop playing skills through the dejmbe
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Our PRIDE values</li> <li>• Compassion towards others</li> <li>• Rights as British citizens</li> <li>• Proportionate rewards and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining positive friendships</li> <li>• Conflict resolution</li> <li>• Understanding peer influence</li> <li>• Use of social media</li> </ul>	<ul style="list-style-type: none"> <li>• Responding respectfully to a wide range of people</li> <li>• Recognising prejudice and discrimination</li> <li>• Expressing opinions respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying jobs and interests</li> <li>• Aspirations and what influences career choices</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines &amp; vaccinations</li> <li>• Loss &amp; bereavement</li> <li>• Ways to take care of mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• External genitalia</li> <li>• Personal hygiene routines</li> <li>• Support with puberty</li> </ul>
<b>Art and DT</b>	<b>Painting</b> <i>Expression – Basquiat</i> (comparison with other genres studied in previous years) End outcome: self portrait in expressionistic style, self-portrait in the style of Basquiat		<b>Textiles</b> <i>Fashion Rulebreakers – Alexander McQueen/Dapper Dan</i> (Refreshing sewing skills, blanket stitch, attaching fastening devices) End outcome: simple bag with a closing Mechanism		<b>Sculpture</b> <i>Environmental Sculpture – Andy Goldworthy</i> (Environmental art – found objects, making 3D art out of natural and man-made materials) End Outcome: 3D plastic fish, plastic pom-poms for the fence, Wick Woods trip	
<b>Spanish</b>	<b>En el colegio</b> School items. School subjects. School places. Time. Days of the week	<b>Bravo por la musica</b> Music and instrumcments The verb 'tocar' Imperatives Ordinal numbers Subordinate conjunction <i>porque</i> DT making a maraca	<b>Un paeso por la ciudad</b> Buildings City places Directions, ask for and give	<b>Las Pescadoras Valencianas</b> Recognising nouns in sentences Noun adjective agreement 3 <sup>rd</sup> person singular and plural	<b>Las Estaciones</b> Seasons Rhyming nouns Use of el or la Writing about a season	<b>Los Planetas</b> Planets. Vocabulary related to universe. Ser and estar.