



CURRICULUM MAP

YEAR 5

Autumn	Spring	Summer
<b>Topics</b>		
<b>Vicious Viking</b> <b>Wild Weather</b> <b>Remembrance</b> <b>Magnificent Mountains</b>	<b>From Stone to Iron</b> <b>Forces</b> <b>Keeping Healthy</b>	<b>Martin Luther King</b> <b>Growing!</b> <b>Infinity and Beyond</b>
<b>Science</b>		
<p><b>Scientific skills</b>            Children should be introduced to the idea of variables that can be recognised and controlled. Their predictions should be justified with reference to their existing knowledge. Their measuring should be more precise and they may begin to take repeated measurements for increased accuracy.            MATC: converting measures and working up to three decimal places. They should use a greater range of mathematical tools to present their results. Their findings must include conclusions and start to suggest causal relationships and explanations of their results also including data reliability.</p>		
<p><b>Autumn 2 - Magnificent Mountains</b>  <b>What is a change of state?</b>            Can changes of state be reversed?            What happens if you mix it with water?            Can you get rid of the water?  <b>How can I compare and group different materials?</b>  <b>How can I separate the mixture?</b></p> <p><i>Sorting and classifying returns but with more scientific language with respect to properties. This should build on earlier work, especially in LKS2 eg magnets. Mixture separation could be a general challenge, or it could be about cleaning dirty water – would it then be safe to drink? No, but an interesting discussion that then refers to other knowledge</i></p>	<p><b>Spring - 1 Forces</b>  <b>What do forces do?</b>            What is gravity?            Which forces act between moving surfaces?            How do bicycle brakes work?            Which is the best design for a parachute?            When can friction be good?  <b>How can a small force make a big difference?</b>            How can I control variables?            How can I present my findings clearly?</p> <p><b>Spring 2 - Keeping Healthy</b>  <b>How do we help our bodies to function as well as possible?</b>            What is the human circulatory system?            What affects how human bodies function?            How can I collect accurate data?</p>	<p><b>Summer 1 - Growing!</b>  <b>Living Things and Their Habitats</b>  <b>How are life cycles different?</b>  <i>They should know what life cycle means and have covered some. This could be an opportunity to research and create a report about different life cycles. (and for WATC)</i>            How can you get new plants?  <i>Revise seeds but mostly look for other ways eg stem or root cuttings / tubers / bulbs</i></p> <p><b>Summer 2 - Infinity &amp; Beyond</b>  <b>What is the solar system like?</b>            What are the main features of each planet?            How do planets move?            How do moons move?  <b>Why do we have day and night?</b>            Why are there time zones?</p> <p><b>Who was Katherine Johnson?</b>            What did she do and why was she important?</p> <p><i>Earth and space is a great opportunity for research-based scientific enquiry</i></p>
<b>History</b>		
<p><b>Autumn 1 - Vicious Vikings</b>  <b>Why did the Vikings invade Britain?</b>            Why did the Vikings want to invade?            Who were the Anglo Saxons?            Who were the Scots?</p>	<p><b>Spring 1 - From Stone to Iron</b>  <b>How did people live in Stone Age and Iron Age?</b>            What was life like?            How did they survive?</p>	<p><b>Summer subject foci:</b>            Science            Geography</p> <p><b>Summer 1 - Martin Luther King</b></p>



<p>How did Vikings live?</p> <p><b>How did the Vikings prepare for battle?</b></p> <p>Who was Alfred the Great?</p> <p>Why was Edward the Confessor important?</p> <p>Why did they want to go to war?</p> <p>How did they protect their settlements?</p> <p><b><u>Autumn 2 - Remembrance</u></b></p> <p><b>Who was Walter Tull and when did he live?</b></p> <p>What was Walter's childhood like?</p> <p>What was significant about his achievements?</p> <p><i>Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?</i></p> <p><i>Use photos for comparisons and inferences</i></p>	<p>What achievements did they have?</p> <p>What was Stonehenge built for?</p>	<p><b>How did MLK shape life in his day?</b></p> <p>What is he remembered for?</p> <p>How was he important?</p> <p>How did he have an impact on our lives today?</p> <p><b><u>Summer 2 - Earth and Space</u></b></p> <p><b>Who was Katherine Johnson?</b></p> <p>What did she do?</p> <p><i>Use primary and secondary sources to find out what she did and why she was important to the space race.</i></p>
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**Geography**

<p><b><u>Autumn 1 - Wild Weather</u></b></p> <p><b>What is a cyclone?</b></p> <p>How are cyclones formed?</p> <p>Where do they occur?</p> <p>What is the impact during and after a cyclone?</p> <p><i>Human and physical impact</i></p> <p><b><u>Autumn 2 - Magnificent Mountains</u></b></p> <p><b>What are the features of a mountain?</b></p> <p>Can I locate mountains and rivers on a map?</p> <p>What is a mountain and how is it formed?</p> <p>What is a mountain range?</p> <p>Can I find mountain ranges in the UK?</p>	<p><b><u>Spring 1 - Infinity &amp; Beyond</u></b></p> <p>Why do we have time zones?</p> <p><b>Spring 2 subject foci:</b></p> <p>History</p>	<p><b>Summer subject foci:</b></p> <p>Science</p>
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**Computing**

<p><b><u>Autumn 1 - Esafety and Blogging</u></b></p> <p><b>How can I present information effectively?</b></p> <p>What is a blog?</p> <p>How do I make a post?</p> <p>How do I embed photographs into a post?</p> <p>Can I edit and improve posts?</p> <p><b><u>Autumn 2 - Researching and Presenting Information</u></b></p> <p><b>Can I research effectively?</b></p> <p>How do I know if information is accurate?</p> <p><b>How can I present information effectively?</b></p> <p>How can I make presentations</p>	<p><b><u>Spring 1 - Animation</u></b></p> <p>Stop Motion Animation – Just2Easy (j2Spotlight)</p> <p><b>Can I create a stop motion film?</b></p> <p>How can I plan a cohesive story?</p> <p>How can I effectively film a stop motion short?</p> <p>Can I edit a film so it makes sense?</p> <p>Can I record and add sound effects?</p> <p>Can I add appropriate background music?</p> <p><b><u>Spring 2 - Filming and Editing</u></b></p> <p><b>How can I film and edit for a clear purpose?</b></p>	<p><b><u>Summer 1 - Databases</u></b></p> <p>J2e – Data analysis</p> <p><b>Can I create databases and present information effectively?</b></p> <p>What is a database?</p> <p>Can I work collaboratively to create databases?</p> <p>How can I collect data for a database?</p> <p>How can I present information from databases?</p> <p><b><u>Summer 2 - Coding</u></b></p> <p>Coding – code.org (course E)</p> <p><b>Can I use nested loops and sprites?</b></p> <p>What are sprites?</p> <p>How can I programme the behaviour of a sprite?</p> <p>How can I use nested loops?</p>
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<p>informative?          Can I make effective transitions?          Can I embed gifs/videos?          How can I rehearse timings?          Can I present information effectively?</p>	<p>How are news reports presented?          What is green screen?          How can editing make a clear news report?          How can effects improve a film?</p>	<p>Can I use nested loops to create digital art?</p>
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<p><b><u>Autumn 1 - Islam</u></b>  <b>Why is Muhammad important in Islam?</b>          How do Muslims follow the five pillars of Islam?          How was the Qur'an revealed to the Prophet Muhammad?          How does the example of the Prophet inspire the practice of Zakat?          What varies about Zakat around the world and across the generations?</p> <p><b><u>Autumn 2 - Christmas</u></b>  <b>How is Christmas celebrated around the world?</b>          How is Christmas celebrated in the UK?          What images are associated with Christmas?          What different ways is Christmas celebrated all around Europe?  <i>How can I show the journey leading to the birth of Jesus?</i></p>	<p><b><u>Spring 1 - Hinduism</u></b>  <b>Why do Hindus worship many different gods and goddesses while believing in just one god?</b>          What do Hindus mean by 'Brahman'?          How do the different gods and goddesses display aspects of the One?          How can I compare myself to the aspects of the One?          What similarities are there between Christian belief in the Holy Trinity and Hindu belief in the Trimurti?</p> <p><b><u>Spring 2 - Peace</u></b>  <b>Is it possible to live in a truly peaceful world?</b>          What does peace mean?          Why would Buddhism be considered a peaceful philosophy?          How do Hindus use Aum to create a state of calm?          How does Islam show that it is a peaceful religion?          How can I maintain a state calm?</p>	<p><b><u>Summer 1 - God</u></b>  <b>What do religions and worldviews believe about God?</b>          What are the key humanist beliefs and ideas?          What are Buddhist and Humanist beliefs on living without God?          Do humanists have non- religious ceremonies?          How can there be God when bad things happen in the world?</p> <p><b><u>Summer 2 - Creation Stories</u></b>  <b>What are the similarities about creation stories in different religions?</b>          What do Christians believe about how the world was created? Creation story Genesis 1          What are the Hindu stories of creation?          What similarities and differences are there between the Hindu creation story and the Christian creation story?          How do I believe the world was created?</p>
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**PSHE**

<p><b><u>Autumn 1 - Beginning and Belonging</u></b>  <b>How can I build relationships with others in my class?</b>          How do we make sure we feel safe in our class and school?          How do we build good relationships in our class?          How do we make new people feel welcome and valued?          How do I feel when I do something new?          Which ways to calm down work for me?          How do I solve problems?          Who can I talk to when I need help?          How can I help and support other people?</p> <p><b><u>Autumn 2 - Anti-bullying</u></b>  <b>What are the different types of bullying and why do they happen?</b>          Can I define bullying?          Do I understand why a person or group of people may feel the need to have</p>	<p><b><u>Spring 1 - Me and My Emotions</u></b>  <b>How can I respond to my own emotions and those of others?</b>          What am I good at and what do I find difficult?          What do I feel proud of about myself?          How do I manage strong emotions?          What can I do when I realise I'm in a bad mood?          How do I recognise how other people feel and respond to them?          How do I cope when I disagree with someone?          How and from whom do I get support when things are difficult?</p> <p><b><u>Spring 2 - Diversity and Communities</u></b>  <b>What is my contribution to my community?</b>          What makes up my 'identity' and that of other people?</p>	<p><b><u>Summer 1 - Managing Risks/Safety Contexts</u></b>  <b>How can I be responsible for my own safety in different situations?</b>          What are the different consequences of taking physical, emotional and social risks?          How risky are different situations?          When am I responsible for my own safety?          Can I carry out basic first aid?          How can I stay safe on the roads as cyclist or pedestrian?          How do I keep myself safe in the sun?          How can I stay safe in my home?          How can I stay safe near railways?</p> <p><b><u>Summer 2 - SRE/Managing Change</u></b>  <b>What happens to boys and girls as they grow and what different changes might they experience?</b>          What are male and female sexual parts called and what do they do?          What happens to the bodies of boys</p>
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<p>power over another person or group of people? Can I respond to bullying and seek support where necessary?</p>	<p>What are the different identities locally and in the UK? How can I show respect for different views, lifestyles and beliefs? What are the negative effects of stereotyping? What are voluntary organisations and how do they make a difference? What is the role of the media and how does it influence me and my community? Who cares for the environment and what is my contribution?</p>	<p>and girls when they reach puberty? What influences my view of my body? How can I keep my growing and changing body clean? How can the spread of viruses and bacteria be stopped? What is HIV? What different changes do we or might we experience? How will I feel if I lose something or someone or if things change? In what different ways do people grieve?</p>
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**Art**

<p><b>Mark-making light and shade</b> How do I draw from close observation? How do I draw on textured surfaces?</p> <p><b>Portraits</b> Can I accurately draw a face? Can I draw a person using accurate proportions?</p>	<p><b>A new way to make pots</b> How do I create a coil pot? Can I smooth the surface of a coil pot?</p> <p><b>Hepworth / Moore</b> Can I create a figurative sculpture?</p>	<p><b>Environmental art</b> How can I use patterns in nature to create art? How can I create art using the environment?</p> <p><b>Optical blending</b> How do mix colours using coloured pencils? What is optical blending? How can I use cross-hatching to show shade? Can I create optical blending?</p>
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**Design Technology**

<p><b><u>Autumn 1 - Viking Longships</u></b> <b>Can I create a suitable and appealing product?</b> Can I research mask designs? Which design is most effective? Can research and design a Viking Long ship? What is a cross section design? How can a structure be strengthened?</p>	<p><b><u>Spring 1 - Food Technology</u></b> <b>Which foods are locally grown, caught and reared?</b> What is the impact of food miles? Can I prepare dishes safely and hygienically? How do I control the temperature of the oven or hob?</p> <p><b><u>Spring 2 - Frames</u></b> <b>Can I build a frame to support an object?</b> Can I strengthen a frame? Which ways can a structure be improved?</p>	<p><b><u>Summer 1 - Gears, Pulleys and Levers</u></b> <b>Can I control a model using an ICT control programme?</b> How do mechanical devices such as gears, pulleys, levers and springs work in a product?</p>
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**Physical Education**

<p><b><u>Autumn 1 - Dance (laugh/communication)/Hockey</u></b> Perform dance using a range of movement patterns (eg elevation) Develop flexibility, strength, technique, control and balance Play competitive games and employ attacking and defensive tactics</p> <p><b>Key Skills - Dance</b> Create a dance in random structure and perform the actions showing quality and control. Change the dynamics of an action</p>	<p><b><u>Spring 1 - Gymnastics/Tag Rugby</u></b> Perform dance using a range of movement patterns (e.g. Elevation) Develop flexibility, strength, technique, control and balance Play competitive games and employ attacking and defensive tactics</p> <p><b>Key Skills - Gymnastics</b> Perform symmetrical and asymmetrical balances. Perform the straight, forward, straddle and backward roll. Explore different methods of travelling,</p>	<p><b><u>Summer 1 - Basketball/Kwik cricket</u></b> Play competitive games and employ attacking and defensive tactics Use movement such as running, jumping, throwing and catching in isolation and combination</p> <p><b>Key Skills - Basketball</b> Develop the attacking skill of dribbling including awareness of the double dribble and travelling rule. Use protective dribbling against an opponent and lose a defender. Develop the bounce and chest pass</p>
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(how shape of movement is executed to represent an idea).  
 Provide and use feedback to improve on performance.  
 Use and understand formations, shadowing and mirroring.  
 Create group poses and movements that flow smoothly in their choreography.  
 Use varying levels.  
 Use unison (where 2 or more dancers perform the same movements at the same time) and canon (when a group carry out a sequence one after another) when creating and linking poses.  
 Work with a partner, keeping in time with each other and the music.

**Key Skills - Hockey**

Dribble a ball with increasing control and be able to beat a defender.  
 Pass the ball using a push pass  
 Receive and trap the ball with good technique and control  
 Use space effectively and move into space to support a teammate.  
 Use an open stick (block) tackle and jab tackle to gain possession of the ball.  
 Apply attacking and defending principles and skills in a hockey tournament.

**Autumn 2 - Fitness/Striking & Fielding**

Develop flexibility, strength, technique, control and balance  
 Compare performances with previous ones and demonstrate improvement  
 Play competitive games and employ attacking and defensive tactics  
 Use movement such as running, jumping, throwing and catching in isolation and combination

**Key Skills - Fitness**

Have an awareness of what their body is capable of (stamina) and improve this.  
 Test and record baseline fitness scores.  
 Improve sprinting technique and speed (shuttle runs/bleep test).  
 Increase strength using my own body weight (step-ups, press-ups, sit-ups, yoga).  
 Improve coordination through skipping.  
 Improve agility.  
 Develop control when balancing (yoga

linking actions in both canon and synchronisation.  
 Perform progressions of inverted movements.  
 Perform progressions of a handstand (incline inversion/walking up a wall/light as a feather and stiff as a board/kicking up to a wall or partner).  
 Explore matching and mirroring using actions both on the floor and on apparatus.  
 Create a partner sequence using apparatus.

**Key Skills - Tag Rugby**

Employ attacking principles, knowing when to run and when to pass.  
 Throw accurately and catch a tag rugby ball with control.  
 Play games using tagging rules including 'forward pass' and 'offside' rules..  
 Lose a defender including 'handing off'.  
 Draw defence and know when to pass.  
 Work as a defending unit to prevent attackers from scoring.  
 Apply the rules and tactics you have learnt to play in a tag rugby tournament.

**Spring 2 - Volleyball/Bikeability/Dodgeball/Benchball**

Develop flexibility, strength, technique, control and balance  
 Use movement such as running, jumping, throwing and catching in isolation and combination  
 Develop flexibility, strength, technique, control and balance  
 Compare performances with previous ones and demonstrate improvement  
 Play competitive games and employ attacking and defensive tactics

**Key Skills - Volleyball**

Use the ready position  
 Develop the fast catch volley  
 Volley the ball.  
 Use a dig shot (defensive shot in a squat position).  
 Rally over the net  
 Underarm serve  
 Use the scoring system (play to 25) and understand when to rotate.  
 Play in a volleyball tournament.

**Key Skills - Dodgeball/Benchball**

Recap the rules of dodgeball/benchball.

and begin to recognise when to use them.  
 Perform a jump stop and pivot.  
 Defend an opponent by tracking them to slow them down.  
 Employ the technique for the set shot.  
 Perform a set shot and a jump shot.  
 Apply the skills, rules and tactics you have learnt to a mini tournament.

**Key Skills - Kwik cricket**

Throw with accuracy and catching efficiently.  
 Be able to underarm bowl accurately.  
 Bat with accuracy and direction.  
 Use catching skill(close/deep catching and wicket keeping).  
 Begin to use overarm bowling technique with accuracy.  
 Use defensive and driving batting techniques.  
 Develop a variety of fielding techniques and use them within a game.  
 Learn and use long and short barriers in fielding.

**Summer 2 - Athletics/Tennis**

Use movement such as running, jumping, throwing and catching in isolation and combination  
 Play competitive games and employ attacking and defensive tactics  
 Develop flexibility, strength, technique, control and balance

**Key Skills - Athletics**

Pace yourself and take part in a long-distance event.  
 Improve sprinting technique.  
 Efficiently change over in a relay race.  
 Learn and use technique to perform the standing long jump  
 Perform a standing triple jump with technique.  
 Develop high jump  
 Develop the shot-put, discus and javelin throw.

**Key Skills - Tennis**

Hit and return the ball with a forehand and backhand groundstroke.  
 Keep a continuous rally going.  
 Underarm serve.  
 Use a volley.  
 Use a variety of strokes to beat an opponent.  
 Compete in a tennis competition.



<p>warm-ups). Retest fitness and collect personal fitness scores.</p> <p><b>Key Skills - Striking and Fielding (Rounders)</b> Throw underarm and overarm and catch with accuracy. Vary bowling at different pace. Understand the role of the bowler (e.g. awareness of batter and players on bases). Improve batting technique (watching the ball and not the bat). Learn how to stump a batter out. Develop a variety of fielding techniques and to use them in a game including 'backing up' and long and short barriers. Be able to use decision making and tactics. Play in a rounders tournament.</p>	<p>Play in a mini dodgeball/benchball game. Develop throwing at a moving target. Use jumps, dodges and ducks to avoid being hit. Use catching to get an opponent out. Use blocking techniques. Select and apply tactics in the game. Develop officiating skills. Play in a dodgeball tournament.</p>	
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**French**

<p><b><u>Autumn 1- Guess Who?</u></b> <b>Can I write a description of someone using adjectives?</b></p> <p>How can I show understanding of spoken language? How can I recognise if words are masculine or feminine? Can I recognise adjectives? When do I need to add "e" or "s" to an adjective? Can I use the first person? Can I use the third person? How can I write simple phrases accurately?</p> <p><b><u>Autumn 2 - Les Extra -Terrestres adorent les slips</u></b> <b>Can I read and understand the main points and opinions in written texts from various contexts, including present, past or future events</b> Can I identify key vocabulary in a story? Can I write some words from memory? How can I identify adjectives? Can I use adjectival agreement? Can I use the context of a sentence to work out the meaning of unfamiliar words? Can I form a question in French? Can I show understanding of simple writing?</p>	<p><b><u>Spring 1- Animals and their habitats</u></b> <b>Can I use a dictionary to find and check words?</b></p> <p>What is the indefinite article? What is the definite article? How can I use the negative form? How can I use a dictionary to broaden my vocabulary? Can I use adjectives to describe nouns? How do I use prepositions in French? How can I use the third person of the verb?</p> <p><b><u>Spring 2 - Hobbies</u></b> <b>Can I take part in a conversation to seek and give information?</b> How can I recognise verbs in French? Can I use the first person? Can I ask questions in French? Can I use different forms of verbs? What is the negative form? How can I give my opinion about an activity?</p>	<p><b><u>Summer 1-School Subjects</u></b> <b>Can I express my ideas clearly?</b></p> <p>What is the definite article? Can I ask and answer questions in French? Can I read short texts independently? Can I express an opinion/preference? Can I use adverbs? Can I write several sentences expressing an opinion/giving information?</p> <p><b><u>Summer 2 - Conversational Skills</u></b> <b>Can I take part in a conversation to seek clarification and help?</b> Can I respond to spoken language? Can I develop accurate pronunciation? How can I form a question in French? How can I respond to questions in French? Can I understand a short text in French? Can I take part in a conversation in French?</p>
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**Music in draft**



<p><b>Living on a Prayer / Jazz 1</b> Rock style Jazz style All children involved in learning and performing presentation which includes singing, acting, movement and dance</p>	<p><b>Make You Feel / Fresh Prince</b> Hip hop style Ballard style Improvisation</p>	<p><b>Dancing in the Street / Reflect, Repeat &amp; Rewind</b> Motown style</p>
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