



CURRICULUM MAP

YEAR 5

Autumn	Spring	Summer
Topics		
Vicious Viking Wild Weather Remembrance Magnificent Mountains	From Stone to Iron Forces Keeping Healthy	Martin Luther King Growing! Infinity and Beyond
Science		
Scientific skills <i>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.</i> <i>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.</i>		
<u>Autumn 2 - Explosive Earth</u> <p>State of matter missed in Y4 due to lockdown</p> <p>What is a change of state? Can changes of state be reversed? What happens if you mix it with water? Can you get rid of the water?</p> <p>How can I compare and group different materials? How can I separate the mixture?</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>	<u>Spring 1 - Infinity & Beyond</u> <p>What is the solar system like? What are the main features of each planet? How do planets move? How do moons move? Why do we have day and night? Why are there time zones?</p> <p>Who was Katherine Johnson? 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> <p><u>Spring - 2 Forces</u> What do forces do? 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? How can a small force make a big difference? How can I control variables? How can I present my findings clearly?</p>	<u>Summer 1 - Growing!</u> <p>Living Things and Their Habitats How are life cycles different? <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><u>Summer 2 - Keeping Healthy</u> <i>Missed teeth and skeleton in Y3 due to lockdown</i> How do we help our bodies to function as well as possible? What is the human circulatory system? What affects how human bodies function? How can I collect accurate data?</p>
History		
<u>Autumn 1 - Vicious Vikings</u> Why did the Vikings invade Britain? Why did the Vikings want to invade?	<u>Spring 1 - Infinity & Beyond</u> Who was Katherine Johnson? What did she do and why was she	Summer subject foci: Science Geography



<p>Who were the Anglo Saxons? Who were the Scots? How did Vikings live?</p> <p>How did the Vikings prepare for battle? Who was Alfred the Great? Why was Edward the Confessor important? Why did they want to go to war? How did they protect their settlements?</p> <p><u>Autumn 2 - Remembrance</u> Who was Walter Tull and when did he live? What was Walter's childhood like? 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? Use photos for comparisons and inferences</i></p>	<p>important? <i>See above</i></p> <p><u>Spring 2 - From Stone to Iron</u> How did people live in Stone Age and Iron Age? What was life like? How did they survive? What achievements did they have? What was Stonehenge built for?</p>	<p><u>Summer 1 - Martin Luther King</u> How did MLK shape life in his day? What is he remembered for? How was he important? How did he have an impact on our lives today?</p>
<p>Geography</p>		
<p><u>Autumn 1 - Wild Weather</u> What is a cyclone? How are cyclones formed? Where do they occur? What is the impact during and after a cyclone? <i>Human and physical impact</i></p> <p><u>Autumn 2 - Magnificent Mountains</u> What are the features of a mountain? Can I locate mountains and rivers on a map? What is a mountain and how is it formed? What is a mountain range? Can I find mountain ranges in the UK?</p>	<p><u>Spring 1 - Infinity & Beyond</u> Why do we have time zones?</p> <p>Spring 2 subject foci: History</p>	<p>Summer subject foci: Science</p>
<p>Computing</p>		
<p><u>Autumn 1 - Esafety and Blogging</u> How can I present information effectively? What is a blog? How do I make a post? How do I embed photographs into a post? Can I edit and improve posts?</p> <p><u>Autumn 2 - Researching and Presenting Information</u> Can I research effectively? How do I know if information is accurate? How can I present information</p>	<p><u>Spring 1 - Animation</u> Stop Motion Animation – Just2Easy (j2Spotlight) Can I create a stop motion film? How can I plan a cohesive story? How can I effectively film a stop motion short? Can I edit a film so it makes sense? Can I record and add sound effects? Can I add appropriate background music?</p> <p><u>Spring 2 - Filming and Editing</u></p>	<p><u>Summer 1 - Databases</u> J2e – Data analysis Can I create databases and present information effectively? What is a database? Can I work collaboratively to create databases? How can I collect data for a database? How can I present information from databases?</p> <p><u>Summer 2 - Coding</u> Coding – code.org (course E) Can I use nested loops and sprites? What are sprites? How can I programme the behaviour</p>



<p>effectively? How can I make presentations informative? Can I make effective transitions? Can I embed gifs/videos? How can I rehearse timings? Can I present information effectively?</p>	<p>How can I film and edit for a clear purpose? 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>of a sprite? How can I use nested loops? Can I use nested loops to create digital art?</p>
RE		
<p><u>Autumn 1 - Islam</u> Why is Muhammad important in Islam? 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><u>Autumn 2 - Christmas</u> How is Christmas celebrated around the world? 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><u>Spring 1 - Hinduism</u> Why do Hindus worship many different gods and goddesses while believing in just one god? 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><u>Spring 2 - Peace</u> Is it possible to live in a truly peaceful world? 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><u>Summer 1 - God</u> What do religions and worldviews believe about God? 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><u>Summer 2 - Creation Stories</u> What are the similarities about creation stories in different religions? 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>
Life Skills		
<p><u>Autumn 1 – Beginning and Belonging</u> How can I build relationships with others in my class?</p> <ol style="list-style-type: none"> 1. What are my responsibilities for helping others in school feel happy and safe? 2. How can I take responsibility for building relationships in my school and how does this benefit us all? 3. How might different people feel when starting something new and how can I help? 4. How do we help people feel welcome and valued in and out of school? 5. What helps me to be resilient in a range of new situations? 6. Are there more ways I can get help now and how do I seek support? 	<p><u>Spring 1 – Family and Friends</u> How can I maintain healthy relationships?</p> <ol style="list-style-type: none"> 1. What are the characteristics of healthy friendships on and offline and how do they benefit me? 2. How do trust and loyalty feature in my relationships on and offline? 3. Can I always balance the needs of family and friends and how do I manage this? 4. Can I communicate, empathise and compromise when resolving friendship issues? 5. How can I check that my friends give consent on and offline? 6. How do people in my family continue to support each other as things change? <p><u>Spring 2 – Working Together</u></p>	<p><u>Summer 1 – Managing Safety and Risk</u> How can I keep myself safe in risky situations?</p> <ol style="list-style-type: none"> 1. What are the possible benefits and consequences of taking physical, emotional and social risks, including for my mental health? 2. When am I responsible for my own safety as I get older and how can I keep others safer? 3. How can I safely get the attention of a known or unknown adult in an emergency? 4. Can I carry out basic first aid in common situations, including head injuries? 5. What are the benefits of cycling and walking on my own and how



<p>7. How do I recognise how other people feel and respond to them? (My Emotions unit)</p> <p><u>Autumn 2 – My Emotions & Anti-Bullying Day</u></p> <p>How can I take care of my mental wellbeing?</p> <ol style="list-style-type: none"> How can we make mental wellbeing a normal part of everyday life, in the same way as physical wellbeing? What does it mean to have a 'strong sense of identity' and 'self-respect'? How do I manage strong emotions? How do I recognise my own feelings and consider how my actions may affect the feelings of others? (Personal Safety unit) How common is mental ill health and what self-care techniques can I use? <p>Anti-Bullying Day</p> <ol style="list-style-type: none"> Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? Can I respond assertively to bullying, online and offline? How might different groups experience bullying in different ways? How and why might peers become colluders and supporters in bullying situations? 	<p>How can I use my strengths and skills?</p> <ol style="list-style-type: none"> What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What are some of the jobs that people do and how could my skills and strengths be used in future employment? How can I be a good listener share my views effectively and negotiate with others to reach agreement? How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback? 	<p>can I stay safer?</p> <ol style="list-style-type: none"> How can being outside support my wellbeing and how do I keep myself safe in the sun? What are the benefits of using public transport and how can I stay safe near railways? How can I prevent accidents at school and at home now that I can take more responsibility? <p><u>Summer 2 – RSE/Managing Change</u></p> <p>How is my body changing and how can I manage change?</p> <ol style="list-style-type: none"> What are male and female sexual parts called and what are their functions? How can I talk about bodies confidently and appropriately? What happens to different bodies at puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria? What positive and negative changes might people experience? How do people's emotions evolve over time as they experience loss and change, including when families change?
<p>Art</p>		
<p>Mark making light and shade How do I draw from close observation? How do I draw on textured surfaces?</p> <p>Portraits Can I accurately draw a face? Can I draw a person using accurate proportions?</p>	<p>A new way to make pots How do I create a coil pot? Can I smooth the surface of a coil pot?</p> <p>Hepworth / Moore Can I create a figurative sculpture?</p>	<p>Environmental art How can I use patterns in nature to create art? How can I create art using the environment?</p> <p>Optical blending 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>



Design Technology

<p><u>Autumn 1 - Viking Longships</u> Can I create a suitable and appealing product? 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><u>Spring 1 - Food Technology</u> Which foods are locally grown, caught and reared? 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><u>Spring 2 - Frames</u> Can I build a frame to support an object? Can I strengthen a frame? Which ways can a structure be improved?</p>	<p><u>Summer 1 - Gears, Pulleys and Levers</u> Can I control a model using an ICT control programme? How do mechanical devices such as gears, pulleys, levers and springs work in a product?</p>
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Physical Education

<p><u>Autumn 1 - Dance (laugh/communication)/Hockey</u> 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>Key Skills - Dance Create a dance in random structure and perform the actions showing quality and control. Change the dynamics of an action (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.</p> <p>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.</p>	<p><u>Spring 1 - Gymnastics/Tag Rugby</u> 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>Key Skills - Gymnastics Perform symmetrical and asymmetrical balances. Perform the straight, forward, straddle and backward roll. Explore different methods of travelling, 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.</p> <p>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.</p>	<p><u>Summer 1 - Basketball/Kwik cricket</u> Play competitive games and employ attacking and defensive tactics Use movement such as running, jumping, throwing and catching in isolation and combination</p> <p>Key Skills - Basketball 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 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.</p> <p>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.</p>
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<p>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.</p> <p><u>Autumn 2 - Fitness/Striking & Fielding</u></p> <p>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</p> <p>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 warm-ups). Retest fitness and collect personal fitness scores.</p> <p>Key Skills - Striking and Fielding (Rounders) 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>Apply the rules and tactics you have learnt to play in a tag rugby tournament.</p> <p><u>Spring 2 - Volleyball/Bikeability/Dodgeball/Benchball</u></p> <p>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</p> <p>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.</p> <p>Key Skills - Dodgeball/Benchball Recap the rules of dodgeball/benchball. 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>	<p><u>Summer 2 - Athletics/Tennis</u></p> <p>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</p> <p>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.</p> <p>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>
<p>French</p>		
<p>Autumn 1 - Guess Who? Can I write a description of someone using adjectives?</p>	<p>Spring 1 - Animals & their habitats Can I use a dictionary to find and check words?</p>	<p>Summer 1 - School Subjects Can I express my ideas clearly? What are the words for school</p>



<p>Can I describe my eye colour? Which adjectives can I use to describe my hairstyle? What do I look like? When do I need to add e or s to an adjective? What does Qui est-ce? mean? Can I use the 3rd person to write a description?</p> <p>Autumn 2 - Aliens Love Underpants Can I read and understand the main points and opinions in written texts Which adjectives can I use to describe someone? Can I identify key vocabulary from a story? Can I spell words correctly? How do I use adjectives? Can I read and translate a story? Can I follow instructions to make a puppet? How is Christmas celebrated in France?</p>	<p>Can I use un and une correctly? What are the words for wild animals? What are the words for habitats? Can I use adjectives to compare animals? How do I use a dual language dictionary? How can I use the third person of the verb?</p> <p>Spring 2 - Hobbies Can I take part in a conversation to seek and give information? Which words are verbs? What are the words for sports? Can I use and recognise masculine and feminine words? Can I give my opinion of sports in? How can I invite someone to join in an activity? Can I change 1st to 3rd person?</p>	<p>subjects? Can I spell the words for school subjects? Can I give my opinion of school subjects? How do I ask someone, which subjects he or she likes? What does trop mean? Can I read and translate sentences about school subjects? How can I write my opinion of school subjects?</p> <p>Summer 2 - In Town Can I take part in a conversation to seek clarification and help? What is the time? How can I ask the time? Can I say what I eat for breakfast? How do I ask where a building is? Can I answer questions about a text? What information can I give about my town?</p>
<p style="text-align: center;">Music</p>		
<p><u>Musical Elements</u> What are the elements of music? What are the instrument families? What are pulse and rhythm? What are dynamics? What are duration and tempo? What are melody and pitch? What is texture? How does music make me feel?</p> <p><u>Notation</u> How do I read music written in the treble clef? How do I read music? How do I know the length of a note? What is a time signature? What are the whole notes of a treble clef? What are tones and semitones? Can I read and understand simple music? Can I read and play simple sheet music?</p>	<p><u>Music History</u> How has music changed over time? What was music like during the Renaissance period? What was music like during the Baroque period? What was music like during the Classical period? What was music like during the Romantic Period? What was music like during the Modern period?</p> <p><u>Playing Tuned Instruments</u> How do I play a glockenspiel? Can I read and play the notes C, D, E and F? Can I play music from memory? How do I play the note G? What is a duet? Can I play a complex rhythmic pattern? Can I compose using the notes I have learned?</p>	<p><u>Composition</u> Can I compose a Pop song? What is Contemporary music? How is Pop music created? What is chord progression? Can I create lyrics and a melody? Can I add percussion to my Pop song?</p> <p><u>Music Around the World</u> How is music different around the world? What is Samba? What is Caribbean music like? What is Gamelan? What is music like in West Africa? What is a pentatonic scale? What have I learned about music this year?</p>