Year 5 Curriculum Map 2023-2024

Class	Autumn	Spring	Summer
English	***Teaching Texts Autumn 1*** Farther – Grahame Baker Smith The Giant's Necklace – Michael Morpurgo • Journalistic Writing • Narrative Writing – focus on description and writer's techniques Horrible Histories -Smashing Saxons • Explanatory texts ***Teaching Texts Autumn 2*** *The Long Walk – George Layton* • Diary entry • Letter • Narrative Parallel story – show not tell following the techniques used by Layton *Shackleton's Journey – William Grill* • Recount • Biography	***Teaching Texts Spring 1*** *War Boy – Michael Foreman* • Discussion/argument • Biography • Letter • Diary • Journalistic writing • Persuasion *Poetry – Charles Causley* ***Teaching Texts Spring 2*** Adventures of Odysseus – Hugh Lupton and Daniel Morden • Letter • Diary • Journalistic writing • Narrative writing – focus on descriptive element and writer techniques. Another challenge for Odysseus	***Teaching Texts Summer 1*** *Varjak Paw – S.F Said* • Recount (diary entries) • Journalistic Writing • Narrative (written from another point of view) ***Teaching Texts Summer 2*** *Street Child – Berlie Doherty* • *Informal letter writing* • *Character description* • *Balanced argument* *Poetry – Charles Causley*
	Reciprocal Reading Focus Texts • Further reading from Michael Morpurgo – The White Horse of Zennor • Non-Fiction – organisation / structure to support reading • Poetry	***Reciprocal Reading Focus Texts*** • Further Reading from George Layton – The Fib • Non-Fiction – organisation / structure to support reading • Poetry	***Reciprocal Reading Focus Texts*** • Further reading from Michael Morpurgo / George Layton • Non-Fiction – organisation / structure to support reading • Poetry
Maths	**Place Value** • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000	**Multiplication and Division B** • Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model)	**Shape** • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180°

	• Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000/100,000 more or less • Partition numbers to 1,000,000 • Number line to 1,000,000 • Compare and order numbers to 100,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000 **Addition and Subtraction** • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers **Multiplication and Division A** • Multiples • Common multiples • Factors • Common factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000 **Fractions A** • Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions less than 1	• Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number Divide with remainders • Efficient division • Solve problems with multiplication and division **Fractions B** • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators **Decimals and Percentages** • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages **Perimeter and Area** • Perimeter of rectangles • Perimeter of rectilinear shapes	• Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons • 3-D shapes **Position and Direction** • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines **Decimals** • Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals – missing values **Negative Numbers** • Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference

	• Order fractions less than 1 • Compare and order fractions greater than • Add and subtract fractions with the same denominator • Add fractions within 1 • Add fractions with total greater than 1 • Add to a mixed number • Add two mixed numbers • Subtract fractions • Subtract from a mixed number • Subtract from a mixed number – breaking the whole • Subtract two mixed numbers	• Perimeter of polygons • Area of rectangles • Area of compound shapes • Estimate area **Statistics** • Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables	**Converting Units** • Kilograms and kilometres • Millimetres and millilitres • Convert units of length • Convert between metric and imperial units • Convert units of time • Calculate with timetables **Volume** • Cubic centimetres • Compare volume • Estimate volume • Estimate capacity
Science	**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. **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 • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**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 • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic **Properties and changes of materials** • 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 • 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.	**Living things and their habitats – life cycles and reproduction** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. **Animals including humans – changes, growth and development** • describe the changes as humans develop to old age.

History	**Vikings to 1066** • **Were the Vikings really vicious?** • The Viking and Anglo Saxon struggle for England to 1066 • Chronology and key features, making a supported judgement, use of primary sources to test an interpretation. • Were the Vikings really vicious? • Who were the Vikings? • Local element		**Ancient Greece (2 terms)** • A study of Greek life and achievements and their influence on the western world • Chronology, Place, daily life, links to what is happening in Britain at the same time. Legacy – democracy, architecture, academic, athletic • What is an Empire? • Compare back to Romans and Anglo Saxons. • Did they have an empire?
Geography	**What shapes my world?** *Locational Knowledge* • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *Human and Physical Geography* • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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 *Geographical Skills and Fieldwork* • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-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	**Where could we go? Fantastic journeys around the world** *Locational Knowledge* • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) *Human and Physical Geography* • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • describe and understand key aspects of 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 *Geographical Skills and Fieldwork* • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the	**Where has my food come from?** *Locational Knowledge* • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *Human and Physical Geography* • describe and understand key aspects of 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 • describe and understand key aspects of physical geography *Geographical Skills and Fieldwork* • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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

		use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
Art	**Painting** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • To use sketchbooks to record and review observations and ideas • Children will focus on the artwork of Henri Rousseau – idea for art work to study Tiger in a Tropical Storm • To replicate techniques and create original pieces influenced by artists.	**Drawing** • Use pencils of different hardness to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • To use sketchbooks to record and review observations and ideas. • Children will focus on the artwork of Leonardo Da Vinci- Hatching and Cross Hatching. • To replicate techniques and create original pieces influenced by artists.	**Sculpting** • Plan, design, make and adapt models. • Join materials adequately and work reasonably independently. • Make informed choices about the sculpting/ design technique chosen. • Show an understanding of shape, space and form. • Use a variety of materials. • Wire sculpture – inspired by The Brothers – Brian Brown • To give detailed responses about the style and to show how influential the work of studied artists are/were to society.
DT	**Mechanical Systems - Cams** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	**Electrical Systems - Programming and control** • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project.	**Food - Celebrating Culture and Seasonality** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.
Computing	**Computing systems and networks – Systems and searching** • 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	**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	**Creating Media – Introduction to Vector graphics** • 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 **Programming B – Selection in quizzes**

	• 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 • 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 **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.	• 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 **Data and Information – 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	• 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
PE	**Invasion Games - Grid Rugby** • Gain possession by working as a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. **Netball** • Gain possession by working as a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. **Gymnastics - Acrobatic Gym**	**Dance - Indian delight** • Compose own dances in a creative way. Perform dance to an accompaniment. Dance shows clarity, fluency, accuracy and consistency. **Gymnastics Assess level 3-4** • Make complex extended sequences. Combine action, balance and shape. Perform consistently to different audiences. Offer constructive feedback to help others improve. **Strike/field -Cricket** • Choose a specific tactic for defending and attacking. Use a number of techniques to pass,	**Net/Wall games - Tennis** • Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. Strike a ball, using a varied piece of equipment, into a space. **Outdoors - Where am I?** • Use clues and a compass to navigate a route. Change route to overcome a problem. Use new information to change route. Explain to others how their map is providing help. **Athletics - Take aim**

	• Make complex extended sequences. Combine action, balance and shape. Perform consistently to different audiences. Offer constructive feedback to help others improve **SAQ** • Move with coordination. Choose a speed and style of running/jumping that is appropriate for the activity. Change direction efficiently. Follow a set of rules.	dribble and shoot. Strike a ball, using a varied piece of equipment, into a space. **Dance – What's so Funny?** • Compose own dances in a creative way. Perform dance to an accompaniment. Dance shows clarity, fluency, accuracy and consistency. ***Swimming**	• Breakdown the technique of different throwing events and develop each area to provide an overall improvement. Be able to measure with accuracy. Throw with increasing distance. **Strike/field - Rounders** • Gain possession by working as a team and pass in different ways. Choose a specific tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. Strike a ball, using a varied piece of equipment, into a space.
PSHE	**What decisions can people make with money?** • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions **What makes up our identity?** • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)	**How can we help in an accident or emergency?** • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions (recap first aid lessons from previous year groups using St John's Ambulance resources) • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services **How can friends communicate safely?** • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family	**How can drugs common to everyday life affect health?** • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs **What jobs would we like?** • that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid)

	• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others	• how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	• about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Music	**Brass**	**Brass**	**Brass**
MFL	**What is the date?** • Introduce the days of the week • Learn the twelve months of the year including some listening and reading activities • Learn the numbers 1-31 in French • France & French speaking countries • Learn how to say when your birthday is **Clothes** • Introduction of the first 10 items of clothing & the article • Introduction of remaining 11 items of clothing & the article • Consolidation of clothes vocabulary & introduction of verb porter using the form je porte (I wear) • Detailed examination of the verb porter (to wear) • Listening activity based on porter (to wear)	**Do you have a pet?** • Nouns and article for eight common pets. • Nouns for eight common pets and introduces the phrase "J'ai" (I have…) plus the connective "et" (and). • Article and nouns for eight common pets, the phrase "J'ai" (I have…), the connective "et" (and) and the phrase "qui s'appelle" (that is called). • Article and nouns for eight common pets, the phrase "J'ai" (I have…), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de…" (I do not have…) **My home** • Types of home and different locations • Introduction to the first five rooms of the home plus "chez moi il y a…" (in my home there is/are…) • Introduction to the next five rooms of the home plus consolidation of "chez moi il y a…" (in my home there is/are…) • Introduction of the phrase "chez moi il n'y a pas de…" (in my home there is not…/there are no…")	**At the café** • Introduce vocabulary for a range of drinks with article • Introduce vocabulary for a range of foods with article • Ordering something to eat and drink in a French café • 'What do you eat for breakfast?' class survey • Typical snacks & drinks you can order in a French café. **Weather** • Introduction of vocabulary for weather • Consolidation of weather vocabulary & matching pairs game • Weather reading & listening activities incorporating days of the week • Weather map work • Create your own French weather forecast

		• Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age)	
RE	**What do we know about the Bible and why is it important to Christians?** **Why do Jewish people go to the synagogue?** **What is the meaning of Christmas?**	**What do Christians believe about Jesus?** **Why do people visit Durham Cathedral today?** **Why is the Last Supper so important to Christians?**	**Why is Moses important to Jewish people?** **How are Jewish beliefs expressed in the home?** **How and why do people show care for others?**