

Year 5 Curriculum Map with End Goals

**Year Five Curriculum Map**

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| **Subject** | **Autumn** | **Spring** | **Summer** |
| **English** | **Name is Not Refugee**  **Genre**  Diary  Non-chronological reports  Glossary  Fictional story  **Journey**  **Genre**  Adventure narrative  Sequel to a story  **Remembrance**  Poetry  **A Christmas Carol & Mrs Scrooge**  **Genre**  Playscript  Balanced argument  Film Review | **The Lion Witch and The Wardrobe**  **Genre**  Persuasive speech writing.  Instructive text – truth potion  **Greta and The Giants**  **Genre**  Persuasive formal letter  **The Lost Thing (7 weeks)**  **Genre**  Diary  Newspaper report  Kennings  Rhyming Couplets  Narrative poem  Setting Description  Informal letter  Comparison and review of one story from 2 different medias. | **Lights on Cotton Rock**  **Genre**  Comic strip  Newspaper report  Diary Entry  Poem  Non-chronological report  **Tuesday**  **Genre**  Blog  Transcripts  **A Midsummer Night’s Dream**  **Genre**  Instructions – spell writing  Character description – Puck  Newspaper article |
| **Grammar & Punctuation** | Expanded Noun Phrases  Prepositional Noun Phrases  Fronted Adverbials  Co-ordinating/Subordinating Conjunctions  Variation of sentence length  Personification  Relative pronoun  Relative clause  Parenthesis  Bracket  Dash  Cohesion  Ambiguity  Indirect commas  Commas  Imagery | Figurative language  Imperative language  Hyphens  Expanded Noun Phrases  Prepositional Noun Phrases  Fronted Adverbials  Co-ordinating/Subordinating Conjunctions  Variation of sentence length  Personification  Relative pronoun  Relative clause  Parenthesis  Bracket  Dash  Cohesion  Ambiguity  Indirect commas  Commas  Modal Verbs  Imagery | Figurative language  Imperative language  Hyphens  Expanded Noun Phrases  Prepositional Noun Phrases  Fronted Adverbials  Co-ordinating/Subordinating Conjunctions  Variation of sentence length  Personification  Relative pronoun  Relative clause  Parenthesis  Bracket  Dash  Cohesion  Ambiguity  Indirect commas  Commas  Imagery |
| **Spelling Focus** | Words ending in ‘- tious’ and ‘-ious’  Words ending in ‘- cious’  Words ending in /shul/ spelled ‘-cial’  Words ending in /shul/ spelled ‘-tial’  Words ending in /shul/ spelled ‘-cial’ and ‘-tial’  Challenge Words  Words ending in ‘- ant’  Words ending in ‘- ance’ and ‘-ancy  Words ending in ‘- ent’ and ‘-ence’  Words ending in ‘- able’ and ‘-ible’  Words ending in ‘- ably’ and ‘-ibly’  Challenge Words | Words ending in ‘- able’, where the ‘e’ from the root word remains  Words that are adverbs of time  Words ending in ‘– fer’  Words with ‘silent’ first letters  Words with ‘silent’ letters  Challenge Words  Words spelled with ’ie’ after c  Words where ‘ei’ makes an /ee/ sound  Words where ‘ough’ makes an /or/ sound  Words containing ’ough’  Adverbs of possibility and frequency  Challenge Words | Words that are homophones or near homophones  Words that are homophones  Words that are homophones  Words that are homophones or near homophones  Words that are homophones or near homophones  Challenge Words  Words with hyphens  Challenge Words  Revision of spelling patterns learned in Stage 5 x 4 weeks |
| **Class Reader** | When Hitler Stole Pink Rabbit | N/a | N/a |

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| **Maths** | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 5** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | **Autumn** | **Number**  **Place Value** | | | **Number**  **Addition & Subtraction** | | **Number**  **Multiplication and Division** | | | **Number**  **Fractions A** | | | | | **Spring** | **Number**  **Multiplication and Division** | | | **Number**  **Fractions B** | | **Number**  **Decimal and Percentages** | | | **Measurement**  **Perimeter and Area** | | **Statistics** | | | **Summer** | **Geometry**  **Shape** | | | **Geometry**  **Position and Direction** | | **Number**  **Decimals** | | | **Number**  **Negative Numbers** | **Measurement**  **Converting Measurement** | | **Measurement**  **Volume** | | | | |
| **Science** | **Term 1**  **Scientists & Inventors**  **Term 2**  **Forces – What is a Force?** | | **Term 1**  **Earth & Space - What is the relationship between the Earth, Sun and Moon?**  **Term 2**  **Properties of Change**  **What different properties do materials have?** | **Term 1**  **Living Things and their Habitats**  **How are the life cycles of creatures different?**  **Term 2**  **Animals including humans**  **What does the human body go through**  **from birth to old age** |
| **R.E** | **Jewish Worship & Prayer** | **Jewish Celebrations & Festivals** | **The Bible / Special Books** | **Global Issues** |
| **P.E. – Complete P.E** | Invasion Games: Football  Gymnastics: Counter Balance and Counter Tension  Invasion Games: Netball  Health Related Exercise  Yoga | | Invasion Games: Dodgeball  The Circus  Invasion Games: Basketball  Communication and Tactics  Yoga | Badminton  Athletics  Cricket  Bikeability  Yoga |
| **Music – Charanga** | **‘Livin on a Prayer (**Rock Anthems)  **‘Classroom (**Jazz)  for Christmas Carol Service (KS2) | | **3’Make You Feel My Love’** (Pop Ballads)  **‘The Fresh Prince of Bel-Air’** (Hip Hop) | **‘Dancing in the Street (**Motown)  **Reﬂect, Rewind and Replay**  (Western Classical music and choices from Year 5) |
| **History** | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  **How did the lives of children change during World War 2?** | | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **The Vikings vs the Anglo Saxons- Who won?** | **Ancient Greece – a study of Greek life and achievements and their influence on the western world**  **What did the Ancient Greeks do for us?** |
| **Geography** | **Marvellous Maps**  What is an Ordnance Survey map and how do you read it? | | **Enough For Everyone (Geography Day):**  What do we need to survive and is there enough for everyone?  **Exploring Eastern Europe:**  What is the physical and human geography of Eastern Europe? | **Magnificent Mountains:**  What are the key features of mountains and where are they found? |
| **French** | Half-term 1: **Describing me and others**  Half-term 2: **Saying what I and others have** | | Half-term 1: **Saying what I and others do**  Half-term 2: **Saying how many and describing things** | Half-term 1: **Describing things and people**  Half-term 2: **Expressing likes and saying what I and others do** |
| **D&T**  **Skills** | **Animals Automata** | | **Bread** | **Food & Nutrition – Through Science** |
| **Computing** | **Half Term 1**  Online Safety  **Half Term 2**  Strategic Searching Online | | **Half Term 1**  Flowol  **Half Term 2**  3-D Modelling SketchUp | **Half Term 1**  Scratch 3.0  **Half Term 2**  Radio Station |
| **Art** | **The Work of LS Lowry** | | **Batik of the Solar system**  **Printing – Stages of the moon** | **The work of Georgia O’Keefe**  **Sculpting Vases** |
| **PSHE/RHE**  **& end of year goals**  **Blue = Espresso unit**  **Red = Statutory topics** | **Caring friendships / respectful relationships**  **Healthy and happy friendships: Changing friendships**  Identity and peer pressure off and online. Positive emotional health and wellbeing.  **Respectful relationships/ online relationships**  **Similarities and differences: Celebrating strengths and setting goals**  Celebrating strengths, setting goals and keeping ourselves safe online. | | **Respectful relationships**  **Caring and responsibility: Caring in the community**  How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.  **Families and people who care for me/ respectful relationships**  **Families and committed relationships: Healthy committed relationships**  The characteristics of healthy, positive and committed relationships and how these develop as people grow older. | **Physical and emotional health**  **Respectful relationships**  **Healthy bodies, healthy minds: Valuing our bodies and minds**  Our unique bodies and self – acceptance- valuing our bodies and minds: lifestyle habits ( including alcohol, tobacco and drugs ) and their effects on wellbeing.  **Physical and mental health**  **Coping with change: Puberty and emotions**  How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |