



## Curriculum Map, Year 5 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	<p>Greek Myths - various sources</p> <ul style="list-style-type: none"> <li>• Writing - diary, script writing, writing a myth, drafting and redrafting.</li> <li>• Leaflet writing.</li> <li>• Reading - discussing character, plot,</li> </ul> <p>Weekly comprehension and GPS</p> <p>Trip to Fitzwilliam Museum</p>	<p>Greek Myths - various sources</p> <ul style="list-style-type: none"> <li>• Recounts; interviews.</li> <li>• Weekly comprehension and GPS.</li> <li>• Macavity - poetry learning; 'wanted' poster (select and retrieve information).</li> </ul>	<p>Kensuke's Kingdom - Morpurgo</p> <ul style="list-style-type: none"> <li>• Writing - instructional, informative, diary, letters, script, description (drawing the island from description)</li> <li>• Reading - PEE, plus weekly comprehension practice.</li> <li>• Presentation about an endangered animal</li> </ul>	<p>Kensuke's Kingdom - Morpurgo</p> <ul style="list-style-type: none"> <li>• Writing - instructional, informative, poetry, diary, letters, script</li> <li>• Reading - PEE, plus weekly comprehension practice.</li> </ul>	<p>The Tempest (abridged AT)</p> <ul style="list-style-type: none"> <li>• Leaflet/poster about Shakespeare - note-taking, research, informative</li> <li>• Descriptive island writing</li> <li>• Character analysis - developing PEE skills through several exercises</li> <li>• Discursive essay - Creating the storm</li> <li>• Learning by heart</li> <li>• Reading the play; acting some parts; presenting the whole play in freeze frames.</li> </ul>	
Maths	<ul style="list-style-type: none"> <li>• Place Value within 100,000 and 1,000,000 - rounding, number lines, comparing and ordering, roman numerals, negative numbers, sequences.</li> <li>• Addition and Subtraction. - adding and subtracting up to 4 digits, using rounding to estimate, mental strategies, inverse operations and problem solving.</li> <li>• Graphs and tables - interpreting, 2 way tables, interpreting and drawing line graphs.</li> <li>• Multiplication and division. - multiples, factors, prime numbers, squares, cubes, inverse operations, multiplying and dividing by 10, 100 and 1000.</li> </ul>		<ul style="list-style-type: none"> <li>• Multiplication and division - up to multiplying 4 digit numbers by 2 digit and division with remainders.</li> <li>• Fractions - equivalent, converting (mixed to improper and vice versa), adding, subtraction, and multiplying.</li> <li>• Decimals and percentages - Writing, as fractions, understanding thousandths, ordering and comparing, rounding, equivalent fractions, decimals and percentages.</li> </ul>		<ul style="list-style-type: none"> <li>• Decimals - adding and subtracting, sequences, multiplying and dividing by 10, 100 and 1000.</li> <li>• Geometry - properties of shapes. Parallel and perpendicular lines, regular and irregular polygons, 3D shapes.</li> <li>• Geometry - position and direction. Reflection and translation.</li> <li>• Measure - converting units Metric and imperial units of length, mass and capacity, converting units of time and timetables</li> <li>• Measure - volume and capacity comparing and estimating.</li> </ul>	

	<ul style="list-style-type: none"><li>Measure - area and perimeter.</li></ul>					
Computing	<b>We are game designers</b> Using SCRATCH Logic programming Decomposition Debugging		<b>We are artists</b> Logic Algorithms Programming Art	<b>We are cryptographers</b> Logic Algorithms Programming Visit to Bletchley Park or Cambridge Computing museum	<b>Introduction to Python</b> Turtles, following instructions in tutorials, grids. Logic programming Decomposition Debugging	<b>Python project.</b> Logic programming Decomposition Debugging
Science	<b><u>Forces in Action</u></b> <b><u>Forces</u></b> <ul style="list-style-type: none"><li>How forces (including gravity, friction, air and water resistance) affect the physical world,</li><li>How gears and pulleys can be used to counter the effects of gravity.</li><li>Practical investigations as we develop skills in working scientifically.</li><li>Rocket workshop during STEM week.</li><li>Group work /experimentation /graph work.</li></ul>	<b><u>Earth and Space</u></b> <b><u>The Solar System</u></b> <ul style="list-style-type: none"><li>The solar system looking at size, distance and relative movements of the Earth, Moon and Sun.</li><li>How and why these create day, night and seasons.</li><li>Charting the phases of the moon and consider calendars.</li><li>Other planets will come under consideration too.</li></ul> Visit from an Astronomer from Cambridge University.	<b><u>Properties and Changes of Materials</u></b> Materials is a big topic and we'll be looking at: <ul style="list-style-type: none"><li>Types of Materials, Changing Materials and Separating Materials.</li><li>Compare and group materials according to their properties, including their hardness, solubility, transparency, conductivity and response to magnets.</li><li>Based on evidence from comparative and fair tests, we will explain reasons for uses of everyday materials.</li><li>Dissolving, separating mixtures through filtering, sieving and evaporating.</li><li>Dissolving, mixing and changes of state are reversible changes. Some changes result in the formulation of new materials.</li><li>Lab sessions to explore reversible and irreversible changes.</li></ul>		<b><u>Reproduction</u></b> <ul style="list-style-type: none"><li>Sexual and asexual Reproduction, revising parts of plants and going on to look at mammals as well, including comparing gestation periods.</li><li>We will research the life and work of Jane Goodall and make presentations about her.</li></ul>	<b><u>Changes and Reproduction</u></b> <ul style="list-style-type: none"><li>The main stages in the life cycle of humans.</li><li>Children will revise sexual reproduction and gestation;</li><li>how young children grow and develop; the changes that occur during puberty (covered in PSHE) and the changing needs of humans during old age.</li></ul>
Humanities	<b>The Ancient Greeks</b> <ul style="list-style-type: none"><li>Role play of historical events</li><li>Greek Assembly</li><li>Development of democracy, and philosophy</li></ul> Visit to Fitzwilliam Greek exhibition	<b>The Grand Canyon</b> <ul style="list-style-type: none"><li>Location,</li><li>Biomes and riparian zones - comparing temperatures through graphs.</li><li>Action of water in forming a landscape</li></ul>	<b>Local Geography and History - Cambridge</b> <ul style="list-style-type: none"><li>Maps and mapping, including OS six-figure refs</li><li>Geography field trip - local survey</li><li>Historical maps,</li></ul>	<b>Local Geography and History</b> <ul style="list-style-type: none"><li>Using maps as sources.</li><li>Research project about Cambridge, including a presentation.</li><li>How the Fens</li></ul>	<b>The Tudors</b> <ul style="list-style-type: none"><li>Links to Shakespeare</li><li>Battle of Bosworth</li><li>Overview of Tudors</li><li>Henry 8's Queens - their characters and importance</li><li>Geography - Tudor exploration - maps, atlas work</li><li>Being a Tudor sailor; Frances Drake-a pirate or a hero?</li></ul>	

		<ul style="list-style-type: none"> <li>Humans in the landscape - forming the landscape, using the landscape eg tourism - posters/marketing.</li> </ul>	<p>Norman Cambridge, famous Cambridge people.</p> <ul style="list-style-type: none"> <li>Visit to Cambridge</li> <li>Cultural capital - awareness of some key figures in UK's academic life</li> </ul>	<p>were drained</p> <ul style="list-style-type: none"> <li>Debate about draining the Fens</li> </ul> <p>Visit a Cambridge play</p> <p>Trip to the fens</p>	<ul style="list-style-type: none"> <li>The Armada</li> </ul>	
RS	<p><b>Buddhism -</b></p> <ul style="list-style-type: none"> <li>The story of Buddha; tenets of belief and practice.</li> <li>PSCHE links</li> <li>Lanterns draw different types of temples.</li> </ul> <p>Trip to Buddhist Temple in Cambridge.</p>	<p><b>The Christmas story</b></p> <ul style="list-style-type: none"> <li>Characters and story from the bible/nativity (act).</li> <li>How Christmas was/is celebrated in the past.</li> <li>Different countries. Foods, decorations, customs.</li> <li>Where have these traditions come from.</li> </ul>	<p><b>Stories from the Bible Parables</b></p> <ul style="list-style-type: none"> <li>acting Stories with morals - PSYCHE link</li> <li>Stories and ideas that have entered UK culture</li> <li>Link Holocaust Memorial Day to story of Daniel - religious persecution</li> </ul>	<p><b>Stories from the Bible</b></p> <ul style="list-style-type: none"> <li>Stories and ideas that have entered UK culture</li> </ul>	<p><b>Worship</b></p> <ul style="list-style-type: none"> <li>Worth, freedom, music, art, artefacts, prayer (including the Lord's prayer).</li> </ul>	<p><b>Forgiveness</b></p> <ul style="list-style-type: none"> <li>What is forgiveness.</li> <li>How different religions ask for forgiveness.</li> </ul>
PSHCEE	<p><b>Myself and My Relationships BB 5/6 Beginning and Belonging MMR BB56 2020</b></p> <p>In this unit, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.</p>		<p><b>Healthy &amp; Safer Lifestyles PS 5/6 Personal Safety HSL PS56 2020</b></p> <p>Children will learn how to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. The children will be encouraged to consider the qualities they would look for in a 'network'</p>	<p><b>Me and my relationships: my emotions</b></p>	SRE	<p><b>Drugs and alcohol</b></p>

			<p>person and decide who are the trusted adults they could talk with about anything, big or small, good or bad. They will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children will learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact and how to seek support from their network. The unit includes learning about what sorts of behaviours constitute abuse and neglect and how to access support via their network, for themselves or a friend. They will have opportunities to practice seeking help or advice from others and to develop their problem solving strategies, which can be applied in a range of contexts.</p>			
ART/DT	<p><b>Designing and making a Greek pot.</b> <b>Looking at repetitive patterns.</b></p>	<p>Drawing what is really there. Sketching techniques. Light and shadow. 3D</p>	<p>Artist study - Monet. Introduction to the art and ideas of the impressionists.</p>	<p>DT - Group project to create a wall hanging based on last half terms work on Monet.</p>	<p>Artist study - Archimboldi Making fruit and veg portraits Collage - tudor portraits</p>	<p>Designing programme covers for the Y5 and 6 play.</p>
Music	<p>The Planets, Gustav Holst and The Greeks</p> <p>Students complete a project booklet, listening tasks and complete a</p>	<p>The Planets, Gustav Holst and The Greeks</p> <p>Students complete a project booklet, listening tasks and complete a</p>	<p>Tudor recorder playing, singing and dancing</p> <p>Bring your instrument to</p>	<p>Tudor recorder playing, singing and dancing</p> <p>Bring your instrument to</p>	<p>Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a music incorporating singing dance and drama</p>	<p>Musical rehearsal and performance Students in Year 5 and 6 collaborate and prepare a musical incorporating singing, dance and drama</p>

	<p>Holst inspired composition task.</p> <p>Instruments of the orchestra and notation learnt throughout term</p>	<p>Holst inspired composition task.</p> <p>End of term assessed performance</p> <p>Preparation for end of term Christmas service performances</p> <p>End of term orchestra and notation test</p>	<p>school and present, demonstrate and perform to the class</p> <p>Instruments of the orchestra and notation learnt throughout term</p>	<p>school and present, demonstrate and perform to the class</p> <p>End of term assessed performance</p> <p>End of term orchestra and notation test</p> <p>Preparation for end of term Easter service performances</p>		<p>Performance to whole school and parents at the end of term</p>
Drama	<p>Introduction to Greek theatre and myths</p> <p>Masks, amphitheatre, myths, group and individual performance tasks</p>	<p>Introduction to Greek theatre and myths</p> <p>Masks, amphitheatre, myths, group and individual performance tasks</p>	<p>The Tudor Period</p> <p>Learning about the history of the Tudor period through fun scripts and activities. Playing the roles of Henry 7th, Henry 8th and his six wives, The Pope and even the news reporters covering the story at the time!</p>	<p>The Tudor Period</p> <p>Learning about the history of the Tudor period through fun scripts and activities. Playing the roles of Henry 7th, Henry 8th and his six wives, The Pope and even the news reporters covering the story at the time!</p> <p>Improving our understanding of scripts and stage directions in preparation for next term's performance.</p>	<p>Musical rehearsal and performance</p> <p>Students in Year 5 and 6 collaborate and prepare a music incorporating singing dance and drama</p>	<p>Musical rehearsal and performance</p> <p>Students in Year 5 and 6 collaborate and prepare a musical incorporating singing, dance and drama</p> <p>Performance to whole school and parents at the end of term</p>
Spanish	<p>Languages Week</p> <p>The life and work of Picasso.</p> <p>Revision of the parts of the body and face.</p> <p>Feeling well and unwell, and describing symptoms.</p> <p>Revision of shapes vocabulary and adjectival position.</p> <p>The work of Joan Miró.</p>	<p>Consolidation of the present tense forms learned in Year 4.</p> <p>Sport</p> <p>Revision of the near future tense using the verb 'to go' plus the infinitive.</p> <p>AR verbs</p> <p>Christmas in Spain.</p>	<p>Music and leisure activities.</p> <p>Conjugate 'tocar'</p> <p>Using expressions of frequency.</p>	<p>Telling the time.</p> <p>Daily routine.</p> <p>Introduction of reflexive verbs in the present tense.</p>	<p>School subjects.</p> <p>Revision of expressing likes and dislikes.</p> <p>Jobs and places of work.</p> <p>Revision of the first and third person singular forms of the present tense.</p> <p>Introduction to the conditional tense, 1st person singular.</p>	<p>Revision and extension of food vocabulary.</p> <p>Conjugating '-ar' and 'er' verbs in the present tense.</p> <p>Asking and answering 'How are you?'</p> <p>Spanish speaking countries.</p>

	Halloween activities.					
French	<p>Languages Week</p> <p>Phonics</p> <p>Personal pronouns</p> <p>The verb 'to have'</p> <p>Possessive pronouns</p> <p>Family members</p> <p>Alphabet</p> <p>Days of the week</p> <p>Numbers</p> <p>Months of the year</p> <p>Birthdays and dates</p>	<p>Telling the time in the 12 and 24 hour clocks</p> <p>Daily routine</p> <p>Reflexive verbs</p> <p><i>Noël en France</i></p>	<p>Healthy eating throughout the day</p> <p>The definite and indefinite articles</p> <p>Introduction to quantitative adjectives</p> <p>Using connectives</p> <p>Giving justified opinions</p>	<p>Parts of the body</p> <p>Seeking help when feeling unwell</p> <p><i>Au /à la / à l' / aux</i></p> <p><i>Joyeuses Pâques</i></p>	<p>Clothing</p> <p>Intro to the near future tense</p> <p>Adjectival agreement with colours</p>	<p>Weather</p> <p>Revision and consolidation of the vocabulary and grammar introduced this year.</p>
PE			<p>Tag Rugby</p> <p>To be able to communicate, pass the ball and move into space to receive the ball</p> <p>To be able to make a safe tackle</p> <p>To be able to maintain possession momentum by support running</p> <p>To be able to maintain possession by recycling the ball</p> <p>To be able to restart the game</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Dodgeball</p> <p>To be able to perform a wall block to gain ball possession</p> <p>To be able to block using the ball</p> <p>To be able to catch the ball at different heights</p> <p>To be able to attack as a team</p>	<p>Netball</p> <p>To be able to communicate, pass the ball and move into space to receive the ball.</p> <p>To be able to dribble the ball.</p> <p>To be able to state the teaching points of the set shot.</p> <p>To be able to state the teaching points of the lay-up shot.</p> <p>To be able to defend in a 1v1</p> <p>To be able to perform in a competition with outstanding sportsmanship.</p> <p>Tag Rugby</p> <p>To be able to communicate, pass the ball and move into space to receive the ball</p> <p>To be able to make a safe tackle</p> <p>To be able to maintain possession momentum by support running</p>	<p>Rounders</p> <p>To be able to under arm throw and low cradle catch a ball accurately</p> <p>To be able to over arm throw and high cradle catch a ball accurately</p> <p>To be able to perform an around the side throw and cradle catch a ball accurately</p> <p>To be able to bat the ball in a variety of ways</p> <p>To be able to create fielding and batting tactics</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>To be able to create fielding and batting tactics</p> <p>To be able to perform in a competition with outstanding sportsmanship.</p>	<p>Athletics</p> <p>To be able to identify correct sprinting technique</p> <p>To be able to identify correct pacing strategies for a variety of distances</p> <p>To be able to identify correct long jumping technique</p> <p>To be able to identify correct throwing technique</p> <p>To be able to identify correct technique for relay baton change overs</p> <p>To be able to identify correct technique for the high jump</p>

			<div>To be able to officiate the game</div> <div>To be able to perform in a competition with outstanding sportsmanship</div>	<div>To be able to maintain possession by recycling the ball</div> <div>To be able to restart the game</div> <div>To be able to perform in a competition with outstanding sportsmanship</div>		
--	--	--	--	---	--	--





