



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

	<ul style="list-style-type: none">• Multiplication and division. - multiples, factors, prime numbers, squares, cubes, inverse operations, multiplying and dividing by 10, 100 and 1000.• Measure - area and perimeter.				<ul style="list-style-type: none">• Measure - volume and capacity comparing and estimating.	
Computing	We are game designers Using SCRATCH Logic programming Decomposition Debugging		We are artists Logic Algorithms Programming Art	We are cryptographers Logic Algorithms Programming Visit to Bletchley Park or Cambridge Computing museum	Introduction to Python Turtles, following instructions in tutorials, grids. Logic programming Decomposition Debugging	Python project. Logic programming Decomposition Debugging
Science	<u>Forces in Action</u> <u>Forces</u> <ul style="list-style-type: none">• How forces (including gravity, friction, air and water resistance) affect the physical world,• How gears and pulleys can be used to counter the effects of gravity.• Practical investigations as we develop skills in working scientifically.• Rocket workshop during STEM week.	<u>Earth and Space</u> <u>The Solar System</u> <ul style="list-style-type: none">• The solar system looking at size, distance and relative movements of the Earth, Moon and Sun.• How and why these create day, night and seasons.• Charting the phases of the moon and consider calendars.• Other planets will come under consideration too.	<u>Properties and Changes of Materials</u> Materials is a big topic and we'll be looking at: <ul style="list-style-type: none">• Types of Materials, Changing Materials and Separating Materials.• Compare and group materials according to their properties, including their hardness, solubility, transparency, conductivity and response to magnets.• Based on evidence from comparative and fair tests, we will explain reasons for uses of everyday materials.• Dissolving, separating mixtures through filtering, sieving and evaporating.• Dissolving, mixing and changes of state are reversible changes. Some changes result in the formulation of new materials.• Lab sessions to explore reversible and irreversible changes.		<u>Reproduction</u> <ul style="list-style-type: none">• Sexual and asexual Reproduction , revising parts of plants and going on to look at mammals as well, including comparing gestation periods.• We will research the life and work of Jane Goodall and make presentation s about her.	<u>Changes and Reproduction</u> <ul style="list-style-type: none">• The main stages in the life cycle of humans.• Children will revise sexual reproduction and gestation;• how young children grow and develop; the changes that occur during puberty (covered in PSHE) and the changing needs of humans during old age.

		Visit from an Astronomer from Cambridge University.				
Humanities	<p>The Ancient Greeks</p> <ul style="list-style-type: none"> • Role play of historical events • Who are the ancient Greeks? • Greek philosophers • Greek art, architecture and alphabet • Greek gods • Greek myths • Greek Assembly • Development of democracy, and philosophy • Trojans <p>Visit to Fitzwilliam Greek exhibition</p>	(Mich 1 Continued with Ancient Greeks)	<p>The Grand Canyon</p> <ul style="list-style-type: none"> • Location, • Biomes and riparian zones - comparing temperatures through graphs. • Action of water in forming a landscape • Humans in the landscape - forming the landscape, using the landscape eg tourism - posters/market ing. 	<p>Local Geography and History - Cambridge</p> <ul style="list-style-type: none"> • Maps and mapping, including OS six-figure refs • Historical maps, Norman Cambridge, famous Cambridge people. • Visit to Cambridge • Cultural capital - awareness of some key figures in UK's academic life • Research project about Cambridge, including a presentation. • How the Fens were drained • Debate about draining the Fens • Geography field trip - local survey <p>Trip to the fens</p>	<p>The Tudors</p> <ul style="list-style-type: none"> • Links to Shakespeare • Battle of Bosworth • Overview of Tudors • Henry 8's Queens - their characters and importance • Geography - Tudor exploration - maps, atlas work • Being a Tudor sailor; Frances Drake-a pirate or a hero? • The Armada 	
RS	<p>Buddhism -</p> <ul style="list-style-type: none"> • The story of Buddha; tenets of belief and practice. • PSCE links 	<p>The Christmas story</p> <ul style="list-style-type: none"> • Characters and story from the bible/nativity (act). 	<p>Stories from the Bible Parables</p> <ul style="list-style-type: none"> • acting Stories with morals - PSYCHE link • Stories and ideas that have 	<p>Stories from the Bible</p> <ul style="list-style-type: none"> • Stories and ideas that have entered UK culture 	<p>Worship</p> <ul style="list-style-type: none"> • Worth, freedom, music, art, artefacts, prayer (including the 	<p>Forgiveness</p> <ul style="list-style-type: none"> • What is forgiveness. • How different religions ask for forgiveness.

	<ul style="list-style-type: none"> Lanterns draw different types of temples. 	<ul style="list-style-type: none"> How Christmas was/is celebrated in the past. Different countries. Foods, decorations, customs. Where have these traditions come from. 	<p>entered UK culture</p> <ul style="list-style-type: none"> Link Holocaust Memorial Day to story of Daniel - religious persecution 		Lord's prayer).	
PSHCE	<p>Beginning and Belonging MMR14 BB56</p> <ul style="list-style-type: none"> What are my responsibilities for helping others in school feel happy and safe? RR How can I take responsibility for building relationships in my school and how does this benefit us all? CF How might different people feel when starting something new and how can I help? MW How do we help people feel welcome and valued in and out of school? CF What helps me to be resilient in a range of new situations? MW 	<p>Family and Friends MMR16 FF56</p> <ul style="list-style-type: none"> What are the characteristics of healthy friendships on and offline and how do they benefit me? CF How do trust and loyalty feature in my relationships on and offline? CF What are the benefits and risks of making new friends, including those I only know online? OR Can I always balance the needs of family & friends & how do I manage this? FP Can I communicate, empathise & compromise when resolving friendship issues? CF How can I check that my friends give 	<p>Diversity and Communities Cit10 DC56</p> <ul style="list-style-type: none"> How do other people's perceptions, views and stereotypes influence my sense of identity? RR How do views of gender affect my identity, friendships, behaviour & choices? RR What are people's different identities, locally and in the UK? FP How can I show respect to those with different lifestyles, beliefs & traditions? RR What are the negative effects of stereotyping? RR Which wider communities & groups am I part of & how does this benefit me? MW 	<p>Personal Safety HSL23 PS56</p> <ul style="list-style-type: none"> How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW Can I use my Early Warning Signs to judge how safe I am feeling? BS How do I judge who is a trusted adult or trusted friend? CF How can I seek help or advice from someone on my network of support and when should I review my network? BS How could I report concerns of abuse or neglect? BS Can I identify appropriate & inappropriate or unsafe physical contact? BS 	<p>Drug Education HSL22 DE56</p> <ul style="list-style-type: none"> What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT How does drug use affect the way a body or brain works? DAT How do medicines help people with different illnesses? DAT What immunisations have I had or may I have in future and how do they keep me healthy? HP What is drug misuse? DAT What are some of the laws about drugs? DAT How can I assess risk, recognise peer 	<p>Sex & Relationships Education HSL20 SR5</p> <ul style="list-style-type: none"> What are male and female sexual parts called and what are their functions? BS How can I talk about bodies confidently and appropriately? BS What happens to different bodies at puberty? CAB What might influence my view of my body? How can I keep my growing and changing body clean? HP How can I reduce the spread of viruses and bacteria? HP

	<ul style="list-style-type: none"> • Are there more ways I can get help now and how do I seek support? BS 	<p>consent on and offline? BS</p> <ul style="list-style-type: none"> • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR <p>Anti-bullying MMR17 AB56</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal 	<ul style="list-style-type: none"> • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? 	<ul style="list-style-type: none"> • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS 	<p>influence & respond assertively? (RR)</p> <ul style="list-style-type: none"> • When and how should I check information about drugs? DAT 	
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		<p>circumstances affect their experiences? MW</p> <ul style="list-style-type: none"> • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 				
ART/DT	Designing and making a Greek pot. Looking at repetitive patterns.	Drawing what is really there. Sketching techniques. Light and shadow. 3D	Artist study - Monet. Introduction to the art and ideas of the impressionists.	DT - Group project to create a wall hanging based on last half terms work on Monet.	Artist study - Archimboldi Making fruit and veg portraits Collage - tudor portraits	Designing programme covers for the Y5 and 6 play.
Music	Theory and musicianship skills. Singing and performance techniques: score reading, interval recognition, clefs, dictation, breathing and phrasing.	Stars, Space and Time: a study of compositions inspired by the planets, stars and our experiences of time.	Music and Religion: exploring symbolism, identity, diversity and unity alongside the musical traditions of religions.	Collaborative production event with the drama department (ensemble and performance skills, composing soundtracks and soundscapes).	KS2 Theatre Study: Music in the theatre -Opera	KS2 Theatre Study: Music in the theatre -Opera

Drama	Introduction to basic drama skills and terms <ul style="list-style-type: none"> Characterisation Accents and dialects 	Skills in Practice <p>Using text to put new skills into practice and evaluating our work.</p>	Collaborative Performance with Music Department <p>Preparation by learning dramatic techniques which can be used in devised performance.</p> <ul style="list-style-type: none"> Physical Theatre Choral Speaking 	Collaborative Performance with Music Department <p>KS2 students will contribute to the devising and rehearsal of a performance to whole school and parents at the end of term</p>	Exploring the Theatre: Production design and tech <p>How can a site specific work include theatre design when outside of a traditional theatre setting?</p> <p>Why might it be important to the genre?</p>	Exploring the Theatre: Production design and tech <p>Creating your own site specific performance which is supported by theatrical design devices suitable to the location.</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>Halloween activities.</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>
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>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>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>

	Months of the year Birthdays and dates		Giving justified opinions			
PE	<p>Tag Rugby 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 To be able to maintain possession momentum by support running To be able to maintain possession by recycling the ball To be able to restart the game To be able to perform in a competition with outstanding sportsmanship</p> <p>Basketball/ Handball passing, dribbling shooting, defending, game play Positions and tactical play in attack and defensive Footwork Rules, new skills of handball, passing dribbling, shooting, defending Match play</p>	<p>Hockey To be able to make at least 2 of these type of passes and shots</p> <p>Push pass Slap pass Hitting</p> <p>Using the block tackle safely</p> <p>Maintain possession while dribbling with the ball, moving around defenders To be able to perform in a competition with outstanding sportsmanship</p> <p>Basketball/ Handball passing, dribbling shooting, defending, game play Positions and tactical play in attack and defensive Footwork Rules, new skills of handball, passing dribbling, shooting, defending Match play</p>	<p>Badminton Types of shot, drop, smash, forehand, backhand. Serving Footwork Scoring Match play, singles and doubles</p> <p>Hockey To be able to make at least 2 of these type of passes and shots</p> <p>Push pass Slap pass Hitting</p> <p>Using the block tackle safely</p> <p>Maintain possession while dribbling with the ball, moving around defenders To be able to perform in a competition with outstanding sportsmanship</p> <p>Football- Passing Dribbling Defending and tackling Shooting Tactical game play To be able to perform in a competition with</p>	<p>Netball Types of passing, chest, bounce and shoulder over head pass. Shooting Defending Footwork Match play and understanding different positions and roles within a game</p> <p>To be able to perform in a competition with outstanding sportsmanship.</p> <p>Football- Passing Dribbling Defending and tackling Shooting Tactical game play To be able to perform in a competition with outstanding sportsmanship</p>	<p>Athletics To be able to identify correct sprinting technique To be able to identify correct pacing strategies for a variety of distances To be able to identify correct long jumping technique To be able to identify correct throwing technique To be able to identify correct technique for relay baton change overs To be able to identify correct technique for the high jump</p> <p>Tennis Sequences Serves Forehand Backhand Competitive play</p>	<p>Athletics To be able to identify correct sprinting technique To be able to identify correct pacing strategies for a variety of distances To be able to identify correct long jumping technique To be able to identify correct throwing technique To be able to identify correct technique for relay baton change overs To be able to identify correct technique for the high jump</p> <p>Tennis Sequences Serves Forehand Backhand Competitive play</p> <p>Striking and Fielding-Cricket To be able to under arm throw and low cradle catch a ball accurately To be able to over arm throw and high cradle catch a ball accurately To be able to perform an around the side throw</p>

			outstanding sportsmanship			and cradle catch a ball accurately To perform simple or complex over arm bowling accurately with consistency. To be able to bat the ball in a variety of ways To be able to create fielding and batting tactics To be able to perform in a competition with outstanding sportsmanship To be able to create fielding and batting tactics
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