
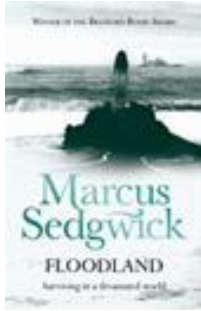


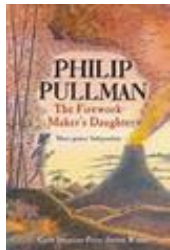










YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p><b>Power of Reading book(s)</b></p> <p><b>Archaic text</b></p> <p>Tom's Midnight Garden- graphic novel Philippa Pearce</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Recount - diary entry</li> <li>• Balanced argument</li> <li>• Persuasive letter</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Plural s, es</li> <li>• Split digraphe</li> <li>• Ch tch</li> <li>• Ee spelt y</li> <li>• Oy oi</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Cohesive devices</li> <li>• Tense</li> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> </ul>	<p><b>Power of Reading book</b></p> <p><b>Narratively complex text</b></p> <p>Floodlands -Marcus Sedgwick</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Fantasy narrative - character description</li> <li>• Recount- Newspaper report</li> <li>• Persuasive leaflet</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Ed</li> <li>• Er- est</li> <li>• Ing</li> <li>• J</li> <li>• Ll</li> <li>• Contractions</li> <li>• Suffix ate ise ify</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p>	<p><b>Power of Reading book</b></p> <p><b>Figurative/ Symbolic text</b></p> <p>The Highwayman Alfred Noyes</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Non-chronological report- character study</li> <li>• Playscripts</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Suffix after Y</li> <li>• Less ment ful ness</li> <li>• Ly</li> <li>• Tion</li> <li>• Prefix</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Adjectives and adverbs</li> <li>• Relative clause</li> <li>• Word classes</li> <li>• Verb forms</li> </ul>	<p><b>Power of Reading book</b></p> <p><b>Narratively complex text</b></p> <p>Kensuke's Kingdom- Michael Morpurgo</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Biography</li> <li>• Narrative - setting descriptions</li> <li>• Recount- diary entry</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Sure ture</li> <li>• Ous ious</li> <li>• Vowel suffix</li> <li>• Cian ssion</li> <li>• Cial tial</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Word classes verbs and pronouns</li> <li>• Subordinating clauses</li> <li>• Main and subordinate clause</li> <li>• Ver prefixes</li> <li>• Use devices to build cohesion</li> </ul>	<p><b>Power of Reading book</b></p> <p><b>Non- linear text</b></p> <p>The Firework Maker's Daughter – Philip Pullman</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Instructions</li> <li>• Playscript</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Able ible ably ibly</li> <li>• Cious tious</li> <li>• Ant ent ancy ency</li> <li>• Vowel suffix 2</li> <li>• Ei ie</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Apostrophes for possession</li> <li>• Identify the verb form</li> <li>• Standard English</li> <li>• Present perfect progressive</li> </ul> <p>Consolidate previously taught grammar</p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Commas to show parenthesis</li> </ul>	<p><b>Power of Reading</b></p> <p><b>Archaic text</b></p> <p>Shakespeare- A Mid-Summer Night's Dream</p>  <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Playscript</li> <li>• Biography</li> </ul> <p><b>Spelling Rules</b></p> <ul style="list-style-type: none"> <li>• Hyphens</li> <li>• Silent letters</li> <li>• Recap all statutory</li> </ul> <p><b>Year 5/6 Statutory Spellings</b></p> <p>Children will focus on 4 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Recap all previously taught grammar identified in QLA gaps analysis. Consolidate previously taught grammar</li> </ul>



# Year 5 Curriculum Map

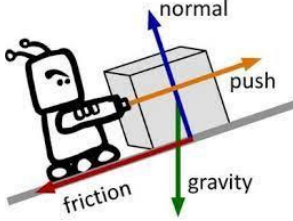

	<ul style="list-style-type: none"> <li>Nouns phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>Fronted adverbials</li> <li>Grammatical differences between plural and possessive -s</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Commas to show parenthesis</li> <li>Capital letters and full stops</li> <li>Commas after fronted adverbials</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Modal verbs</li> <li>Relative clauses</li> <li>Relative pronouns</li> <li>Using modal verbs to indicate degrees of possibility</li> <li>Using adverbs to indicate degrees of possibility</li> </ul> <p>Consolidate previously taught grammar</p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Commas to avoid ambiguity</li> <li>Brackets- dashes- commas for parenthesis</li> </ul> <p>Consolidate previously taught punctuation</p>	<ul style="list-style-type: none"> <li>Pass perfect progressive tense</li> <li>Present perfect progressive tense</li> <li>Expanded nouns phrases</li> <li>Use devices to build cohesion</li> <li>Link ideas within and across paragraphs</li> </ul> <p>Consolidate previously taught grammar</p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Capital letters full stops</li> <li>Punctuating speech</li> <li>Inverted commas</li> <li>Punctuation parenthesis</li> </ul> <p>Consolidate previously taught punctuation</p>	<ul style="list-style-type: none"> <li>Link ideas within and across paragraphs</li> <li>Pass perfect progressive tense</li> <li>Present perfect</li> </ul> <p>Consolidate previously taught grammar</p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Apostrophes for possession and omission</li> <li>Exclamation marks</li> <li>Capital letters and full stops</li> <li>Brackets</li> <li>Dashes and commas</li> <li>Use commas to avoid ambiguity in writing</li> </ul> <p>Consolidate previously taught punctuation</p>	<ul style="list-style-type: none"> <li>Inverted commas</li> <li>Punctuating speech</li> <li>Capital letters and full stops</li> <li>Exclamation marks</li> <li>Capital letters and full stops</li> <li>Brackets</li> <li>Dashes and commas</li> <li>Use commas to avoid ambiguity in writing</li> </ul> <p>Consolidate previously taught punctuation</p>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Commas to show parenthesis</li> <li>Inverted commas</li> <li>Punctuating speech</li> <li>Capital letters and full stops</li> <li>Exclamation marks</li> <li>Capital letters and full stops</li> <li>Brackets</li> <li>Dashes and commas</li> <li>Use commas to avoid ambiguity in writing</li> </ul> <p>Consolidate previously taught punctuation.</p>
<p><b>MATHS</b></p>	<p><b>Unit 1: Reasoning with large whole numbers</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to one million</li> <li>Round numbers within one million to the nearest multiple of powers of ten</li> <li>Read Roman numerals up to M</li> </ul> <p>Unit 2: Problem solving with integer addition and subtraction.</p> <ul style="list-style-type: none"> <li>Use rounding to estimate</li> <li>Use a range of mental calculation strategies to add and subtract integers</li> </ul>	<p><b>Unit 4: Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Identify multiples and factors</li> <li>Investigate prime numbers</li> <li>Multiply and divide by 10, 100 and 1000 (integers)</li> <li>Derived facts</li> <li>Illustrate and explain formal multiplication and division strategies such as short and long</li> <li>Use a range of mental calculation strategies</li> </ul>	<p><b>Unit 6: Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare decimals</li> <li>Round decimals to the nearest whole number</li> <li>Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</li> <li>Calculate fractions of amounts</li> </ul> <p>Unit 7: Angles</p> <p>Classify, compare and order angles</p> <ul style="list-style-type: none"> <li>Measure a draw angles with a protractor</li> </ul>	<p><b>Unit 8: Fractions and percentages</b></p> <ul style="list-style-type: none"> <li>Add, subtract fractions with denominators that are multiples of the same number</li> <li>Multiply fractions (and mixed numbers) by a whole number</li> <li>Explore percentage, decimal, fractions equivalence</li> </ul> <p>Unit 9: Transformations</p> <p>Coordinates in all four quadrants</p> <ul style="list-style-type: none"> <li>Translation and reflection</li> <li>Calculate intervals across zero as a context for negative numbers</li> </ul>	<p><b>Unit 10: Converting units of measure</b></p> <ul style="list-style-type: none"> <li>Convert between metric units of length, mass and capacity and units of time</li> <li>Know and use approximate conversion bet</li> </ul> <p>Unit 11: Calculating with whole numbers and decimals</p> <p>Mental strategies to add and subtract involving decimals</p> <ul style="list-style-type: none"> <li>Formal written strategies to add, subtract and</li> </ul>	<p><b>Unit 12: 2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>Classify 2-D shapes and reason about regular and irregular polygons</li> <li>Properties of diagonals of quadrilaterals</li> <li>Classify 3-D shapes</li> <li>2-D representations of 3-D shapes.</li> </ul> <p>Unit 13: Volume</p> <ul style="list-style-type: none"> <li>Use cube numbers and notation</li> <li>Estimate volume</li> <li>Convert units of volume</li> </ul> <p>Unit 14: Problem solving</p> <ul style="list-style-type: none"> <li>Negative numbers and calculating intervals across zero</li> <li>Calculating the mean</li> <li>Interpret remainders</li> </ul>



	<ul style="list-style-type: none"> <li>•Illustrate and explain the written method of column addition and subtraction</li> <li>•Select efficient calculation strategies</li> </ul> <p>Unit 3: Line graphs and timetables</p> <p>Complete, read and interpret data presented in line graphs</p> <ul style="list-style-type: none"> <li>•Read and interpret timetables including calculating intervals</li> </ul>	<p>Unit 5: Perimeter and area</p> <p>Investigate area and perimeter of rectilinear shapes</p> <ul style="list-style-type: none"> <li>•Estimate area of nonrectilinear</li> </ul>	<ul style="list-style-type: none"> <li>•Understand and use angle facts to calculate missing angles</li> </ul>	<p>multiply involving decimals</p> <ul style="list-style-type: none"> <li>•Multiply and divide by 10, 100 and 1000 involving decimals</li> <li>•Derive multiplication facts involving decimals</li> </ul>	<ul style="list-style-type: none"> <li>•Investigate numbers: consecutive, palindromic, multiples</li> </ul>
<p><b>HISTORY</b></p> <p><b>AND</b></p> <p><b>GEOGRAPHY</b></p>	<p><b>History Focus</b></p> <p><b>Anglo-Saxons and Scots</b></p> <p><i>What are the Anglo-Saxons remembered for?</i></p>  <p>Pupils begin the unit by learning who the Anglo-Saxons and the Scots were before moving onto why and how they invaded Britain pre and post 410AD. Through this unit pupils will learn:</p> <p>Who invaded Britain once the Romans had left?</p> <p>How Anglo-Saxon Britain was ruled?</p> <p>What daily life was like for the Anglo-Saxons?</p> <p>What the Anglo-Saxons believe?</p> <p>Who Alfred the Great was?</p>	<p><b>History Focus</b></p> <p><b>Vikings</b></p> <p><i>How much did Britain change from 793AD to 1066?</i></p>  <p>This unit is designed to expand pupil's chronological knowledge of British History focusing on the Viking.</p> <p>Through this unit pupils will learn:</p> <p>Who were the Vikings?</p> <p>What were the Viking raids?</p> <p>What was the Danelaw?</p> <p>What was life like in Viking Britain?</p> <p>How did England become a unified country?</p> <p>How was Britain conquered between 950AD - 1066?</p>	<p><b>Geography Focus</b></p> <p><b>Asia Volcanoes and Earthquakes</b></p>  <p>Pupils will acquire the following knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• The names of the key physical features of Asia.</li> <li>• The names of some of the key human features of Asia.</li> <li>• The names of some of the most significant borders in Asia.</li> <li>• How to explain what tectonic plates are ?</li> <li>• How to explain how mountains are formed.</li> <li>• How to explain how volcanoes formed.</li> <li>• How to explain what happens when a volcano erupts.</li> <li>• How to explain what an earthquake is.</li> <li>• How to explain what happens when an earthquake strikes.</li> <li>• How to explain what the secondary consequences of a volcanic eruption or an earthquake are,</li> </ul>	<p><b>History Focus</b></p> <p><b>Bagdad and the Middle East</b></p> <p><i>What was the Golden Age of Islam and how did it help us today?</i></p>  <p>This unit has been designed to highlight the significant achievements made in Baghdad and the Middle East between the 7<sup>th</sup> and 11<sup>th</sup> century.</p> <p>Through this unit pupils will learn:</p> <p><i>How Baghdad was built?</i></p> <p><i>What the Golden Age of Islam was?</i></p> <p><i>How Baghdad become a centre of learning?</i></p> <p><i>Who made great advancements in science, mathematics and medicine?</i></p> <p><i>How Baghdad compares to London 1000AD?</i></p> <p><i>How the Islamic Empire come to an end?</i></p>	<p><b>History Focus</b></p> <p><b>The Industrial Revolution</b></p> <p><i>What were the positive and negative aspects of the Industrial Revolution?</i></p>  <p>This unit is designed to explore the Industrial Revolution between 1750 – 1900. Through this unit pupils will learn:</p> <p>What the industrial revolution was.</p> <p><i>How important the British Empire and trade during the Industrial Revolution was?</i></p> <p><i>How the textile industry change?</i></p> <p><i>How he steam engine impacted on the Industrial Revolution?</i></p> <p><i>Why iron and coal were important to the Industrial Revolution?</i></p> <p><i>What was life like during the Industrial Revolution?</i></p>





	How we know about the Anglo-Saxons?				
<b>SCIENCE</b>	<p><b>Physics</b></p> <p><b>Earth and Space</b></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• what a sun is, what a solar system is, what a galaxy is and how our own solar system fits in to the wider universe</li> <li>• which planets make up our own solar system</li> <li>• Knowledge of the inner and outer planets of the solar system including order, size, what the planet consists of, atmosphere, temperature, rotation and orbit</li> <li>• what the relationship is between the Earth and the sun in relation to seasons</li> <li>• How daylight hours change across the year in different places across the world</li> <li>•</li> <li>• The flat and spherical Earth theories</li> </ul>	<p><b>Physics</b></p>  <p><b>Forces</b></p> <p>.Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• the names of a range of different forces – gravity, friction, water resistance, air resistance, upthrust and magnetism</li> <li>• which forces are pushes and which are pulls</li> <li>• the difference between contact and non-contact forces</li> <li>• the difference between balanced and unbalanced forces</li> <li>• who Isaac Newton was and the role he played in helping us to understand forces</li> <li>• what 'matter' is, the difference between mass and weight and</li> </ul>	<p><b>Chemistry</b></p> <p><b>Properties and changes of materials</b></p> <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• materials can be grouped based on their properties including hardness, solubility, transparency and conductivity</li> <li>• what we mean by 'dissolving' and whether certain substances dissolve in water to form a solution</li> <li>• whether the rate at which a substance dissolves can be altered by heat or stirring</li> <li>• mixtures can be sometimes be separated by sieving, filtering and/or evaporation</li> <li>• the difference between a reversible and an irreversible change</li> <li>• examples of reversible and irreversible changes</li> <li>• the impact of heating and cooling on a range of different materials</li> <li>• what happens when something burns</li> <li>• how new materials are usually formed after an irreversible change</li> <li>• The chemists and scientists who have created new materials that we use in our everyday lives</li> </ul>	<p><b>Biology</b></p> <p><b>Life Cycles</b></p>  <p>Pupils will acquire the following scientific knowledge throughout this unit of work:</p> <ul style="list-style-type: none"> <li>• the difference between sexual and asexual reproduction</li> <li>• the process of pollination and the role it plays in the lifecycle of a</li> <li>• flowering plant</li> <li>• how plants reproduce both sexually and asexually</li> <li>•</li> <li>• Pupils will animals produce offspring</li> <li>• how lifecycles differ between animals</li> <li>• how and why gestation periods differ between animals</li> <li>• what a naturalist is and why both Jane Goodall and David Attenborough are considered significant</li> </ul>	<p><b>Getting Older</b></p> <p>In this unit pupils learn about aging.</p> <p>How do we order the stages of human life?</p> <p>How do babies develop?</p> <p>What are the similarities and differences between the aging humans and other animals?</p> <p>What are the physical changes in puberty?</p> <p>What are the other features of puberty?</p> <p>How do adults age?</p>



# Year 5 Curriculum Map

	<ul style="list-style-type: none"><li>the views of various astronomers over time: Aristotle, Ptolemy,</li><li>Alhazen, Tusi, Copernicus and Galileo</li><li>what a moon is and what the phases of our own moon are</li><li>The heliocentric and geocentric theories of the solar system</li></ul>	<p>how we measure both</p> <ul style="list-style-type: none"><li>How friction works in the world around us</li><li>how air resistance works in the world around us</li><li>who Galileo Galilei was and the role he played in helping us to</li><li>understand air resistance</li><li>how upthrust (or buoyancy) and water resistance act in water</li><li>what 'density' is and the relationship between density and</li><li>whether an object is able to float</li><li>what levers, pulleys and gears are and what they can do to the strength and size of a force</li></ul>		<ul style="list-style-type: none"><li>humans grow and change throughout the human lifecycle</li><li>how to place the stages of the human lifecycle on a timeline</li><li>the stages of development in babies and children</li><li>an introduction to what puberty is</li><li>how humans change from adulthood to old age</li><li>the changes experienced in old age</li></ul>	
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ART AND  
D&T

**Art Focus typography and Maps**

Disciplines:  
Design: Typography, Drawing, Collage, Sketchbooks

Key Concepts:  
**That when designers work with fonts and layout it is called Typography.**  
**That we can use the way words look to help us communicate ideas and emotions.**  
**That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.**

Children are:  
introduced to typography design and they explore how they can create their own fonts and designs.  
Exploring how we can use visual letters and other elements to help convey ideas and emotions.  
introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.  
Creating their own visual and often three dimensional maps.



**D.T Focus**

Food:  
**Culture and seasonality**

- Explore a range of innovative ideas through research and discussion to develop a design brief
- Write a step by step recipe, including a list of ingredients, utensils and equipment (savory)
- Understand and apply seasonality and the source of different food products.

**Make**

- Use appropriate utensils and equipment accurately, make decorate and present food
- Applications of cooking processes

**Evaluate**

- Evaluate food outcome based on ideas planned.
- Consider view of others and improve ideas.
- Consider the affordability.

**Art**

Disciplines:  
Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks

Key Concepts:  
**That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.**  
**That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.**  
**That we can combine monotype with other disciplines such as painting and collage.**  
**That we can make art by expressing our own personal response to literature or film.**

Children are  
exploring the process of making monotypes. The introduced to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations.  
developing their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a "zine", inspired by a piece of poetry.  
Using sketchbooks to collect ideas, test methods, and explore colour, line and mark making.



**D.T Focus**

**Mechanical Systems:**

**Pulleys and Gears**

**Design**

- Generate realistic ideas and use annotated sketches and prototypes to develop model.
- Design purposeful and functional product
- Explore existing products with pulleys and gears

**Make**

- Select and use tools with accuracy.
- Apply technical knowledge to create a mechanical system

**Evaluate**

Test and evaluate products.

**Art**

**Mixed Media land and City scapes**

Disciplines:  
Painting, Drawing, Sketchbooks

Key Concepts:  
**That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.**  
**That artists often work outside (plein air) so that all their senses can be used to inform the work.**  
**That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".**  
**We can share our artistic discoveries with, and be inspired by each other.**  
**We can use sketchbooks to focus this exploration and we do not always need to create an "end result" – sometimes the exploratory journey is more than enough.**

Children are:  
introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live.  
Understanding the creative freedom used to explore ways of working which involve different materials and media.  
extending and adapting existing sketchbooks so that they can make drawings/paintings at different scales and ratios.  
enabled to take creative risks, explore and experiment, without the pressure of having to "produce" an end result.  
given the freedom to use mixed medium in ways which suit them and their subject matter.



**D.T Focus**

**Structures:**

**Frame Structures**

**Design**

- Research user needs of existing products
- Develop and innovate design ideas.
- Create a design that is fit for purpose and functionality.

**Make**

- Apply technical knowledge of how to strengthen, stiffen and reinforce more complex structures
- Select from a range of materials based on their functional properties and aesthetic qualities.


**Evaluate**

- Investigate and evaluate a range of existing products
- Evaluate their ideas against design criteria and consider views of others to improve.



RE

**Religion:** Sikhism




**Theme:** Belief into Action

**Key question:** How far would a Sikh go for his/her religion?

**Children will learn to:**

- Identify the different levels of commitment they show to different things and explain these priorities.
- Make links between how Sikhs practice their religions and the beliefs that underpin this.
- Express my opinion as to why Sikhs seem to show different levels of commitment.

**Religion:** Christianity




**Theme:** Christmas

**Concept:** Incarnation

**Children will learn to:**

- Start to explain how 'true' could mean different things to different people and how stories can be 'true' in different ways.
- Identify different sources of the Christmas story.
- Explain the meaning of Christmas to Christians (Incarnation)
- Explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.

**Religion:** Sikhism




**Theme:** Beliefs and moral values

**Key question:** Are Sikh stories important today?

**Children will learn to:**

- Explain how some stories can teach people about what is important and how to behave.
- Recognise that stories can be an important way of expressing belief and meaning.
- Explain the relevance of the Sikh story.
- Discuss how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

**Religion:** Christianity



**Theme:** Easter


**Concept:** Salvation

**Key question:** How significant is it for Christians to believe God intended Jesus to die?

**Children will learn to:**

- Show an understanding of the difference between purpose and destiny.
- Start to explain whether God intended Jesus to be crucified or whether it was the consequence of events during Holy Week.
- Start to express an opinion about Jesus' crucifixion being his destiny/ purpose.

**Religion:** Sikhism




**Theme:** Prayer and worship

**Key question:** What is the best way for a Sikh to show commitment to God?

**Children will learn to:**

- Explain why one way of showing commitment may not be better than another.
- Describe how different practices enable Sikhs to show their commitment to God.
- Understand that some practices will be more significant to some Sikhs than others.
- Give their opinion on what they think Sikhs should do to show commitment to God and explain why.

**Religion:** Christianity



**Theme:** Beliefs and practices

**Concept:** Gospel

**Key question:** What is the best way for a Christian to show commitment to God?

**Children will learn to:**

- Show an understanding of why people show commitment in different ways.
- Describe how different practices enable Christians to show their commitment to God.
- Understand that some practices will be more significant to some Christians than others.
- Explain that individuals choose to show different degrees of commitment to their religion and relate this to their life.





MUSIC

Unit: Livin' On A Prayer

Style: Rock



Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.

Links to other units: Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)

Facts/info: Livin' on a Prayer is a Rock song that was released in 1986. The words tell us about life in the 1980's.

Listen to 5 other rock songs: We Will Rock You by Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo, Johnny B. Goode by Chuck Berry, I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Unit: Classroom Jazz 1

Style: Jazz



Topic and cross-curricular links: History of music - Jazz in its historical context.

Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6)

Supports improvisation generally in previous units

Facts/info: Bossa Nova originated in South America. Swing became popular in the 1940s.

Listen to 4 other bossa nova or swing pieces: Desafinado by Stan Getz (swing), Cotton Tail by Ben Webster, 5 Note Swing by Ian Gray, Perdido by Woody Herman

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Unit: Make You Feel My Love

Style: Pop Ballads



Topic and cross-curricular links: Historical context for ballads.

Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)

Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

Listen to 5 other pop ballads: Make You Feel My Love by Bob Dylan, So Amazing by Luther Vandross, Hello by Lionel Ritchie, The Way You Look Tonight by Tony Bennett, Love Me Tender by Elvis Presley

Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Unit: Fresh Prince Of Bel-Air

Style: Hip Hop



Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.

Facts/info: The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs: Me Myself and I by De La Soul, Ready or Not by Fugees, Rapper's Delight by The Sugarhill Gang, U Can't Touch This by MC Hammer, It's Like That by Run DMC

Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Unit: Dancing In The Street

Style: Motown



Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights.

Links to other units: Happy - KS2/ages 7-11 (Scheme Year 6)

Facts/info: Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

Listen to 5 other Motown songs: I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops, I Heard it Through the Grapevine by Marvin Gaye, Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell, You Are the Sunshine of My Life by Stevie Wonder, The Tracks of My Tears sung by Smokie Robinson

Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

+ Virtual Big Sing 2022

Unit: Reflect, Rewind and Replay

Style: Western Classical music and your choice from Year 5



Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Links to other units: All Year 5 units

Perform & Share: A group performance of Living on a Prayer by Bon Jovi from memory Created for a specific audience and introduced by a member of the group. The performance will include one of the following: improvisations, instrumental performances, compositions

+ Virtual Big Sing 2022





FRENCH

At the café - Au café



- Pupils will be able to:
- Recognise and say, in French, some common drinks
  - Recognise and say, in French, common breakfast items
  - Order food and drink at a French café
  - Find out, in French, what everyone has for breakfast
  - Recognise and say, in French, common snack items

En classe



- Pupils will be able to:
- Say the name for 11 classroom objects
  - Use 'J'ai' (I have) and 'Je n'ai pas' (I do not have)
  - Describe what they have in their pencil case
  - Understand classroom commands

Creative language – The planets



- Les planetes
- La lune
  - Le soleil
  - La terre
  - Mars
  - Mercure
  - Neptune
  - Pluton
  - Saturne
  - Uranus
  - Venus
  - Jupiter

Intermediate language – The weather



- (Geography – Tsunamis)
- Quel temps fait-il?
- Il pleut
  - Il neige
  - Il y a un orage
  - Il y a du soleil
  - Il y a du vent
  - Il fait beau
  - Il fait mauvais

Intermediate language – What is the date?



- Quelle est la date aujourd'hui?
- Aujourd'hui c'est....
- lundi
  - Mardi
  - Mercredi
  - Jeudi
  - Vendredi
  - Samedi
  - dimanche

Intermediate language – Do you have a pet?



- Un chien
- Un chat
- Un lapin
- Un hamster
- Un poisson rouge
- Un oiseau
- Une souris
- Une tortue



# Year 5 Curriculum Map

<p><b>COMPUTING</b></p>	<p><b>Digital Literacy E-safety</b></p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> <li>To discuss and evaluate the various uses of technology</li> <li>To choose a secure password and screen name and protect their personal information</li> <li>To explain why they need to protect themselves and their friends online and the best ways to do this, including reporting concerns to an adult</li> <li>To know that anything they post online can be seen, used and may affect others</li> <li>To protect their device from harm on the internet</li> <li>To be positive and respectful online</li> </ul>	<p><b>Information Technology Microsoft PowerPoint</b></p> <p>The children will learn...</p> <ul style="list-style-type: none"> <li>To use a search engine to find appropriate information and check its reliability</li> <li>To use a keyboard confidently and make use of a spellchecker to write and review my work</li> <li>To use text, photo, sound and video editing tools to refine my work</li> <li>To select, use and combine the appropriate technology tools to create effects that will have an impact on others</li> <li>To select an appropriate online or offline tool to create and share ideas</li> </ul>	<p><b>Information Technology Excel</b></p> <p>The children will learn...</p> <ul style="list-style-type: none"> <li>To choose an appropriate tool to collect data</li> <li>To present data in an appropriate way</li> <li>To talk about mistakes in data and suggest how it could be checked</li> <li>To search a data table using conditions to refine my search</li> </ul>	<p><b>Digital Literacy Animations</b></p> <p>The children will learn...</p> <ul style="list-style-type: none"> <li>To use a digital camera to create digital content</li> <li>To save and retrieve digital photos</li> <li>To create a series of linked frames that can be played as a short animation</li> <li>To change the content of an image by the correct amount between frames</li> <li>To sequence frames to create a successful animation</li> <li>To evaluate the effectiveness of my work</li> </ul>	<p><b>Computer Science Coding and algorithms</b></p> <p>The children will learn...</p> <ul style="list-style-type: none"> <li>To decompose a problem into smaller parts to design an algorithm for a specific outcome</li> <li>To refine a procedure using repeat commands to improve a program</li> <li>To use a variable to increase programming possibilities</li> <li>To change an input to a program to achieve a different output</li> <li>To use 'if' and 'then' commands to select an action</li> <li>To use logical reasoning to detect and debug mistakes in a program</li> <li>To use logical thinking, imagination and creativity to extend a program</li> </ul>	
<p><b>PSHE</b></p>	<p><b><u>Emotional and Mental Health (inc) Bereavement and Loss</u></b></p> <p>Children will understand their emotions and how they affect how people behave. They will develop strategies for managing challenging situations including mental health, change, loss and bereavement.</p> <ul style="list-style-type: none"> <li>What are emotions and how can they affect the way we act?</li> <li>What is mindfulness?</li> <li>What is self-care and how can I use self-</li> </ul>	<p><b><u>Body Image</u></b></p> <p>Children will understand that not all images they see online are accurate and how this can affect individual's self-confidence.</p> <ul style="list-style-type: none"> <li>What can my body do for me?</li> <li>What does the 'perfect body' look like?</li> <li>Are all images we see real?</li> <li>Does it matter if images that have been significantly altered are used in</li> </ul>	<p><b><u>Puberty</u></b></p> <p>Children will have an understanding of what will happen to themselves and others during puberty. This will focus on the physical and emotional changes that occur during puberty.</p> <ul style="list-style-type: none"> <li>What is puberty?</li> <li>How do our emotions change during puberty?</li> <li>What are the functions of genitalia?</li> </ul>	<p><b><u>Changes in Friendships</u></b></p> <p>Children will learn how to manage their emotions when dealing with disagreements with friends including disagreements that occur online. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"> <li>What does friendship look like?</li> <li>How can we deal with our emotions and behaviour when we fall out with friends?</li> </ul>	<p><b><u>Fake News</u></b></p> <p>Children will have an understanding of reliability of websites and how to assess its validity and how this can impact on their understanding of the world.</p> <ul style="list-style-type: none"> <li>What is fake news?</li> <li>What is clickbait?</li> <li>How can we work out which websites are reliable, and which aren't?</li> <li>How does advertising work?</li> <li>Can we believe everything we see online?</li> </ul>	<p><b><u>YSA: Life in Plastic</u></b></p> <p>Children will understand the importance of</p> <ul style="list-style-type: none"> <li>Why do we use plastic?</li> <li>How can we promote 'reduce, recycle., reuse" within our school community?</li> <li>How does plastic affect our planet?</li> <li>How can we make positive changes to reduce the amount of single</li> </ul>



# Year 5 Curriculum Map

	<p>care to help keep a healthy mind?</p> <ul style="list-style-type: none"> <li>• Why is sleep important?</li> <li>• How do you feel when things change?</li> <li>• How do we feel when we lose something?</li> <li>• How do we feel when we lose someone we love?</li> <li>• Why do people have funerals?</li> <li>• How do different cultures celebrate the lives of their loved ones when they die?</li> </ul>	<p>advert, online, or otherwise published?</p> <ul style="list-style-type: none"> <li>• Do looks really matter?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the mensural cycle?</li> <li>• What happens do boys during puberty?</li> </ul>	<ul style="list-style-type: none"> <li>• What can you do if you think someone is being bullied?</li> <li>• How do you know who to trust?</li> <li>• Is an online friend the same as a real friend?</li> </ul>		<p>use plastic we use?</p> <ul style="list-style-type: none"> <li>• What does 'zero-waste' mean?</li> </ul>
<b>P.E</b>	<p><b>Health and Fitness</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• follow complex aerobic steps in time to a beat.</li> <li>• take part in endurance training to improve my fitness.</li> <li>• take part in strength training activities.</li> <li>• explain some important safety principles when preparing for exercise.</li> <li>• explain the difference between endurance training and strength training.</li> </ul>	<p><b>Gymnastics</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• develop strength, technique and flexibility throughout performances.</li> <li>• create a sequence of movement with accuracy, coordination and fluency.</li> <li>• analyse and comment on skills and techniques and how these are applied in others performances.</li> <li>• analyse professional routines and use the point scoring system to award and deduct points</li> </ul>	<p><b>Dance – Ballet Darcey Bussell</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• perform my key actions with accuracy.</li> <li>choreograph a routine using various dance techniques.</li> <li>• I can choreograph a routine in the style of ballet.</li> <li>• I can use ballet terminology to describe my peers' performances.</li> <li>• I can understand and implement feedback from others.</li> <li>• I can confidently explain the definition of dynamics and fluidity.</li> </ul>	<p><b>Games -Football</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• dribble the ball with my feet and keep in control of the ball.</li> <li>• keep possession of the ball.</li> <li>• shoot on target.</li> <li>• play a position in a match.</li> <li>• explain the off-side rule.</li> <li>• explain the role of each position in football.</li> <li>• identify successful football players and the skills which have made them successful.</li> </ul>	<p><b>Games -Basketball</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• bounce and dribble the ball using my hands.</li> <li>• throw the ball whilst jumping and aiming for the hoop.</li> <li>• apply tactics in a game.</li> <li>• follow rules and apply sportsmanship when taking part in games.</li> <li>• understand the meaning of healthy competition.</li> </ul> <p>vary tactics and adapt skills according to what is happening</p>	<p><b>Athletics</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• sprint over a short distance as part of a team.</li> <li>• jump accurately at a great height.</li> <li>• jump accurately covering a long distance.</li> <li>• throw a variety of objects forwards, changing my action for accuracy and distance.</li> <li>• describe good athletic performance using correct</li> </ul>