



## Year 5 Curriculum Map

	Autumn		Spring		Summer	
<b>English</b>	Class Text: Wreck of Zanzibar Biography & auto biography Diary	Class Text: Variety of texts linked to topic  Non chronological reports Instructions classic and narrative poems Stories	Class Text: Kensuke's Kingdom Poetry – poetic style Instructions Persuasive writing,–	Class Text: Kensuke's Kingdom	Class Text: Wonder legends Stories from other cultures	Class Text: Wonder Poetry
<b>Maths</b>	Addition and subtraction focus on establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies. Decimals; multiplication and division multiplying and dividing to get decimal numbers, and then on mental strategies in multiplication and division. Time; length calculating time intervals and on measuring lengths in cm and mm including perimeters.	Multiplication and division; fractions focus on multiplication and division, and extend children's understanding of fractions. Angles focuses on the concept of angles as degrees of 'turn', and on comparison, identification and measurement of angles. Whole numbers, decimals and fractions comparing and ordering whole numbers and decimals, and on equivalence in relation to proper fractions and decimals.	Place value understanding of place value in larger whole numbers and in decimals; this is used to enable children to round any number to the nearest required power of ten. Multiplication and division calculation strategies for multiplication and division, and on identifying patterns and rules. 2D shapes; measures exploring the properties of triangles, naming and identifying the different types; and then on SI units of measure, reading scales and conversion problems. Addition and subtraction	Multiplication and division written methods for multiplication and division; 2D shapes; angles; measures polygons and angles, particularly in relation to quadrilaterals ; metric/imperial units Fractions revising proper fractions and equivalent fractions Addition and subtraction to larger / more problem solving	Addition and subtraction focuses on adding and subtracting numbers in the context of money and contextual problems. Fractions; multiplication focuses on multiplying and converting fractions; and on short and long multiplication of whole numbers. Place value and decimals focuses on place value in decimals, including multiplying and dividing by 10 and 100. Coordinate geometry; 2D and 3D shapes focuses on plotting, reflecting and translating shapes on coordinate	Multiplication and division and fractions focus on factors and multiples calculations with fractions; and on further developing written methods of multiplication and division. Area and perimeter; volume calculating areas, perimeters and volumes, Fractions, decimals and percentages fractions and decimals, and solving problems by finding percentages of amounts Revision : line graphs; calculating time intervals; finding cubes of numbers; using factors to multiply;



			focuses on column addition of decimal numbers, and on mental subtraction of decimal numbers.		grids; and on extending understanding of properties of 2D and 3D shapes.	and solving scaling problems involving fractions and measures.
Science	<p>Earth &amp; Space</p> <ul style="list-style-type: none"> <li>- Planets</li> <li>- Day/ night</li> <li>- Earth, sun, moon</li> <li>- Experiment</li> </ul>	<p>Life cycles, including reproduction and growth and old age (year 5)</p> <p>Life, the universe and everything</p>	<p>Forces (gravity, friction e.g. air resistance and transfer of force through mechanical devices)</p> <p>(year 5) Feel the force</p>	<p>Properties and changes of materials (year 5) Changes that form new materials</p>		
History	<p>Victorians</p> <p>What have the Victorians done for us?</p> <ul style="list-style-type: none"> <li>- Rich/Poor</li> <li>- School Life</li> <li>- Victorian inventors</li> </ul> <p>Visit to Beamish</p>	<p>Victorian era in the local area</p> <ul style="list-style-type: none"> <li>- Coal mining</li> <li>- Victorian Day (link with Y2)</li> </ul> <p>Visit to Library and Bishop Auckland Project</p>	<p>Non-European Society Maya – Who was making history in faraway places</p>	<p>Vikings</p> <ul style="list-style-type: none"> <li>- Viking Beliefs (Gods)</li> <li>- Raiding and trading</li> <li>- Defeating Anglo-Saxons</li> <li>- Jorvik Study</li> </ul>		
Geography	<p>Local Maps</p> <ul style="list-style-type: none"> <li>- British Isles.</li> </ul> <p>Using maps of different scales. Use of shops throughout history, local study.</p>	<p>Locational Knowledge – Focus: South America</p> <p>Locate countries trade links, natural resources including energy, food, minerals &amp; water, River Amazon</p> <p>Include Fairtrade, awareness of finite resources and eco issues</p>	<p>Locational Knowledge - position and significance of lines of longitude and latitude and time zones</p>	<p>Place knowledge – human and physical - European countries.i.e Scandanavia</p> <p>Revise all European capitals from Rec-Y5.</p> <p>Locate countries trade links, natural resources including energy, food, minerals &amp; water, River Oose and Foss in Jorvik.</p>		



DT	controlled moon buggy	Textiles – Victorian samplers Use sewing skills  Baking Bread- <a href="#">linked to Visit.</a>	Mechanism – make a moving cam model based on Victorian toys  Gears/cams	Mayan Weaving		Bridges- Visit to <a href="#">Newcastle.</a>
Computing	Rising Stars Computer Science - Use logical reasoning to explain how some simple algorithms work. Use Flowol or Go to control an on-screen simulation  <b>E-Safety,</b>	- Select, use and combine software on a range of digital devices - Produce a storyboard and animation about the solar system. Evaluate. Use Video software (Photostory, imovie etc) to create a short documentary about the 1969 Moon Landings  <b>E-Safety,</b>	IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system  <b>E-Safety,</b>	Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms. Create simple repeating pattern (spirograph) by using nested loops (Scratch Logo/Textease turtle)  <b>E-Safety,</b>	Rising Stars Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms  <b>E-Safety,</b>	Rising Stars Understand the opportunities computer networks offer for collaboration Create class wiki or blog. Use video editing skills  <b>E-Safety,</b>
Art	Painting & Printing - space related Picasso Dhali	Landscapes- LS Lowry LANDSCAPE-, Renoir Monet (Paris), Seurat	Charcoal- Coal mining local artists  Cornish (North East),	Artists – European artists (Paris)- Van Gogh (Holland) Leonardo Da Vinci to link with Y4/5 (Italy-Rome), Canaletto.	Jill Townsley to link to DT Bridges.	
Music	Musical Express Y5: cyclic patterns; roundabout; journey into space		Musical Express		Musical Express	
PE	Swimming	Basketball	Gymnastics/ Dance	Netball	Rounders/ cricket	Athletics



RE		<p>What do Sikhs believe and how are these beliefs expressed? What are the themes of Christmas?</p> <p>What do Sikhs believe and how are these beliefs expressed? Demonstrating understanding of beliefs and practices within Sikhism and how beliefs make a difference to individual and communal life: Belief, Authority, Expressions of Belief, Impact of Belief</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Demonstrating understanding of the importance of the Bible, its impact on worship, values and daily living: Authority, Impact of Belief</p>	<p>Why is the Last Supper so important to Christians?</p>	<p>What can we learn about Christian faith through studying the lives of northern saints? Which religious communities are in our area? Demonstrating understanding of the significance of northern saints, then and now: Impact of Belief Why should people with a religious faith care about the environment? Demonstrating understanding of the impact of religious faiths on actions: Impact of Belief</p>
PSHCE	<p>targets/goals SEAL- Going for Goals (Articles 5 and 12)</p> <ol style="list-style-type: none"> <li>1. Develop understanding of the UNICEF Rights Respecting Initiative and devise a Class Charter</li> <li>2. Gifts and Talents</li> <li>3. Expressing feelings and opinions</li> <li>4. Positive Role Models</li> <li>5. School Council Nominations and Elections.</li> </ol>	<p>Getting on/ Falling out Say No to Bullying (Articles 15, 31, 2, 14, 30, 29)</p> <ol style="list-style-type: none"> <li>1. Different Types of Friends (inc Facebook friends linked to e-safety)</li> <li>2. Managing Feelings /Conflict Resolution</li> <li>3. Anti-bullying- responding to risky/negative relationships. Anti-bullying Week Theme: Change Starts With Us. Link to Educate and Celebrate work.</li> <li>4. Basic First Aid</li> <li>5. UNICEF.</li> </ol>	<p>Changes (Article 31)</p> <ol style="list-style-type: none"> <li>1. Puberty- male and female changes</li> <li>2. Puberty and hygiene</li> <li>3. Dealing with puberty-linked to feelings and emotions and relationships</li> <li>4. Identifying different influences on health and wellbeing</li> <li>5. Complete lessons from 101 Ways to Implement the Respecting School Award – discuss Article 24: You have the right to the best health care possible,</li> </ol>	<p>Good to be Me (Articles 1&amp;2)</p> <ol style="list-style-type: none"> <li>1. Why do people take risks? – peer pressure</li> <li>2. Legal and illegal drugs</li> <li>3. Attitudes to alcohol</li> <li>4. Keeping safe in my local area- saying no to gangs and knives</li> <li>5. Complete lessons from 101 Ways to implement the Rights Respecting School Award linked to Children living in the Wider World – are all chn</li> </ol>	<p>Relationships (Articles 7, 8, 9, 10, 12, 16)</p> <ol style="list-style-type: none"> <li>1. Exploring differences of opinion/view points</li> <li>2. Exploring stereotypes and prejudice</li> <li>3. Managing uncomfortable feelings- embarrassment, jealousy etc</li> <li>4. Respect for equality and diversity in relationships</li> <li>5. Children to take part in UNICEF Day for Change.</li> <li>6. •1st May IFED International</li> </ol> <p>Changes (Article 31)</p> <p>Visit to Local Comp: Transition Week</p> <ul style="list-style-type: none"> <li>. Anti-social behaviour and impact on crime</li> <li>2. Rules, laws and the court system</li> <li>3. Investigating charity organisations around the world – UNICEF.</li> <li>4. Doing our bit- Charity project/fund raising ideas for Local, National or Global causes</li> <li>5. Continue with 101 Ways</li> </ul>



	6. Sign E-Safety Agreement.		safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well 7. LGBT+ History Month.	in the world safe? Which rights do they not have? 6. Internet Safety Day.  (School Nurse Visit)	Family Equality Day •17 <sup>th</sup> May IDAHOBIT International day against Homophobia, Biphobia and Transphobia	Lessons. What are my rights? What are the rights of other children in the world? 6. Celebrate PRIDE.1
MFL	Unit 12 Quel temps fait-il?	Unit 15 En route pour l'école	Bon appétit, bonne santé (Healthy eating) – Stage 3			