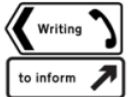
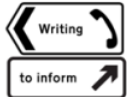




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Subject/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English (Reading- Core texts and approach)	Stig of the Dump by Clive King Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)	Letters from the Lighthouse By Emma Carroll Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)	Planets (Non-fiction) plus Greek Myths Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)	Wonder by RJ Palacio Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)	Wonder by RJ Palacio Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)	Ancient Egyptians (non-fiction) Plus Secrets of a Sun king By Emma Carroll Using Reciprocal Reading Techniques Predict, Question. Clarify and Summarise)
Reading End of Year Expectations	I can read with sustained interest, an increasingly challenging range of books for my own enjoyment and to support my learning. I am a reflective reader who can use inference and deduction skills to gain and demonstrate a deeper understanding of the texts I read. (2d) I can show awareness and comment on the writer's craft (including language, grammatical features and structure) and give examples and explanation. (2g) I check that texts make sense to me and can explain the meaning of words in context. (2a) I can retrieve information and key details from the text. (2b) I can make predictions from details that have been stated and implied. (2e) I can summarise the main idea from a text, using quotations for illustration. (2c) I can identify and comment on a writer's use of language for effect (e.g. precisely chosen adjectives, similes and personification). (2g) I can make simple inferences from the text (e.g. infer characters' feelings, thoughts and motives from their actions) and can find evidence in the text to support these inferences. (2d) I can take an active part in discussions about books that I have shared with the class/group or ones that I have read myself. I can talk about several books that I have finished and select some to write book reviews about. I can make comparisons within and across texts. (2h) I can use a range of strategies to help me select both fiction and non-fiction books. I can compare the structures and layout of different non-fiction texts and comment on which features are most useful and why. I know the difference between fact and opinion.					
English (Writing)	 Poetry – Wonderful Wantage Narrative - Suspense Stories	 Poetry Narrative – adventure stories	 Poetry- Moon  Non-Fiction-diary entries	 Poetry – Easter Narrative- plays 	 Poetry Narrative- fables/morals 	 Poetry Narrative- traditional tales

	 Non-Fiction – Persuasive writing	 Non-fiction – letter writing	 Non-Fiction – Newspaper Reports	Non-fiction – hybrid instructions	Non-fiction - non- chronological reports	 Non-fiction - Explanations
	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	
	Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma	Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i>	Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)	Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel	



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	Ending—character could reflect on events, any changes or lessons, look forward to the future ask a question. Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	<i>Throughout the night, the wind howled like an injured creature.</i> Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)		Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms <u>Introduce:</u> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia Rhetorical question
Maths	Counting and Comparing • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Calculating: Multiplication and Division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Exploring Fractions, Decimals and Percentages • solve problems involving number up to three decimal places • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Calculating space • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Visualising	

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	- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Checking, Approximating and Estimating - round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 - round decimals with two decimal places to the nearest whole number and to one decimal place - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Calculating: Addition and Subtraction - add and subtract numbers mentally with increasingly large numbers - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Presentation of Data - solve comparison, sum and difference problems using information presented in a line graph Numbers and the Number System - identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Calculating Space - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes	- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Exploring Fractions, Decimals and Percentages - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] - read, write, order and compare numbers with up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Calculating Fractions, Decimals and Percentages - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$] - add and subtract fractions with the same denominator and denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	- identify 3-D shapes, including cubes and other cuboids, from 2-D representations Investigating Properties of Shape - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles Investigating Angles - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (°) - identify angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90° Mathematical Movement - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Measuring Space - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling Exploring Time - solve problems involving converting between units of time - complete, read and interpret information in tables, including timetables Assess/Enrich and preventing the gap.
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Science	How does a life cycle work? National Curriculum: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Knowledge & Skills: Biology- Habitats ➤ describe the life cycle of different living things e.g mammal, amphibian, insect, bird. ➤ describe the difference between different life cycles. ➤ describe the process of reproduction in plants. ➤ describe the process of reproduction in animals.	What is up in space and how does it work? National Curriculum: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Knowledge & Skills: Physics -Earth and space ➤ describe and explain the movement of the Earth and other planets relative to the Sun ➤ describe and explain the movement of the Moon relative to the Earth ➤ explain and demonstrate how night and day are created describe the Sun, Earth and Moon (using the term spherical)	Why do objects always fall to the ground? National Curriculum: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Knowledge & Skills: Physics -Forces ➤ explain what gravity is and its impact on our lives. ➤ identify and explain the effect of air resistance. identify and explain the effect of water resistance	Why do we need Levers Pulleys and Gears? Big Science question National Curriculum: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. ➤ identify and explain the effect of friction. ➤ explain how levers, pulleys and gears allow a smaller force to have a greater effect.	Do we change as we grow? Puberty National Curriculum: Describe the differences in the life cycles of a mammal (Non-Statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Knowledge & Skills: Humans and other animals ➤ describe the changes as humans develop to old age Link: PSHCE- Nurse visit- discussion on puberty	How can materials be changed and is this reversible? National Curriculum: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Knowledge & Skills: Chemistry-properties and changes of materials ➤ compare and group materials based on their properties



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	Link: Geography-How is land used; how could this impact habitats?				(e.g hardness, solubility, transparency, conductivity, [electrical and thermal] and response to magnets) ➤ describe how a material dissolves to form a solution; explaining the process of dissolving ➤ describe and show how to recover a substance from a solution ➤ describe how some materials can be separated ➤ demonstrate how materials can be separated (e.g through filtering, sieving and evaporating) ➤ know and can demonstrate that some changes are reversible and some are not ➤ explain how some changes result in a formation of a new materials and that this is usually irreversible ➤ discuss reversible and irreversible changes give evidenced reasons why materials should be used for specific purposes
Geography	<i>Houses or habitats?</i> National Curriculum: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics-land-use patterns; and understand how some of these aspects have changed over time Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Knowledge & Skills: • make detailed sketches and plans; improving their accuracy later	<i>The last straw?</i> National Curriculum: locate the world’s countries, using maps to focus on Europe, (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Knowledge & Skills: • plan a journey to a place in another part of the world, taking account of distance and time • explain what a place might be like in the future, taking account of issues impacting on human features	<i>Is there more to North America than the USA?</i> National Curriculum: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locate the world’s countries, using maps- North and South America Knowledge & Skills: • explain how a location fits into its wider geographical location; with reference to human and economical features • describe how some places are similar and others are different in relation to their human features • explain how a location fits into its wider geographical location; with reference to physical features		



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	- collect information about a place and use it in a report - map land use - explain how a location fits into its wider geographical location; with reference to physical features Link: Review using pupil knowledge of the local area from Y4 Local History topic	Link: Ensure coverage of the impact of the largest industrial nations- include the impact of North America	- locate the USA and Canada on a world map and atlas - locate and name the main countries in South America on a world map and atlas Link: Review America's impact on the environment
History	What Was the Impact of WW2 on Great Britain? National Curriculum: <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -a significant turning point in British history, e.g. the Battle of Britain</i> Procedural Knowledge: - use dates and historical language in their work - test out a hypothesis in order to answer a question - describe a key event from Britain's past using a range of evidence from different sources - Explore how a national event effected our locality Knowledge: - appreciate that significant events in history has helped shape the country we have today - Understand the causes and consequences of these recent wars - Recognise that some of the war effort was beneficial in the progress of women's rights - Compare the effects of a significant event locally and nationally - Name some significant individuals from this period (leaders and heroes) - Recognise who fought for the allies and the axis and understand the part that the British Empire played in WW2 Enhancement: Remembrance Activities	How Did the Greeks Become So Powerful? National Curriculum: <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> Procedural Knowledge: - use their mathematical skills to work exact time scales and differences as need be - select reliable online sources - use features of non-fiction texts to locate specific information Knowledge: describe historical events from the different period/s they are studying/have studied - appreciate how historical artefacts has helped us understand more about lives in the present and past Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently compare historical periods; explaining things that have changed and things which have stayed the same Enhancement: Greek day in school	How Did the Ancient Egyptian Civilisation Wax and Wane? National Curriculum: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Procedural Knowledge: - use dates and historical language in their work - draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc - Explore similarities and differences between civilisations during the same period - Use the translation of Herodotus' text to infer how and why the Great Pyramid was built Knowledge: - describe historical events from the different period/s they are studying/have studied - appreciate how historical artefacts has helped us understand more about lives in the present and past Enhancement: Parent Exhibition



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Art	<i>What is outside the window?</i> Unit: design and make two collaborative, whole-class windows using textiles. Inspired by the book Window by the Artist Jeannie Baker NC Knowledge & skills: 3D – Making whole – class collaborative collages Drawing • Use marks and lines to produce texture in my art • Identify and draw simple objects • Explain why they have chosen specific materials to draw with Knowledge • Experiment with different styles • Learn about the work of others by looking at their work in books, internet, galleries or other sources LINK: geography /land use	<i>Do you have to be a hero to be on a Greek vase?</i> National Curriculum: <i>Pupils should be taught:</i> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <i>Pupils should be taught:</i> About great artists, architects and designers in history Knowledge and skills: 3D – Making Greek Vases • Experiment with and combine materials and processes to design and make 3D form • Sculpt clay and other mouldable materials Sketch Book • Use their sketch books to express feelings about a subject • Adapt and improve original ideas • Keep notes to compare and discuss ideas with others	<i>Can we show the Easter story through a stained glass windows?</i> National Curriculum: <i>Pupils should be taught:</i> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To create sketch books to record their observations and use them to review and revisit ideas Knowledge and skills: Painting – Stained Glass Windows • Create all the colours they need • Create mood in paintings • Express their emotions accurately through their painting and sketches Link: RE Enrichment: Visit to Convent – Stations of the Cross		<i>Which style works for me?</i> National Curriculum: <i>Pupils should be taught:</i> About great artists, architects and designers in history To create sketch books to record their observations and use them to review and revisit ideas Knowledge and skills: Knowledge – American Artists Comparison • Experiment with different styles • Learn about the work of others by looking at their work in books, internet, galleries or other sources Painting – Recreating artwork with painting • Ben-day dots to create comic book style art • Text within painting
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- use line, tone, shape and colour to represent figures and forms in movement
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Link: *How Greek Are We?*

Enrichment – Science Link –
Space Creative Project

		• use line, tone, shape and colour to represent figures and forms in movement • Link: <i>How Greek Are We?</i> Enrichment – Science Link – Space Creative Project		
Design & Technology	What features does an Anderson shelter need? Unit: Children to create their own Anderson Shelters National Curriculum: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Key Knowledge: ➤ Know who the Anderson Shelter was designed by (William Peterson and Oscar Carl Kerrison in 1938) and named after (Sir John Anderson) and why ➤ Know the difference between an Anderson Shelter and a Morrison Shelter ➤ To use understanding of how the shape of a structure can influence its strength and how their own structure can be strengthened by internal support and exterior reinforcement ➤ Know how to use and manipulate materials in order to create a structure Key Skills ➤ Use research to inform the design criteria for a shelter suitable to the context of an era ➤ To investigate the construction of existing structures and evaluate their own design against the design criteria ➤ Use existing designs to inform own and communicate ideas through discussion, annotated sketches, cross-sectional diagrams and computer aided design	Easter Celebration Picnic Unit: Children to create healthy snacks and dishes to create a celebratory picnic National Curriculum: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Key Knowledge: ➤ Know where ingredients grow and climate they need to grow ➤ Know that some ingredients are seasonal and why ➤ Know that ingredients are grown under different farming processes (e.g. organic) and can be more expensive ➤ Understand that some ingredients complement each other and some ingredients go well together. ➤ Know that a healthy dishes involve more than one food group to be part of a healthy, balanced diet ➤ Know that local restaurants are meant to appeal to local community ➤ Food being served in public is regulated in accordance with good food hygiene practices ➤ Washing hands and food, where appropriate, helps reduce microorganisms and food instructions are important for this purpose too. ➤ Ingredients, textures and flavours can be changed through cooking processes (e.g. frying, baking, boiling, grilling)	<i>How can we make the life on an Egyptian farm easier?</i> Levers and Linkages Unit: Children to create a shadoof National Curriculum: Understand and use mechanical systems in their products Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Key Knowledge: ➤ Know that levers and linkages are mechanisms that are used to create movement in a product ➤ Know that levers have been used by humans since the stone age and that Archimedes was the first to mathematically describe how levers multiply force ➤ Know that a shadoof is a type of lever that was used in Egypt and is still used in parts of Africa and Asia to draw water ➤ Know that there are four types of levers – linear, reciprocating, rotary and oscillating and know the difference between loose and fixed pivots (a paper fastener that joins card strips together is a loose pivot and a paper fastener that joins card strips to the backing card is a fixed pivot) ➤ Know that a lever is a rigid bar that moves around a pivot and that a linkage joins one or more levers together to produce the type of movement required	



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	➤ Compare designs and understand the necessary features of a suitable structure (considering locational aspects; indoor/outdoor, speed of accessibility, strength and space)		Key Skills: ➤ Generate ideas through research and discussion to develop a design brief and criteria for a design specification ➤ Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose and costing ➤ Use words, annotated sketches and information technology to develop and communicate ideas ➤ Make, decorate and present the food product appropriately for the intended user and purpose ➤ Carry out sensory evaluations of a range of products and ingredients and record the results appropriately ➤ Evaluate final product with the design criteria and using the views of others ➤ Select and use a range of utensils, chopping boards, scales, measuring jugs, etc. ➤ Select and use a range of healthy ingredients for a balanced diet ➤ Review work against own design criteria, including aspects such as presentation, food combinations, popularity and healthiness Enhancement: Celebratory Easter Picnic Link: Science plant life cycles (grow some ingredients)		➤ Know that 'the slot' is the hole through which a lever is placed to enable part of a picture to move and 'the guide' is a short card strip used to keep lever and linkages in place and control movement ➤ Know that in a lever and linkage mechanism, the 'input movement' is where the user pushes or pulls a card strip, the 'output movement' is where one or more parts of the picture moves ➤ Know that a system is a set of related parts used to create an outcome and they have inputs, processes and outputs. Key Skills ➤ To evaluate existing structures that will inform their own design ➤ Generate realistic ideas and their own design criteria through discussion ➤ Use annotated sketches and prototypes to develop, model and communicate ideas ➤ Select from and use appropriate tools with some accuracy to cut, shape and join paper and card ➤ Select from and use finishing techniques suitable for the product they are creating ➤ Investigate and analyse books and evaluate other products with lever and linkages prior to making their own ➤ Evaluate their own products and ideas against criteria and user needs ➤ Use skills and techniques to measure, mark out, cut, join and finish Link: Science unit on levers and pulleys (force). History unit on the Egyptians Maths; measurements	
Music	• Sing confidently, with expression and accurate breathing • Demonstrate understanding of metre through singing	• Sing with attention to tone and phrasing • Develop dynamics in a song • Sing a song with complex texture • Interpret images to create descriptive sound sequences	• Sing confidently in 2, 3 parts • Explore extended vocal techniques • Combine vocal sounds in performance • Develop a structure to combine sounds	• Sing syncopated melodies • Sing chromatic melodies • Play chromatic melodies • Develop rhythm skills through singing / playing / moving • Explore beat at different tempi	• Perform melodic phrases with a movie • Use a cue score to guide a performance • Perform music using musical dimensions • Interpret notation	• Sing in 3 part harmony • Develop ensemble playing • Play melody / harmony parts on tuned instruments • Accompany a song using ostinati and body percussion



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	- Extend arrangement of a song - Sing with attention to tone and phrasing - Accompany a song with tuned / untuned instruments - Write lyrics - Develop accompaniments using ostinato / improvisation - Create and develop performances by adding media - Perform showing awareness of audience - Conduct in metre 2, 3, 4	- Create a musical background to accompany a poem - Develop rap techniques using texture and rhythm - Learn to use complex texture in a song - Create and present a performance of song, music and poetry - Learn a melodic ostinato using staff notation - Explore the whole tone scale - Analyse composition of music using music vocabulary - Comment on dynamics and texture in a song - Describe the effects of music and use of musical dimensions	- Accompany a song with tuned / untuned instruments - Creating musical effects using contrasting pitch - Compose and perform in small groups - Create a performance using voices and instruments in 4 parts - Create musical effect by using contrasting pitch - Read a melody in staff (stave) notation - Create descriptive music - Develop knowledge of the early opera	- Develop an arrangement of a 2-part song - Play a baseline using staff notation - Sing a drone to accompany a song - Play a drone to accompany a song - Use a score to guide / notate a performance - Evaluate and refine compositions - Sing scales - Play scales - Play syncopated rhythms - Perform a song with syncopated rhythms - Arrange a performance of music and songs	- Use a timesheet to create sounds for a movie - Use narrative structure - Compose sound effects for a movie - Create melodic phrases with a movie - Create descriptive movie music in small groups using musical dimensions - Evaluate and refine compositions	- Play accurately in an ensemble - Control sounds on a variety of instruments - Perform a song with complex structure in 4 parts - Perform showing awareness of audience - Explore song arrangements and structures
Religious Education	<i>How far would a Sikh go for his/her religion?</i> Sikhism Belief into action AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments	<i>Is the Christmas story true?</i> Christianity Christmas Incarnation AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Learning Objective We are learning to evaluate different accounts of the Christmas story and understand	<i>Are Sikh stories important today?</i> Sikhism Beliefs and moral values AT1A Beliefs, teachings and sources AT1C Forms of expressing meaning AT2 F Values and commitments	<i>How significant is it for Christians to believe God intended Jesus to die?</i> Christianity Easter Salvation AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Learning Objective	<i>What is the best way for a Sikh to show commitment to God?</i> Sikhism Prayer and worship AT1B Practices and ways of life AT2 F Values and commitments Learning Objective We are learning to understand how Sikhs show	<i>What is the best way for a Christian to show commitment to God?</i> Christianity Beliefs and practices Gospel AT1B Practices and ways of life AT2 F Values and commitments Learning Objective

Year 5 Curriculum Map
Learning for Life
"Life in Abundance." John 10:10
 (Revised Sept 2022)

	Learning Objective We are learning to compare the different ways Sikhs put their religion into practice. Working towards: I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others. Working at: I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this.	that stories can be true in different ways. Working towards: I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story. Working at: I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. Working beyond: I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	Learning Objective We are learning to understand the relevance of Sikh stories today. Working towards: I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave. Working at: I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. Working beyond: I can give my opinion as to why stories may be important to people today.	We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. Working towards: I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified. Working at: I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose. Working beyond: I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified	their commitment to God and to evaluate if there is a best way. Working towards: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God. Working at: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God. Working beyond: I can explain why one way of showing commitment may not be better than another.	We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way. Working towards: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians. Working at: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians. Working beyond: I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can
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	I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. Working beyond: I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.		I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.	or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.	describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
PSHE	JIGSAW See Jigsaw overview	JIGSAW See Jigsaw overview	JIGSAW See Jigsaw overview	JIGSAW See Jigsaw overview	JIGSAW See Jigsaw overview	JIGSAW See Jigsaw overview
Physical Education	Gym - make complex extended sequences. Perform consistently to different audiences. Hockey	. Health Related- Boot camp cardio and strength exercises. Children setting own self-improvement targets. And designing circuits. (WWII link) Swimming	Dance - perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency (Space link) Football - gain possession by working a team. Pass in different ways. Choose a tactic for defending and attacking.	Dance - compose my own dances in a creative way. My dance shows clarity, fluency, accuracy and consistency. (Easter play link) Football - gain possession by working a team. I can pass in different ways. I can field. I can choose a tactic for defending and attacking.	Rounder's - gain possession by working a team. I can field. Tennis - use forehand and backhand with a racket.	OAA - follow a map in an unknown location. Use clues and a compass to navigate a route. Change my route to overcome a problem. Use new information to change my route. Athletics - controlled when taking off and landing. Throw with accuracy. Combine running and jumping.



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			Use a number of techniques to pass, dribble and shoot.			
Computing	<u>Computing systems and networks – Sharing information</u> • Systems • Computer systems and us • Transferring information • Working together • Better working together • Shared working National Curriculum: ✓ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration ✓ Select, use and combine a variety of software	<u>Creating Media – Vector drawing</u> • The drawing tools • Create a vector drawing • Being effective • Layers and objects • Manipulating objects • Get designing National Curriculum: ✓ Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Knowledge & Skills: ✓ To identify that drawing tools can be used to produce different outcomes ✓ To create a vector drawing by combining shapes ✓ To use tools to achieve a desired effect ✓ To recognise that vector drawings consist of layers	<u>Creating Media – Video editing</u> • What is video? • Filming techniques • Using a storyboard • Planning a video • Importing and editing video • Video evaluation National Curriculum: ✓ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✓ Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information ✓ Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range	<u>Data and information – Flat-file databases</u> • Creating a paper-based database • Computer databases • Using a database • Using search tools • Comparing data visually • Databases in real life • National Curriculum: ✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Knowledge & Skills: ✓ To outline how grouping and then sorting data allows us to answer questions ✓ To explain that tools can be used to select specific data	<u>Programming A – Selection in physical computing</u> • Connecting crumbles • Combining output components • Controlling with conditions • Starting with selection • Drawing designs • Writing and testing algorithms National Curriculum: ✓ Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✓ Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems,	<u>Programming B – Selection in quizzes</u> • Exploring conditions • Selecting outcomes • Asking questions • Planning a quiz • Testing a quiz • Evaluating a quiz National Curriculum: ✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Knowledge & Skills: ✓ To relate that a conditional statement connects a condition to an outcome



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	(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Knowledge & Skills: ✓ To explain that computers can be connected together to form systems ✓ To recognise the role of computer systems in our lives ✓ To recognise how information is transferred over the internet ✓ To explain how sharing information online lets people in different places work together ✓ To contribute to a shared project online ✓ To evaluate different ways of working together online	✓ To group objects to make them easier to work with ✓ To develop my vector drawing ✓ To evaluate my vector drawing ✓ I create alternatives to vector drawings ✓ Education for a Connected World links: Copyright and ownership ✓ I can explain why copying someone else's work from the internet without permission can cause problems.	of ways to report concerns about content and contact ✓ Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Knowledge & Skills: ✓ To explain what makes a video effective ✓ To use a digital device to record video ✓ To capture video using a range of techniques ✓ To create a storyboard ✓ To identify that video can be improved through reshooting and editing ✓ To consider the impact of the choices made when making and sharing a video	✓ To explain that computer programs can be used to compare data visually ✓ To apply my knowledge of a database to ask and answer real-world questions	and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Science: ✓ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers Design and Technology: ✓ Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, and computer-aided design ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately ✓ Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities ✓ Evaluate their ideas and products against their own	✓ To explain how selection directs the flow of a program ✓ To design a program which uses selection ✓ To create a program which uses selection ✓ To evaluate my program
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	✓ I can explain how the internet enables effective collaboration Education for a Connected World links: ✓ I can assess and justify when it is acceptable to use the work of others ✓ I can give examples of content that is permitted to be reused				design criteria and consider the views of others to improve their work ✓ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers, and motors] ✓ Apply their understanding of computing to program, monitor, and control their products Knowledge & Skills: ✓ To control a simple circuit connected to a computer ✓ To write a program that includes count-controlled loops ✓ To explain that a loop can stop when a condition is met ✓ To explain that a loop can be used to repeatedly check whether a condition has been met ✓ To design a physical project that includes selection ✓ To create a program that controls a physical computing project
MFL (Years 3-6)	National Curriculum: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		Knowledge & Skills: Le temps – the weather <i>Quel temps fait-il ?</i> What is the weather like? <i>Quel temps fait-il à Montréal ?</i> What is the weather like in Montreal? 1. Il fait froid. — It’s cold. 2. Il fait très froid. — It’s very cold.		Knowledge & Skills: les animaux – animals le chien – the dog le chat – the cat le lapin – the rabbit le poisson rouge – the goldfish les poissons – the fish

