Year 5 Curriculum Map 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	CLPE There's a Girl in the Boy's Bathroom Descriptive writing Report Story	CLPE Odysseus Myth and legend (time- Flashback) Argument Poetry (1 week)	CLPE Ice Trap! Shackleton's Incredible Expedition Diary entry (recount) Newspaper report	World Book Weeks CLPE Philip Pullman Clockwork Narrative (mix of fairytale, horror, fantasy) Different openers	CLPE Skellig Narrative, character descriptions, Writing own version of story.	Poetry (1 week) CLPE Locomotion Poetry (linking to week of Poetry) Letter writing Oracy fortnight
Reading (Pinpoint Comprehension Units)	Unit 15 *Stairway to the Stars* (Science Link) Unit 18 *A Trip to See the Planets* (Science Link) Unit 11 *Moving Day* (thematic link with *There's A Girl in the Boy's Bathroom*) Unit 5 *Dr. Martin Luther King Jr* (Black History link)	Unit 3 *Storm Chasers* (Geography link) Unit 14 *Go-kart Racing* (Science Link) Unit 2 *Goldilocks on CCTV* (Poetry link) Unit 6 *The Legend of Sleepy Hollow*	Unit 12 *Soundwaves and Communication* (Science Link) Unit 16 *Patterns Around Us* (Science Link) Unit 19 *Glass Painting* (Link with craft nature of Anglo-Saxons, History)	Unit 9 *Anne of Green Gables* Unit 13 *The Adventures of Huckleberry Finn* Unit 17 *The Story of Dr Dolittle*	Unit 1 *The Lost World* (Science Link) Unit 10 *All About Sharks* (Science Link) Unit 20 *The Great Trainer Theft*	Unit 4 *The Mystery of the Grand Bazaar* (International Link) Unit 7 *Welcome to Brazil* (International Link) Unit 8 *Billy's Coming Back* (Poetry Link)

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	*Use inverted commas and other punctuation to indicate direct speech *including the use of the apostrophe for possession *the use of the comma for fronted adverbials *Use fronted adverbials	*Verb prefixes [for example, dis-, de-, mis-, over- and re-] *Use of comma to clarify meaning *Using the comma, dash and brackets to indicate parenthesis *Passive verbs *Perfect form of the verb *Colon to introduce a list	*Perfect tense *Use knowledge of morphology and etymology - spelling rules *Expanded noun phrases *Modal verbs & adverbs for degrees of possibility *Relative clauses *Semi-colon *Use of bullet points	*Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify *Parenthesis - revision *Passive verbs	*Adverbials - time, manner *Using the comma, dash and brackets to indicate parenthesis *Adverbs that do not end in '-ly' *Expanded noun phrases	*Parenthesis - revision *Use of the semi-colon, colon and dash to mark the boundary between independent clauses *Use of the colon to introduce a list and use of semi-colons within lists *Use of hyphens
Maths	Wb 5.9.22 Closing the gaps from the previous year group 1. establishing a robust understanding of place value and using this in the development of addition and subtraction calculation strategies. 2. establishing a robust	6. multiplication and division, and extend children's understanding of fractions. 7. multiplication and division, and extend children's understanding of fractions. 8. the concept of angles as degrees of 'turn', and on comparison, identification and	WB 02/01/23 - 3 days closing the gaps focusing on KPIs from previous year WB 09/01/23 12. the rehearsal and development of mental calculation strategies for addition and subtraction.	16. the development of written methods for multiplication and division; division is linked to finding fractions of large amounts. 17. the development of written methods for multiplication and division; division is linked	21. adding and subtracting numbers in the context of money and contextual problems. 22. multiplying and converting fractions; and on short and long multiplication of whole numbers. 23. place value in decimals, including multiplying and dividing by 10 and 100.	26. factors and multiples; on securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division. 27. factors and multiples; on

	understanding of place value and using this in the development of addition and subtraction calculation strategies. 3. multiplying and dividing to get decimal numbers, and then on mental strategies in multiplication and division. 4. calculating time intervals and on measuring lengths in cm and mm including perimeters. 5. using formal written subtraction and counting up as appropriate, including when finding change. Wb 17.10.22 closing the gaps	measurement of angles. 9. comparing and ordering whole numbers and decimals, and on equivalence in relation to proper fractions and decimals. Wb 5.12.22 assessment week - closing the gaps 10. revision of the four operations, including calculation strategies and the inverse relation between addition and subtraction, multiplication and division. * 11. developing a robust understanding of place value in larger whole numbers and in decimals; this is	13. the rehearsal and development of mental calculation strategies for multiplication and division, and on identifying patterns and rules. 14. exploring the properties of triangles, naming and identifying the different types; and then on SI units of measure, reading scales and conversion problems. 15. column addition of decimal numbers, and on mental subtraction of decimal numbers.	to finding fractions of large amounts. 18. developing understanding of polygons and angles, particularly in relation to quadrilaterals; metric units are then revised and regularly used imperial units are taught. Wb 20.3.23 assessment week - closing the gaps 19. revising proper fractions and equivalent fractions, and then moves on to mixed numbers and improper fractions; proper fractions are	24. plotting, reflecting and translating shapes on coordinate grids; and on extending understanding of properties of 2D and 3D shapes. 25. written methods of addition and subtraction, and choosing efficient strategies to solve problems. Wb 22.5.23 closing the gaps	securing the concept of equivalent fractions to enable calculations with fractions; and on further developing written methods of multiplication and division. 28. calculating areas, perimeters and volumes, and understanding the difference between measurement in one, two and three dimensions. 29. understanding percentages and how they relate to fractions and decimals, and solving problems by

		used to enable children to round any number to the nearest required power of ten.	Wb 6.2.23 closing the gaps	multiplied by whole numbers. 20. rehearsing column subtraction and extending to larger / more difficult numbers; column addition and subtraction are used to solve problems.		finding percentages of amounts. Wb 3.7.23 assessment week - closing the gaps 30. revision of: line graphs; calculating time intervals; finding cubes of numbers; using factors to multiply; and solving scaling problems involving fractions and measures. Wb 10.7.23 closing the gaps
RE	**Our Mission Statement and Gospel Values** *5th Sept- 9th Sept* *How our Mission Statement directs our 'Mission in life'* - Rewrite the mission statement so that it contains the same message but includes independent ideas -Explain the Gospel values from the mission statement and how these are shared as a school community		**Local Church** ***6th Jan.- 20th Jan.*** **STEWARDSHIP -** The Church is called to the stewardship of Creation **Citizenship Fortnight** ***9th Jan. - 20th Jan.*** **Other Religions(Islam)** ***30th Jan.- 3rd Feb.***		**Pentecost** ***24th April – 19th May*** **TRANSFORMATION -** Celebration of the Spirit's transforming power **Reconciliation/Anointing of the sick** ***22nd May - 16th June*** **FREEDOM & RESPONSIBILITY** Commandments enable Christians to	

	Domestic Church ***12th Sept. - 30th Sept.*** **OURSELVES -** Created in the image and likeness of God **Feast of St Francis** ***3rd Oct. - 7th Oct.*** **Baptism/Confirmation** ***10th Oct.-11thNov.*** **LIFE CHOICES -** Marriage, commitment and service **Judaism** ***14thNov.-18thNov.*** ***Passover*** **Advent/Christmas** ***21st Nov.- End of Term*** **HOPE -** Advent: waiting in the joyful hope for Jesus, the promised one		***Year 5 - Beliefs and festivals*** **Eucharist** ***5th Feb. - 3rd March*** **MEMORIAL SACRIFICE -** Eucharist as the living memorial of Christ's sacrifice **Lent/Easter** ***4th Mar- End of Term*** **SACRIFICE -** Lent: a time of aligning with the sacrifice made by Jesus		be free & responsible **Journey In Love** ***19th June – 23rd June*** God loves me in my changing and development **Universal Church** ***26th June- End of Term*** Continuing Jesus' mission in diocese (ecumenism)	
Science	Topic 1: Out of This World	Topic 4: Let's Get Moving	Topic 2: Material World	Topic 6: Amazing Changes	Topic 3: Circle of Life	Topic 5: Growing Up and Growing Old
Computing	**Word processing skills**	Twinkl **Year 5 Online Safety**	**We are game developers -**	**We are cryptographers Switched On** Cracking codes. (Computational Thinking)	Twinkl **Year 5 Research and Web**	**Film making** (Creativity)

Art	**LO: To use collage to create rivers & volcanos.** *Explore the features of rivers/volcanos using photographs. *Give chn chance to explore the materials they are able to use to create their collage (card, paper, tissue paper, cotton wool). *Chn use sketchbooks to sketch a plan for their collage, identifying what materials will be used for each section *Chn use their sketched plans to create a collage river/volcano.	**LO: To design and create 3D Anglo-Saxon jewellery.** *Explore pictures of Anglo-Saxon jewellery with chn. Emphasise use of lines for decoration. *Show resources (card (circle), string, PVA glue, gold & silver metallic paint, plastic jewels). How can we make Anglo-Saxon jewellery from this?! *Lead chn to method: outline simple line decoration with string on a circle of card; cover with PVA Glue; paint when dry; decorate with plastic jewel in middle. Chn to try their designs in sketchbooks first - must keep it simple!	**Black History** Use line drawing skills to represent culture of study. **International** Use paint to represent culture of study.

History	**Black History, Ancient African Civilizations.** **Kingdom of Kush / Nubia**		**Anglo Saxons, Vikings and Scots** Children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving		**Benin** This unit provides children the opportunity to look at Benin, a non-European society which is very different from their own. Children should make links between Benin and a bigger picture of Africa's past as well as its changing relationship with Britain in order to consider the significance of the arrival of the Eweka Dynasty in the 12th century. They should make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition	

			valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.			

Geography		Earth Matters: The Water Cycle & Rivers Volcanoes and Earthquakes		Comparing people and places: Grand Canyon		**International Study**
PE	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
PSHE	The Zones of Regulation	Anti-Bullying The Zones of Regulation	Citizenship Safer Internet The Zones of Regulation	The Zones of Regulation	The Zones of Regulation	Journey in Love Sex Education (w/b 20th June)
Music	**Livin' On A Prayer** Rock Anthems.	**Make You Feel My Love** Pop Ballads.	**Classroom Jazz 1** Jazz and Improvisation.	**The Fresh Prince of Bel-Air** Old School Hip-Hop.	**Dancing In The Street** Motown.	**Reflect, Rewind and Replay** The history of music, look back and consolidate your learning, learn some of the language of music.
MFL – French	<u>Describing People</u> • Saying colours that are useful for describing hair and eyes	<u>Describing People</u> • Describing a person's personality	<u>The body</u> • Naming parts of the face • Saying basic verbs in the first person	<u>The body</u> • Naming fairy tale characte rs • Saying traditional	<u>Sport</u> • Talking about the sports they play • Expressing likes	<u>Sport</u> • Detailed vocabulary for football and tennis matches

	• Describing physical features	• Saying what they are wearing • Using "*il*" and "*elle*" with "*être*" and "*avoir*"	• Saying that something hurts	fairy tale locations	• Detailed vocabulary for football and tennis matches • The use of the verb "*savoir*"	• The use of the verb "*savoir*"