

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 Comprehensi on 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)



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National	*Use inverted	*Verb prefixes	*Perfect tense	*Converting	*Adverbials - time,	*Parenthesis -
Curriculum	commas and other	[for example, dis-	*Use knowledge	nouns or	manner	revision
	punctuation to	, de-, mis-, over-	of morphology	adjectives into	*Using the comma,	*Use of the
Vocabulary,	indicate direct	and re-]	and etymology -	verbs using	dash and brackets	semi-colon,
Grammar,	speech	*Use of comma to	spelling rules	suffixes [for	to indicate	colon and dash
Punctuation	*including the use	clarify meaning	*Expanded noun	example, -ate; -	parenthesis	to mark the
	of the apostrophe	*Using the	phrases	ise; -ify	*Adverbs that do	boundary
(and	for possession	comma, dash and	*Modal verbs &	*Parenthesis -	not end in '-ly'	between
Spelling)	*the use of the	brackets to	adverbs for	revision	*Expanded noun	independent
opolinig)	comma for	indicate	degrees of	*Passive verbs	phrases	clauses
	fronted	parenthesis	possibility			*Use of the
	adverbials	*Passive verbs	*Relative			colon to
	*Use fronted	*Perfect form of	clauses			introduce a list
	adverbials	the verb	*Semi-colon			and use of
		*Colon to	*Use of bullet			semi-colons
		introduce a list	points			within lists
						*Use of
	=					hyphens
Maths	Wb 5.9.22	6. multiplication	WB 02/01/23	16. the	21. adding and	26. factors and
	Closing the gaps	and division, and	- 3 days closing	development of	subtracting	multiples; on
	from the previous	extend children's	the gaps	written	numbers in the	securing the
	year group	understanding of	focusing on	methods for	context of money	concept of
		fractions.	KPIs from	multiplication	and contextual	equivalent
	1. establishing a		previous year	and division;	problems.	fractions to
	robust	7. multiplication		division is linked		enable
	understanding of	and division, and	WB 09/01/23	to finding	22. multiplying and	calculations
	place value and	extend children's	12. the	fractions of	converting	with fractions;
	using this in the	understanding of	rehearsal and	large amounts.	fractions; and on	and on further
	development of	fractions.	development of	4	short and long	developing
	addition and		mental	17. the	multiplication of	written
	subtraction	8. the concept of	calculation	development of	whole numbers.	methods of
	calculation	angles as degrees	strategies for	written	23. place value in	multiplication
	strategies.	of 'turn', and on	addition and	methods for	decimals, including	and division.
		comparison,	subtraction.	multiplication	multiplying and	
	2. establishing a	identification and		and division;	dividing by 10 and	27. factors and
I	robust			division is linked	100.	multiples; on



understanding of place value and using this in the development of addition and subtraction calculation strategies. 3. multiplying and division, and then on measuring lengths in cm and mm including perimeters. 4. calculating time intervals and on measuring lengths in cm and mm subtraction and counting up as appropriate, including when finding change. 5. using formal written and counting up as appropriate, including when finding change. Wb 17.10.22 closing the gaps The development of addition and using this in the development of addition and division. The flat the development of addition and division, and the no mental strategies and the not including perimeters. The flat the flat the flat the flat the development of mental using this interest and and translating shapes on coordinate grids; and on extending of polygons and and properties of 2D and 3D shapes. The fractions and extending of properties of 2D and 3D shapes. The flat the flat the flat the find the properties of 2D and 3D shapes. The flat the			Strators	London		
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development of addition and subtraction ordering whole numbers and division, and then on measuring lengths in mand mincluding measuring lengths in mand mincluding perimeters. 5. using formal with the diameters and subtraction and countring up as appropriate, including understanding of the inverse perimeters. 5. using formal with the diameters and sincluding with the subtraction and countring up as appropriate, including with fractions and division. 5. using formal with the diameters and finding change. 5. using the gaps of the four operation and countring up as appropriate, including with fractions and division. 5. using the gaps of the four operation and countring up as appropriate, including with fraction and countring up as appropriate, including when finding change. 5. using the gaps of the developing and on equivalence in relation to proper fractions and addivision, and on identifying the developing and identifying and decimal subtraction, and identifying the developing and identifying and decimal subtraction and division. 5. using formal with fractions and decimal subtraction and countring up as appropriate, including when finding change. 5. using formal with fractions and division. 5. using formal with fractions and decimal subtraction and division. 5. using formal with fractions and division. 6. using formal with fractions and division. 6. using formal with fractions and division. 7. and then on with fractions and division. 8. and then on proper fractions and division. 8. and then on proper fractions and division. 9. col	place value and	angles.	rehearsal and	fractions of	24. plotting,	concept of
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including perimeters. relation between addition and subtraction and subtraction and appropriate, including when finding change. robust understanding of Wb 17.10.22 closing the gaps relation between addition of perimeters. relation between addition of perimeters. relation between addition and subtraction and division. The gaps reading scales and conversion proper proper proper dimensions. The gaps reading scales and conversion proper proper dimensions. The gaps reading scales and conversion proper dimensions and three dimensions. The gaps reading scales and conversion proper dimensions and three dimensions. The gaps reading scales and conversion proper dimensions and three dimensions. The gaps reading scales and conversion proper dimensions and three dimensions. The gaps reading scales and conversion proper dimensions and three dimensions. The gaps reading scales and conversion proper dimensions and three gaps reading scales and conversion proper dimensions.	measuring lengths	calculation	types; and then	assessment	Wb 22.5.23	the difference
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numbers and in fractions are solving		•		fractions;		=
	closing the gaps	_	numbers.	• •		·
decimals; this is problems by		numbers and in		fractions are		_
		decimals; this is				problems by



		used to enable	Wb 6.2.23	multiplied by		finding
		children to round	closing the gaps	whole numbers.		percentages of
		any number to the				amounts.
		nearest required		20. rehearsing		
		power of ten.		column		Wb 3.7.23
				subtraction and		assessment
				extending to		week - closing
				larger / more		the gaps
				difficult		
				numbers; column		30. revision of:
				addition and		line graphs;
				subtraction are		calculating time
				used to solve		intervals;
				problems.		finding cubes
						of numbers;
						using factors to
						multiply; and
						solving scaling
						problems
						involving
						fractions and
						measures.
						Wb 10.7.23
			I			closing the gaps
RE	Our Mission State	ement and Gospel	Local Church	-	Pentecost	
	Values		6 th Jan 20th		24th April - 19th	· ·
	5th Sept- 9th Sep			P - The Church is	TRANSFORMATIO	
		tatement directs our	called to the ste	ewarasnip of	of the Spirit's trar	istorming power
	'Mission in life'	ssion statement so	Creation			
			Citimonahin Faut	unt alas	Decemblishin / Ama	tuatur of also
		e same message but	Citizenship Fort 9th Jan 20t	•	Reconciliation/Ano sick	ining of the
	includes independe		9th Jan 20t	n Jan.		Tuna
	-Explain the Gospe		Other Delisies	na(Talom)	22nd May - 16th	
		and how these are	Other Religion		FREEDOM & RESP	
	shared as a school	community	30th Jan 3rd	red.	Commandments end	able Christians to



	Domestic Church 12th Sept 30th OURSELVES - Cre and likeness of God Feast of St Franci 3rd Oct 7th Oc Baptism/Confirmati 10th Oct11thNov. LIFE CHOICES - I commitment and ser Judaism 14thNov18thNov. Passover Advent/Christmas 21st Nov End of HOPE - Advent: we hope for Jesus, the	ated in the image s t. on Marriage, vice Term aiting in the joyful	Christ's sacrifice Lent/Easter 4th Mar- End of SACRIFICE - Lo	March CRIFICE - living memorial of	Journey In Love 19th June - 23rd God loves me in my development Universal Church 26th June - End of Continuing Jesus' m (ecumenism)	June changing and Term
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)



first - must keep it simple!

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



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



		Stratford - Lond		
		valid historical		
		questions		
		questions		
		recognising the		
		recognising the nature of the		
		evidence on which		
		their judgements		
		Their judgements		
		their judgements and knowledge are		
		based.		
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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	Saying colours that are useful for describing hair and eyes	Describing People Describing a person's personality	 The body Naming parts of the face Saying basic verbs in the first person 	 Naming fairy tale characte rs Saying traditional 	 Sport Talking about the sports they play Expressing likes 	 Detailed vocabulary for football and tennis matches



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