

# YEAR 5 CURRICULUM MAP 2023-2024

|                        |               | Autumn  |   | Spring   |  | Summer  |   |
|------------------------|---------------|---|---|--|--|---|---|
| Reading                | Word reading  | <b>NC Appendix 1 (NC p 43)</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.  |   |  |  |   |   |
|                        | Comprehension | <b>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books</b> Apply knowledge of morphology & etymology when reading new words. Reading & discuss a broad range of genres & texts. Identifying & discussing theme. Make recommendations to others. Learn poetry by heart. Draw inference & make predictions. Discuss authors' use of language. Retrieve & present information from non-fiction texts. Formal presentations & debates   |   |  |  |   |   |
| Writing                | Transcription | <b>( NC Appendix 1) Spelling programme:</b> Use dictionaries. Distinguish between homophones and other words which are often confused. Use hyphens to avoid ambiguity Use a thesaurus. Use further prefixes, suffixes homophones, silent letters, etc.  |   |  |  |   |   |
|                        | Composition   | <b>Writing focusing on audience, purpose and form</b><br>Use a thesaurus. Legible, fluent handwriting. Plan writing to suit audience & purpose. Develop character, setting and atmosphere in narrative. Use organisational & presentational features. Use consistent appropriate tense. Proof-reading. Perform own compositions<br>- Recount-biography and autobiography; written in chronological order<br>- Non- chronological comparative report – compares and contrasts two subjects<br>- Persuasion – one point of view – opening statement/ stance, supporting evidence, closing statement<br>Also a wide range of other writing opportunities   |   |  |  |   |   |
|                        | VGP           | <b>NC Appendix 2</b> Use expanded noun phrases. Use modal & passive verbs. Use relative clauses. Use commas for clauses. Use brackets, dashes & commas for parenthesis  |   |  |  |   |   |
| Speaking and Listening |               | Give well-structured explanations. Command of Standard English. Consider & evaluate different viewpoints. Use appropriate register. <a href="#">Rights Respecting Article 13 (freedom of expression) – free to express thoughts and opinions.</a>   |   |  |  |   |   |
| Maths                  |               | <b>Number/Calculation</b> Secure place value to 1,000,000. Use negative whole numbers in context. Use Roman numerals to 1000 (M) Use standard written methods for all four operations. Confidently add & subtract mentally. Use vocabulary of prime, factor & multiple. Multiply & divide by powers of ten. Use square and cube numbers.<br><b>Geometry &amp; Measures</b> Convert between different units. Calculate perimeter of composite shapes & area of rectangles. Estimate volume & capacity. Identify 3-d shapes. Measure & identify angles. Understand regular polygons. Reflect & translate shapes<br><b>Data</b> Interpret tables & line graphs. Solve questions about line graphs<br><b>Fractions</b> Compare & order fractions. Add & subtract fractions with common denominators, with mixed numbers. Multiply fractions by units. Write decimals as fractions. Order & round decimal numbers. Link percentages to fractions & decimals. |   |  |  |   |   |
| Science                |               | <b>What is our place in the universe?</b> - Earth and Space - Earth relative to the Sun, Moon relative to the Earth -Earth's rotation/ Day and Night/ Seasons   | <b>Can you feel the force?</b> - Forces - Gravity/ Air resistance/ Water resistance/ Friction | <b>Could you be the next CSI investigator?</b> – Properties and changes of materials - Dissolving/ Evaporating/ Filtering/ Reversible and irreversible changes | <b>Do all animals and plants start life as an egg?</b> – Living things and their habitats - Life cycles of plants and animals -Birth, growth, development and reproduction | <b>How different will you be when you are as old as your grandparents?</b> Animals (including Humans) -Changes as humans develop from birth to old age<br><br><a href="#">Rights Respecting Article 24 (right to health and health care.)</a> |   |
|                        |               | <b>Working Scientifically</b> – on going across the year  |   |  |  |   |   |
| Computing              |               | <b>Data Handling –</b> Mars Rover 1,2,3,4   | <b>Online Safety 1</b>  | <b>Creating Media</b><br><br>Stop Motion Animation   | <b>Online Safety 4</b>   | <b>Computing systems and networks</b><br>Search Engines - Researching skills and finding accurate information<br><br><b>Online Safety 5</b>   | <b>Programming</b><br>Music 1-4 – Battle of the bands |
|                        |               | <a href="#">Rights Respecting Article 17 (access to information from the media)</a>   |   |  |  |   |   |
| History                |               | <b>Who were the Mayas and what have we learnt from them?</b><br>Maya Gods   |   | <b>Were the Anglo-Saxons really smashing?</b> - Anglo-Saxon invasions; settlements:  |  |   |   |

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|                       | Maya numbers and writing<br>Maya food and technology – legacy<br><a href="#">Rights Respecting Article 14</a> (freedom of thought, belief and religion)   |  | kingdoms; names and places; art and culture and Christian conversion<br><a href="#">Rights Respecting Article 14</a> (freedom of thought, belief and religion)<br><a href="#">Escomb Church Visit</a> |   |   |   |
| <b>Geography</b>      |   | <b>Why is Japan known as the Land of the Rising Sun?</b> - What are Japan's primary exports -The way of the Samurai -To understand how the Japanese culture is different to our own.<br><a href="#">Rights Respecting Article 14</a> (freedom of thought, belief and religion) |   |   | <b>Why is Brazil in the news again?</b><br>- What do we already know about Brazil? - What natural resources is Brazil famous for? | <b>Why should the rainforests be important to us all?</b> -Locate world's countries in South America -environmental regions Physical and human characteristics Deforestation<br><a href="#">Rights Respecting Article 29</a> (goals of education)<br><a href="#">Respect the environment.</a> |
|                       | <b>Geographical skills and fieldwork</b> – on going across the year   |  |   |   |   |   |
| <b>D.T.</b>           |   | <b>Electrical Systems:</b><br>Electronic Greetings Cards   |   | <b>Mechanical systems:</b> Making a pop-up book |   | <b>Food:</b> What could be healthier?   |
| <b>Art and Design</b> | <b>Design for a purpose</b><br>Planning, designing and producing a coat of arms. Specification and range of techniques  |  | <b>Formal elements of art – Architecture</b><br>Observation and perspective   |   | <b>Every picture tells a story</b><br>Symmetry ink prints   |   |
|                       | <b>Create sketchbooks to record observations</b><br><a href="#">Rights Respecting Article 31</a> – running through Art and Design and Design and Technology Curriculum (leisure, play and culture) Take part in a wide variety of cultural and artistic activities. |  |   |   |   |   |
| <b>Music</b>          | <b>Melody and Harmony</b>   | <b>Sing and play in different styles</b>   | <b>Composing and Chords</b>   | <b>Enjoying Musical styles</b>                  | <b>Freedom to improvise</b>   | <b>Battle of the bands</b>  |
| <b>MFL</b>            | Lingotots<br><br>Y5 Booklets 1 Our school and 2 Clothes<br><br>Term 1 Times and school subjects<br><a href="#">Rights Respecting – Article 2</a> all children have these rights no matter what language they speak  |  | Term 2 New Year, past tense, transport  |   | Term 3 Clothes, summer and seaside  |   |

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| <b>P.E.</b>   | Games- Grid rugby and Tag Rugby – Durham<br><br>Gymnastics<br>Partner Work   | Dance - Making the grade / Elements of Dance   | Dance – Country Dancing<br><br>Unit 5 Tasks 1 & 2 – Gymnastics<br><br>Swimming  | Games- runners<br><br>Box 2B Fit<br><br>Swimming   | Games- Cricket (was what a racket)<br><br>Games - Handball   | Athletics- 3 jump challenge<br><br>OAA – Crystal star challenge   |
| <b>R.E.</b>   | <p>Why is Moses important to Jewish people?<br/><i>Article 14: You have the right to choose your own beliefs.</i></p> <p>Why do Jewish people go to the synagogue?<br/><i>Article 20: you must be looked after by people who respect your religion, traditions and language</i></p> <p>What are the themes of Christmas?<br/><i>Article 14: You have the right to choose your own beliefs.</i></p> | <p>What do Christians believe about God?<br/><i>Article 14: You have the right to choose your own beliefs.</i></p> <p>Why is the Last Supper so important to Christians? <i>Article 14: You have the right to choose your own beliefs.</i></p> | <p>How are Jewish beliefs expressed in the home?<br/><i>Article 30: you have the right to learn and use the traditions, religion and language of your family.</i></p> <p>Why do people use rituals today?<br/><i>Article 14: You have the right to choose your own beliefs.</i></p> | <p><b>Statutory subject in all year groups</b><br/> <b>Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools</b><br/> <i>Rights Respecting</i><br/> <i>Article 14 (freedom of thought, belief and religion)</i></p> |  |   |
| <b>PSHE</b>   | <p>TP1 – Can I set goals for me?</p> <p>TP2 - How does alcohol damage my health?</p> <p>TP3 – Can my mind get ill?</p>   | <p>TP4 – How do I make a choice?</p> <p>TP5 – Should my heart rule my head?</p> <p>TP6 – Why is change so scary?</p>   | <p>TP 7 – What is peer pressure?</p> <p>TP 8 – What if I am uncomfortable?</p> <p>TP9 – What is loss?</p>   | <p>TP 10 – Is my relationship unhealthy?</p> <p>TP 11 – What’s a relationship commitment?</p> <p>TP12 – What is a stereotype?</p>  | <p>TP13-What is prejudice?</p> <p>TP14 – How do I challenge someone’s views?</p> <p>TP15 – What is debt?</p> | <p>TP16 – Who pays tax and what does it do?</p> <p>TP17 – Who chooses who runs our country?</p> <p>TP18 – Can I save money and the environment?</p> |
| <b>Relationships Education, Physical health and mental Wellbeing, Living in the wider world</b> |  |  |   |  |  |   |