

# YEAR 5 CURRICULUM MAP 2024-2025

		Autumn	Spring	Summer		
<b>Reading</b>	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				
<b>Writing</b>	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> 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 - Recount-biography and autobiography; written in chronological order - Non- chronological comparative report – compares and contrasts two subjects - Persuasion – one point of view – opening statement/ stance, supporting evidence, closing statement 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				
<b>Spelling</b>	<b>Purple Mash Spelling</b> Recap previous Year group spellings Year 5 Statutory words -able -ably -silent letters -words ending c sound spelt ei after c and other consonants -excection to l before e rule after c -ough	<b>Purple Mash Spelling</b> Recap Autumn Term words Year 5 Statutory words -ough -able -homophones -cious -tious -ancy -nouns that end in -ce -cy -verbs that end -se -sy -silent letters	<b>Purple Mash Spelling</b> Recap Spring Term words Year 5 Statutory words -homophones -ably -ly -silent letters -w -b			
<b>Speaking and Listening</b>	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>					
<b>Maths</b>	<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. <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 <b>Data</b> Interpret tables & line graphs. Solve questions about line graphs <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.					
<b>Science</b>	<b>What happens in space? (Earth and Space)</b> -movement of the Earth and other planets, Describe the movement of the moon relative to the Earth. Describe the sun Earth and moon as spherical bodies Explain day and night	<b>How do forces affect movement?</b> - Forces -Gravity Air resistance Water resistance Friction mechanisms	<b>How do materials compare –</b> Properties and changes of materials - Dissolving Evaporating Filtering Reversible and irreversible changes	<b>What is a life cycle? (Living things and their habitats)</b> Life cycles of plants and animals - Birth, growth, development and reproduction	<b>What happens to our bodies when we grow? Animals (including Humans) -</b> Changes as humans develop from birth to old age	
	<b>Working Scientifically – on going across the year</b>					
<b>Computing</b>	<b>Digital Skills</b> Pages Keynote	<b>Coding</b> Use arrow keys	<b>Digital Skills</b> Imovie Gargage band	<b>Coding</b> Make a clicker game	<b>Digital Skills</b> Clips Numbers Reality composer	<b>Coding</b> Make a chase game

	<b>E- Safety Self Image and Identity</b> How online identity can be copied, modified and altered	<b>Online relationships</b> Giving and gaining permission, sharing things online	<b>Online reputation and online bullying</b> How information about a person is created, copied and shared by others How to help and support someone being bullied online	<b>Manage online information</b> Not all opinions shared are true or fair	<b>Health, Wellbeing and lifestyle</b> Positive and negative impact of using technology	<b>Privacy and security, copyright and ownership</b> Connected devices. Collect and share information, search tools
	<b>Rights Respecting Article 17 (access to information from the media)</b>					
<b>History</b>		<b>How did Britain change between the end of the Roman occupation and 1066?</b> <a href="#">Rights Respecting Article 14 (freedom of thought, belief and religion)</a> <a href="#">Escomb Church Visit</a>		<b>What are the main events that happened in Britain between 1066 and present day?</b> <a href="#">Rights Respecting Article 14 (freedom of thought, belief and religion)</a>		<b>Who were the Maya and what have we learned from them?</b> <a href="#">Rights Respecting Article 14 (freedom of thought, belief and religion)</a>
<b>Geography</b>	<b>What are biomes and how are they created?</b> -Different types -Main features of each -Where do they exist? <b>(Year 5 will also take part in the John Muir Award this year – drawing on and retrieving knowledge of Rivers taught last year)</b>		<b>What creates a rainforest and why are they located where they are?</b> -Name and locate -Concentrate on environmental regions  <a href="#">Article 29 (goals of education)</a> <a href="#">Respect the environment.</a>  <b>Fieldwork – trip to Low Barns – local ecosystem data collection</b>		<b>What are the main features of South America?</b> -Name and locate -Understand geographical similarities and differences through study of human and physical features of South America -key features -time zones -Life in south America <a href="#">Visit to Winter Gardens, Sunderland</a>	
	<b>Geographical skills and fieldwork – on going across the year</b>					
<b>D.T.</b>		<b>Electrical Systems:</b> Electronic Greetings Cards <a href="#">Rights Respecting Article 14 (freedom of thought, belief and religion)</a>		<b>Mechanical systems:</b> Making a pop-up book		<b>Food:</b> What could be healthier? <a href="#">Rights Respecting Article 29 (goals of education)</a> <a href="#">Respect the environment.</a>
<b>Art and Design</b>	<b>Design for a purpose</b> Planning, designing and producing a coat of arms.		<b>Formal elements of art – Architecture</b> Observation and perspective		<b>Every picture tells a story</b> Symmetry ink prints	
	<b>Create sketchbooks to record observations</b> <a href="#">Rights Respecting Article 31 – running through Art and Design and Design and Technology Curriculum (leisure, play and culture)</a> Take part in a wide variety of cultural and artistic activities.					

<b>Music</b>	<b>Not linked to terms – to be taught throughout the year linked to Building Blocks and Strands of Learning.</b> <b>DMS wider opportunities –</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>Melody and Harmony</b>
<b>MFL</b>	Describing family and friends Rights Respecting – Article 2 all children have these rights no matter what language they speak	Spanish Portraits	Sports In Spanish	Spanish food and drink	A trip across Spain	Saving South America	
<b>P.E.</b>	Games- Grid rugby and Tag Rugby – Durham  Gymnastics Partner Work	Dance - Making the grade / Elements of Dance  Swimming	Dance – Country Dancing  Unit 5 Tasks 1 & 2 – Gymnastics	Games- runners  Box 2B Fit	Games- Cricket (was what a racket)  Games - Handball	Athletics- 3 jump challenge  OAA – Crystal star challenge	
<b>R.E.</b>	Why is Moses important to Jewish people? Article 14: You have the right to choose your own beliefs.  Why do Jewish people go to the synagogue? Article 20: you must be looked after by people who respect your religion, traditions and language  What are the themes of Christmas? Article 14: You have the right to choose your own beliefs.		What do Christians believe about God? Article 14: You have the right to choose your own beliefs.  Why is the Last Supper so important to Christians? Article 14: You have the right to choose your own beliefs.		How are Jewish beliefs expressed in the home? Article 30: you have the right to learn and use the traditions, religion and language of your family.  Why do people use rituals today? Article 14: You have the right to choose your own beliefs.		
<b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools</b> Rights Respecting Article 14 (freedom of thought, belief and religion)							
<b>PSHEE</b>	TP1 – Can I set goals for me? TP2 - How does alcohol damage my health? TP3 – Can my mind get ill?	TP4 – How do I make a choice? TP5 – Should my heart rule my head? TP6 – Why is change so scary?	TP 7 – What is peer pressure? TP 8 – What if I am uncomfortable? TP9 – What is loss?	TP 10 – Is my relationship unhealthy? TP 11 – What’s a relationship commitment? TP12 – What is a stereotype?	TP13-What is prejudice? TP14 – How do I challenge someone’s views? TP15 – What is debt?	TP16 – Who pays tax and what does it do? TP17 – Who chooses who runs our country? TP18 – Can I save money and the environment?	