

Year 5 Curriculum Map

| Curriculum Map 2019-20 | | | | | | |
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| Year 5 | | | | | | |
| | Autumn 1 (6 weeks) | Autumn 2 (8 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) |
| English (Lancashire Units) | Legends Persuasion | Stories with historical settings Film and play scripts Classic narrative poetry | Science fiction stories Information booklets Poems with a structure | Novel as a theme Magazine: information text hybrid | Stories from other cultures Debate | Myths Reports Poems with figurative language |
| Spelling (no Nonsense e) | Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Rare GPCs Words with 'silent' letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string '- ough' Words ending in '- able' and '-ible' Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i> Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>) | | Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in '-ably' and '-ibly' Revise words ending in '- able' and '-ible' Homophones <i>altar/alter, led/lead, steal/steel</i> | | Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i> Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words | |
| Maths (White Rose Maths) | Number and place value, Addition and subtraction | Statistics, Multiplication and division, Perimeter and area | Multiplication and division, Fractions | Fractions, Decimals and percentages | Decimals, Properties of shape | Position and direction, Converting units, Volume |
| Science (Collins) | The Earth and Beyond | Get Sorted, Everyday Materials | Feel the Force | Circle of Life, Reproductio n in Plants and Animals | Reproduction in Plants and Animals | Marvellous Mixtures; Materials All Change |

| | | | | | Our Changing World | |
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| NC Coverage | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic | <ul style="list-style-type: none"> 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 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | <ul style="list-style-type: none"> 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. describe the changes as plants and animals develop to old age. | <ul style="list-style-type: none"> 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. describe the changes as humans develop to old age. | <ul style="list-style-type: none"> 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 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. |
| NC Working Scientifically | <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | | | | | |

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| | | | | | | <ul style="list-style-type: none"> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. |
| Computing (Purple Mash) | Coding | Online Safety Spreadsheets | Spreadsheets (cont) | Databases | Games Creator 3D modelling | Concept maps |
| History | | Britain's settlement by Anglo-Saxons and Scots (including place names) | | Mayan civilisation c AD900 | | Ancient Greece (Olympic Games) |
| NC Coverage | | Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion – Canterbury, Iona and Lindisfarne | | a non-European society that provides contrasts with British history – Mayan civilization c. AD 900; | | Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| Geography | British Commonwealth | | Environment – climate change | | Contrasting region – Amazon Basin, rainforest, biomes, | |
| NC Coverage | 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 | | 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 | | describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, understand geographical similarities and differences through the study of human and physical geography, a region within | |

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| | physical and human characteristics, countries, and major cities | | | | North or South America | | | | |
| NC Geographical skills and fieldwork | <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ALL Year groups use the eight points of a compass, four (year 3, year 4) and six-figure grid references (year 5 and year 6), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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. ALL year groups | | | | | | | | |
| Art and Design | | | Drawing and Painting Create a painting with different texture. and surfaces. | | Textiles Design and make a bag for an explorer. | | | | |
| Design and Technology | | Food Create a dish from another culture. | | Mechanical systems Cams, Pulleys, Gears Create a toy using mechanical system | | Sculptures Mod Roc Giacometti sculptures | | | |
| PSHE (PSHE Association) Supported by Jigsaw | Health and Wellbeing | | Relationships | | Living in the Wider World | | | | |
| | Health and Lifestyle | Growing and Changing | Keeping Safe | Feelings and emotions | Healthy Relationships | Valuing difference | Rights and Responsibilities | Environment | Money |
| PE (Lancashire) | Gymnastics Invasion Games | Gymnastics Invasion Games | | Dance Net/wall games Swimming Intervention | Dance Net/wall games Swimming Intervention | OAA Striking and Field games Swimming Intervention | Athletics Striking and Field Games Swimming Intervention | | |
| RE (Lancashire) | Christianity | Islam | | Hindu dharma | Christianity | Christianity | Judaism | | |
| Music (Charanga) | Livin' On A Prayer | Classroom Jazz 1 | | Make You Feel My Love | The Fresh Prince of Bel Air | Dancing in The Street | Reflect, Rewind and Replay | | |

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| <p>French (Twinkl Scheme of Work) Supported by Espresso resources</p> | <p>Getting to know you</p> <ul style="list-style-type: none"> • W • What can I do? • W • When I grow up • Feelings • Dictionaries | <p>All about ourselves</p> <ul style="list-style-type: none"> • The body • What do I look like • What are you doing • Fashion • Feelings | <p>That's tasty</p> <ul style="list-style-type: none"> • I'm thirsty • Open and closed • Breakfast • Sandwiches • Pizzas • What I like to eat | <p>Family and friends</p> <ul style="list-style-type: none"> • Meet the family • At the farm • My house • Do you like animals • What can I say | <p>School life</p> <ul style="list-style-type: none"> • Where are they • School subjects • Maths lesson • Asking questions | <p>Time travelling</p> <ul style="list-style-type: none"> • Count with me • I'm 500 years old • French history • What year is it • I was born • Famous lives |
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