



Year 5 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place value Number to a million - Roman numerals to 1,000 - Round to the nearest 10, 100 and 1000 - Compare and order numbers to a million - Round numbers to a million - Counting in 10s, 100s, 1,000s, 10,000s and 100,000s</p> <p>Addition and Subtraction - Add whole numbers with more than 4- digits (column method) - Subtract whole numbers with more than 4-digits (column method) - Round to estimate and approximate - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems</p>	<p>Multiplication and division - Multiples and Factors - Common factors - Prime numbers Square numbers - Cube numbers - Multiplying by 10, 100 and 1000 - Dividing by 10, 100 and 1000 - Multiples of 10, 100 and 1000</p> <p>Fractions Equivalent fractions - Improper fractions to mixed numbers - Mixed numbers to improper fractions - Number sequences - Compare and order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions - Add fractions within 1 - Add 3 or more fractions -Add mixed numbers</p>	<p>Multiplication and division -Multiply 4-digits by 1-digit - Multiply up to 4-digits by 2-digits - Divide 4-digits by 1-digit - Divide with remainders</p> <p>Fractions Decimals and percentages Subtract fractions. - Subtract mixed numbers - Subtract – breaking the whole - Multiply unit fractions by an integer - Multiply non-unit fractions by an integer - Multiply mixed numbers by integers - Fraction of an amount - Using fractions as operators</p>	<p>Decimals and percentages Decimals up to 2 d.p - Decimals as fractions - Understand thousandths - Rounding decimals. - Order and compare decimals - Understand percentages - Percentages as fractions and decimals - Equivalent F.D.P.</p> <p>Perimeter and Area - Measure perimeter - Calculate perimeter - Area of rectangles - Area of compound shapes - Area of irregular shapes</p> <p>Statistics - Read, interpret and draw line graphs - Use line graphs to solve problems - Read and interpret tables - Two-way tables Timetables</p>	<p>Shape Measuring angles with a protractor - Drawing lines and angles accurately - Calculating angles on a straight line - Calculating angles around a point - Calculating lengths and angles in shapes - Regular and irregular polygons - Reasoning about 3D shapes</p> <p>Position and direction - Position in the first quadrant - Reflection. - Reflection with coordinates Translation - Translation with coordinates</p> <p>Decimals Adding and subtracting decimals within 1 - Complements to 1 - Adding decimals - Adding and subtracting decimals with the same then</p>	<p>Negative numbers Identify negative numbers - Plot negative numbers on a number line - Apply appropriate vocabulary - Solve problems involving negative numbers</p> <p>Measurement: Converting Units - Kilograms and kilometres - Milligrams and millilitres -Metric units - Imperial units - Converting units of time - Timetables</p> <p>Volume - What is volume? - Compare volume - Estimate volume - Estimate capacity</p>

					different number of decimal places - Decimal sequences - Multiplying and dividing decimals by 10, 100 and 1000	
Literacy	<p>*First World War poetry</p> <p>*Setting description- WWI</p> <p>*Letters- Friend or Foe</p>	<p>*Newspaper report- The Blitz- from visitor's recount</p> <p>*Narrative- Friend or Foe- lost chapter</p>	<p>* Persuasive- why their chosen person should go on the bank note</p> <p>*Biography- historical figure linked to history</p>	<p>*Instructions- How to survive on a deserted island</p> <p>*Narrative- Impossible creatures</p>	<p>Media Link- Avatar</p> <p>*Non-chronological report- Avatar animals</p> <p>*Setting description- Avatar- different perspectives</p>	<p>*Balanced argument- oceans and climate change</p> <p>*Poetry- linked to character from The Wolves of Willoughby Chase</p>
Guided Reading	Friend or Foe		Impossible Creatures		The Wolves of Willoughby Chase	
History / Geography	<p>What was the impact of World War 2 on the people in Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p>Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> <p>Lesson 5 involves fieldwork in a local urban environment.</p>	<p>Who should go on the banknote?</p> <p>This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.</p> <p>The unit also allows the children to consider the contributions to</p>	<p>Where does our energy come from?</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>	<p>What can the Census tell us about local areas?</p> <p>Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>	<p>Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>

			<p>Britain of a diverse group of people, whose experiences are less well-known.</p> 			
<p>Art/DT</p>	<p>Drawing – 2D drawing to 3D making (design and sculpture)</p>	<p>DT Aspect: Structures Focus: Frame structures Link: WW2 (air raid shelter)</p>	<p>Working in three dimensions – Brave colour (using light, form and colour) or Take a seat (bringing personality to their work) or shadow puppets (link to weather?)</p>	<p>Dt Aspect: Mechanical systems Focus: Cams</p>	<p>Surface and colour – activism or explore identity (using layers, juxtaposition, explore identity, message to the public) – possible link to PSHE?</p>	<p>DT Aspect: Electrical systems Focus: Monitoring and control/more complex switches and circuits Link: Electricity</p>
<p>Science</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to</p>	<p>Living Things and Habitats- mould</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on</p>	<p>Animals including Humans- circulation</p> <p>Identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water and transported within animals including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>		<p>Electricity</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>

	<p>objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Working scientifically Use scientific models and labelled diagrams Use diagrams to support explanation Make careful observations Use scientific models and labelled diagrams Use diagrams to support explanation Make careful observations</p>	<p>specific characteristics.</p> <p>Working scientifically Record in a table Answer own questions Use classification keys Raise questions about animals to group Observe and raise questions Predict how microorganisms will decay food Evaluate effects</p>	<p>way their bodies function.</p> <p>Working scientifically Use scientific diagrams Take accurate measurements Use labelled diagrams to explain Use models to explain my thinking Plan investigations and record results Observe what happens using a model</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Working scientifically Record data and results of increasing complexity Use scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present 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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>		<p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working scientifically Answer questions by investigating Take accurate measurements Develop predictions Present results in line graph Use diagrams to support explanation Draw scientific diagrams</p>
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<p>Computing</p>	<p>Unit 5.1 Coding (6 lessons)</p> <ul style="list-style-type: none"> • What does simulating a physical system mean? • Describe how you would use variables to make a timer countdown and a scorepad for a game. • Give examples of how you could use the Launch command in 2Code. • What do the terms decomposition and abstraction mean? Use examples to explain them. <p>Unit 5.2 Online safety (3 lessons)</p> <ul style="list-style-type: none"> • Who do I tell if I see anything online that makes me upset or scared? • Why are passwords so important? • Why is it important to reference 	<p>Unit 5.8 Word processing (8 lessons)</p> <ul style="list-style-type: none"> • What is a word processing tool used for? • What features can you use to make a document more readable? How do you successfully add an image to a document? 	<p>Unit 5.3 Spreadsheets (6 lessons)</p> <ul style="list-style-type: none"> • How would you add a formula so that the cell shows the product of two other cells? • What would you use in 2Calculate to have a cell that automatically calculates the number of days since a certain date? • Explain what a spreadsheet model of a real-life situation is and what it can be used for? 	<p>Unit 5.4 Databases (4 lessons)</p> <ul style="list-style-type: none"> • What is a database? • Why is the collaborative feature important? In what ways can I sort information in a database? 	<p>Unit 5.5 Game Creator (5 lessons)</p> <ul style="list-style-type: none"> • What is the 2DIY3D tool on Purple Mash? • What makes a good computer game? • Why is it important to continually evaluate your game? <p>Unit 5.6 3D Modelling (4 lessons)</p> <ul style="list-style-type: none"> • What are the different view of an object available in 2Design and Make? • How can the objects designed in 2Design and Make be turned into 3D objects? • How is CAD software used in industry? Give some examples. 	<p>Unit 5.6 - continued</p> <p>Unit 5.7 Concept Maps (4 lessons)</p> <ul style="list-style-type: none"> • What is a concept map? • How is information arranged on a concept map? How does a concept map help share ideas?
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	sources in my work?								
PSHE	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
RE	Christianity – For Christians, what difference does it make to belong to God's kingdom?		Buddhism – What is the Buddhist way of life?	Hinduism – What helps Hindus to worship?	Christianity – What do Christians believe about the Messiah – and why is it good news?		Christianity – How is God three and yet one?	Thematic – What can be done to reduce racism – can RE help?	
PE	Gymnastics Handball	Dance Hockey	OAA	Tag rugby Yoga	Tennis Athletics	Rounders Volleyball Swimming			
Music	We've Got Rhythm: Rhythmic Devices and Structure <ul style="list-style-type: none"> Exploring time signatures and performing together Performing rhythms expressively Performing polyrhythms with expression Organising rhythmic ideas in a structure 			Musical Effects and Moods <ol style="list-style-type: none"> Improvising and exploring vocal and instrumental effects Using harmony to create moods and atmosphere Exploring musical styles and performance skills Composing and performing music to create moods and atmosphere		Celebrating Songs <ol style="list-style-type: none"> Investigating song ingredients Exploring scales and sequences Playing and creating chord sequences and basslines Composing and performing music for an occasion			
French	Moi dans le monde <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. 	La seconde guerre mondiale <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. 	Les verbes reguliers <ul style="list-style-type: none"> Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. 	Les verbes irreguliers <ul style="list-style-type: none"> Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding 	Les habitats <ul style="list-style-type: none"> Say and write the key elements animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant 	Les habitats Continued			

	<ul style="list-style-type: none"> • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet. WW2 	<ul style="list-style-type: none"> • Say and write in French the key countries and languages involved in WW2. • Write a letter in French home explaining what life is like as an evacuee living in the countryside. 	<ul style="list-style-type: none"> • Conjugate easily and with clear understanding regular -er verbs like JOUER. • Conjugate easily and with clear understanding regular -ir verbs like FINIR. • Conjugate easily and with clear understanding regular -re verbs like VENDRE 	<p>irregular verbs like AVOIR.</p> <ul style="list-style-type: none"> • Conjugate easily and with clear understanding irregular verbs like ÊTRE. • Conjugate easily and with clear understanding irregular verbs like FAIRE. • Conjugate easily and with clear understanding irregular verbs like ALLER. Islands 	<p>that live and grow in each type of habitat.</p> <ul style="list-style-type: none"> • Name an adaptation of each plant and animal mentioned in the unit. • To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation. 	
<i>Trips/Visitors</i>	Imperial War Museum Hooke Court		Hindu temple	Science Museum		Seaside
How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?	Residential trip	Remembrance Day	Protecting the environment – compassion towards others		Managing friendships	Combatting racism