



# Year 5 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>Monet - colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to collect ideas, develop ideas and annotate.</li> <li>Mix and match colours to create atmosphere.</li> <li>The name, nationality, style and famous works of Claude Monet</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Technology in our lives</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and select effective strategies for managing passwords</li> <li>Describe what bullying online may look like on these different forms of media</li> <li>Make use of a web search to find specific information</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Playgrounds - structures</li> </ul>	<ul style="list-style-type: none"> <li>To know that structures can be strengthened by manipulating materials and shapes.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Maps</li> </ul>	<ul style="list-style-type: none"> <li>Identify different counties in the UK.</li> <li>Use 6 figure grid references.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Anglo Saxons</li> </ul>	<ul style="list-style-type: none"> <li>To understand who the Saxons, Angles, Jutes and Scots were and where they came from.</li> <li>Identify the difference between primary and secondary sources</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>Salut Gustave</li> <li>A l'ecole</li> </ul>	<ul style="list-style-type: none"> <li>Know how to say a variety of greetings</li> <li>Know how to introduce people using appropriate grammar.</li> <li>Know how to name a range of objects within the classroom.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Composition notation</li> <li>Blues</li> </ul>	<ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Games</li> <li>Dance</li> </ul>	(By the end of the school year) <ul style="list-style-type: none"> <li>Know and understand the reasons for warming up and cooling down.</li> <li>Explain some safety principles when preparing for and during exercise.</li> <li>Perform own longer, more complex sequences in time to music.</li> <li>Consistently perform and apply skills and techniques with accuracy and control.</li> </ul>

		<ul style="list-style-type: none"> <li>Choose and use criteria to evaluate own and others' performances.</li> <li>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Being me in my world</li> <li>Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>Empathy for people whose lives are different from their own</li> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Know external forms of support in regard to bullying e.g. Childline</li> <li>Know that bullying can be direct and indirect</li> <li>Know what racism is and why it is unacceptable</li> <li>Appreciate the value of happiness regardless of material wealth</li> <li>Identify their own culture and different cultures within their class community</li> <li>Develop respect for cultures different from their own</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Belief into action – Sikhism</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Describe what Christians learn from the Christmas story.</li> <li>Use correct vocabulary to describe how Sikhs show their faith</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Earth and space</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Make predictions and give a reason using scientific vocabulary.</li> </ul>

## Spring Term

Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>Gaudi - sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Plan and create a wire sculpture to a specific design.</li> <li>The name, nationality, style and famous works of Antoni Gaudi</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Handling data – databases</li> <li>Programming - Scratch</li> </ul>	<ul style="list-style-type: none"> <li>Choose which field and value are required to answer a given question</li> <li>Design the flow of a program which contains 'if... then... else...'</li> <li>Develop and improve my program further by debugging it</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Stuffed toys - textiles</li> </ul>	<ul style="list-style-type: none"> <li>To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</li> </ul>

		<ul style="list-style-type: none"> <li>To know that soft toys are often made by creating appendages separately and then attaching them to the main body.</li> <li>To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Zones</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different climate zones and vegetation belts on a global scale.</li> <li>Describe how humans are impacted both positively and negatively by physical features.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Kingdom of Benin</li> </ul>	<ul style="list-style-type: none"> <li>Know how the kingdom of Benin formed</li> <li>To know about the Benin Kingdom from different artefacts.</li> <li>Compare accounts of events from different sources – fact or fiction</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>La nourriture</li> <li>En ville</li> </ul>	<ul style="list-style-type: none"> <li>Know how to give simple instructions in the <i>vous</i> form</li> <li>Know how to order certain foods in French</li> <li>Know how to name certain places in a town or village</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>South and West Africa</li> </ul>	<ul style="list-style-type: none"> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Games</li> <li>Swimming</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Know and understand the reasons for warming up and cooling down.</li> <li>Explain some safety principles when preparing for and during exercise.</li> <li>Perform own longer, more complex sequences in time to music.</li> <li>Consistently perform and apply skills and techniques with accuracy and control.</li> <li>Choose and use criteria to evaluate own and others' performances.</li> <li>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Know about a range of jobs that are carried out by people I know</li> <li>Know the types of job they might like to do when they are older</li> <li>Know that young people from different cultures may have different dreams and goals</li> <li>Verbalise what they would like their life to be like when they are grown up</li> <li>Appreciate the contributions made by people in different jobs</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>Know basic emergency procedures, including the recovery position</li> <li>Know how to get help in emergency situations</li> <li>Know that the media, social media and celebrity culture promotes certain body types</li> <li>Respect and value their own bodies</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Recognise strategies for resisting pressure</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Beliefs and moral values – Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>Explore how Sikhs show commitment to God.</li> <li>Say how some events in Holy Week tell Christians about Jesus' identity and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>Easter</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Plan a range of science enquiries, including comparative and fair tests.</li> </ul>

## Summer Term

Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>Escher - drawing</li> </ul>	<ul style="list-style-type: none"> <li>Apply the effect of light on objects from different directions.</li> <li>The name, nationality, style and famous works of M C Escher</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Multimedia – Vector images</li> </ul>	<ul style="list-style-type: none"> <li>Create a vector drawing for a specific purpose</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>What could be healthier? – food and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>To understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> <li>To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</li> <li>To know that I can adapt a recipe to make it healthier by substituting ingredients.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Volcanoes</li> <li>Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a volcano is formed and what causes an eruption</li> <li>Use 6 figure grid references.</li> <li>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.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>World War II</li> </ul>	<ul style="list-style-type: none"> <li>Know about the events leading to the outbreak of World War II.</li> <li>Know about a variety of key events from World War II.</li> <li>Know and sequence key events of time studied</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>En vacances</li> <li>Chez moi</li> </ul>	<ul style="list-style-type: none"> <li>Know how to name things they like and dislike</li> <li>Understand vocabulary related to houses and homes</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Composition to represent the festival of colour</li> </ul>	<ul style="list-style-type: none"> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul>

<b>PE</b>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Athletics</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>• Know and understand the reasons for warming up and cooling down.</li> <li>• Explain some safety principles when preparing for and during exercise.</li> <li>• Perform own longer, more complex sequences in time to music.</li> <li>• Consistently perform and apply skills and techniques with accuracy and control.</li> <li>• Choose and use criteria to evaluate own and others' performances.</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing me</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> <li>• Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</li> <li>• Can say how to report unsafe online/social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>• Can celebrate what they like about their own and others' self-image and body image</li> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Prayer and worship – Sikhism</li> <li>• Beliefs and practices - Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the fundamentals of Sikhism – that Sikhs believe in one God, worship in a gurdwara and the meaning of the 5 k's</li> <li>• Explore how Christians show commitment to God.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop from birth to old age.</li> <li>• Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants.</li> </ul>