



Year 5 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none">• Impressions of Light: Painting Like Monet	<ul style="list-style-type: none">• Use a sketchbook to collect ideas, develop ideas and annotate.• Mix and match colours to create atmosphere.• The name, nationality, style and famous works of Claude Monet
Computing	<ul style="list-style-type: none">• Critical Thinking and Responsibility• Computing systems and networks - systems and searching	<ul style="list-style-type: none">• To know the risks of viral trends and challenges.• Make use of a web search to find specific information
Design Technology	<ul style="list-style-type: none">• Playgrounds - structures	<ul style="list-style-type: none">• To know that structures can be strengthened by manipulating materials and shapes.
Geography	<ul style="list-style-type: none">• Mapping the UK	<ul style="list-style-type: none">• Identify different counties in the UK.• Use 6 figure grid references.
History	<ul style="list-style-type: none">• Anglo-Saxons and Early Settlement	<ul style="list-style-type: none">• To understand who the Saxons, Angles, Jutes and Scots were and where they came from.• Identify the difference between primary and secondary sources• Compare an aspect of life with the same aspect in another period
Languages	<ul style="list-style-type: none">• Salut Gustave• A l'école	<ul style="list-style-type: none">• Know how to say a variety of greetings• Know how to introduce people using appropriate grammar.• Know how to name a range of objects within the classroom.
Music	<ul style="list-style-type: none">• Composition notation• Blues	<ul style="list-style-type: none">• To know that simple pictures can be used to represent the structure (organisation) of music.• To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.• To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

		<ul style="list-style-type: none"> • To understand that a chord is the layering of several pitches played at the same time. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. • To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
PE	<ul style="list-style-type: none"> • Dance (Unit 1) • Football • Basketball • Gymnastics (Unit 1) 	<ul style="list-style-type: none"> • Perform different genres of dance with confidence, displaying key stylistic features of both Bollywood and Line Dance styles. Perform with strength, stamina and emotion, offering detailed feedback for others to improve their work. • Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed. • Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency. • Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.
PSHE	<ul style="list-style-type: none"> • Being me in my world • Celebrating difference 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Develop respect for cultures different from their own
RE	<ul style="list-style-type: none"> • Why do people have to stand up for what they believe? 	<ul style="list-style-type: none"> • Identify challenges people face because of their religious beliefs. • Suggest ways to create positive change. • Express the different ways light symbolises celebration. • Assess different points of view.

	<ul style="list-style-type: none"> Why doesn't Christianity always look the same? 	<ul style="list-style-type: none"> Begin to use the terms bias, stereotype and prejudice. Explore various viewpoints surrounding religious prejudice. Consider why there are still issues regarding religious freedom today. Give examples of how Christianity spread as a religion. Explain how significant people have led to changes in how Christianity is practised. Think about their views on leaders changing the way religion is practised. List some reasons why there are different Christian denominations and what it means. Recognise that not all Christians interpret passages about the Holy Spirit in the same way. Note similarities and differences between practices from different denominations. List some ways Christian worship and practices have changed over time. Share their personal views.
Science	<ul style="list-style-type: none"> Mixtures and separation Properties and changes 	<ul style="list-style-type: none"> Some substances will dissolve in a liquid to form a solution. The factors that affect the time taken to dissolve, including temperature and stirring. Some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes. To describe a broader range of materials and their properties, including hardness, solubility, transparency, conductivity and response to magnets. Dissolving, mixing and changes of state are reversible changes. Some changes result in the formation of new materials, which are usually irreversible (e.g. burning, rusting, the action of acid on bicarbonate of soda).

Spring Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> Fantastic Forms: Sculpting with Gaudí 	<ul style="list-style-type: none"> Plan and create a wire sculpture to a specific design. The name, nationality, style and famous works of Antoni Gaudí
Computing	<ul style="list-style-type: none"> Data and information – Flat-file databases Selection in quizzes 	<ul style="list-style-type: none"> Choose which field and value are required to answer a given question Design the flow of a program which contains 'if... then... else...' Develop and improve my program further by debugging it

Design Technology	<ul style="list-style-type: none"> Stuffed toys - textiles 	<ul style="list-style-type: none"> To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. To know that soft toys are often made by creating appendages separately and then attaching them to the main body. 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.
Geography	<ul style="list-style-type: none"> Global Climate Zones and Vegetation 	<ul style="list-style-type: none"> Describe the different climate zones and vegetation belts on a global scale. Describe how humans are impacted both positively and negatively by physical features.
History	<ul style="list-style-type: none"> Kingdom of Benin 	<ul style="list-style-type: none"> Know how the kingdom of Benin formed To know about the Benin Kingdom from different artefacts. Compare accounts of events from different sources – fact or fiction
Languages	<ul style="list-style-type: none"> La nourriture En ville 	<ul style="list-style-type: none"> Know how to give simple instructions in the <i>vous</i> form Know how to order certain foods in French Know how to name certain places in a town or village
Music	<ul style="list-style-type: none"> South and West Africa 	<ul style="list-style-type: none"> To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.
PE	<ul style="list-style-type: none"> Dance (Unit 2) Tennis Gymnastics (Unit 2) 	<ul style="list-style-type: none"> Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities. Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules. Take responsibility for your own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.
PSHE	<ul style="list-style-type: none"> Dreams and goals Healthy me 	<ul style="list-style-type: none"> Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Know basic emergency procedures, including the recovery position Know how to get help in emergency situations

		<ul style="list-style-type: none"> • Know that the media, social media and celebrity culture promotes certain body types • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure
RE	<ul style="list-style-type: none"> • What happens when we die? (Part 1) • What happens when we die? (Part 2) 	<ul style="list-style-type: none"> • Recognise that many people believe in a soul. • Make links between a soul and eternal life. • Understand there are different Jewish ideas about death. • Consider how forgiveness can be part of someone's beliefs about death. • Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. • Understand that funerals can differ within and between worldviews. • Make links between Christian sacraments and beliefs about death. • Use the word atonement when discussing forgiving sins. • Reflect on the similarities and differences of beliefs held in different worldviews. • Recognise beliefs about the soul being part of God. • Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. • Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. • Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. • List ways a person can gather karma through actions and experiences. • Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death. • Discuss the meaning of moksha and nirvana, drawing similarities from them. • Consider ways enlightenment can be represented in art.
Science	<ul style="list-style-type: none"> • Earth and space • Life cycles and reproduction 	<ul style="list-style-type: none"> • The Sun is a star at the centre of our Solar System. • The Sun, Earth and Moon are approximately spherical bodies. • The names, order and relative positions of the planets and other main celestial bodies. • A moon is a celestial body that orbits a planet and give examples of moons that orbit other planets. • The Earth and other planets orbit around the Sun.

		<ul style="list-style-type: none"> • A life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again. • All living things must reproduce for the species to survive. • Sexual reproduction requires two parents whereas asexual reproduction only requires one parent. • There are different processes plants and animals use to reproduce (asexual and sexual reproduction). • There are a range of jobs and careers that use scientific knowledge and methods.
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Summer Term

Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> • Illusions of Light: Drawing in the Style of Escher 	<ul style="list-style-type: none"> • Apply the effect of light on objects from different directions. • The name, nationality, style and famous works of M C Escher
Computing	<ul style="list-style-type: none"> • Introduction to vector graphics 	<ul style="list-style-type: none"> • Create a vector drawing for a specific purpose
Design Technology	<ul style="list-style-type: none"> • Developing a recipe (Food and Nutrition) 	<ul style="list-style-type: none"> • 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. • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • To know that I can adapt a recipe to make it healthier by substituting ingredients.
Geography	<ul style="list-style-type: none"> • Volcanoes • Fieldwork 	<ul style="list-style-type: none"> • Explain how a volcano is formed and what causes an eruption • Use 6 figure grid references. • 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.
History	<ul style="list-style-type: none"> • World War II 	<ul style="list-style-type: none"> • Know about the events leading to the outbreak of World War II. • Know about a variety of key events from World War II. • Know and sequence key events of time studied
Languages	<ul style="list-style-type: none"> • En vacances • Chez moi 	<ul style="list-style-type: none"> • Know how to name things they like and dislike • Understand vocabulary related to houses and homes

Music	<ul style="list-style-type: none"> Composition to represent the festival of colour 	<ul style="list-style-type: none"> 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. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. 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.
PE	<ul style="list-style-type: none"> OAA Athletics Cricket 	<ul style="list-style-type: none"> Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure. Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws. Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.
PSHE	<ul style="list-style-type: none"> Relationships Changing me 	<ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community or social network Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that becoming a teenager involves various changes and also brings growing responsibility Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
RE	<ul style="list-style-type: none"> Who should get to be in charge? Why are some places in the world 	<ul style="list-style-type: none"> Explain how religious laws are created, using Muslim examples. Describe the concept of a bloodline and its relevance to succession in the British monarchy. Explain how Muhammad's successor influenced different groups of Muslims and why.

	significant to believers?	<ul style="list-style-type: none"> • Linking Muhammad's practices, sayings or actions to the formation of some religious laws. • Show an understanding of how Guru Nanak chose his successor. • Compare and contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods. • Discuss how Sikh teachings in the Guru Granth Sahib guide followers. • Discuss why some people may consider mountains to be sacred, significant or both. • Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people. • Discuss reasons why many Sikhs consider the Harmandir Sahib significant. • Find examples of the Gurus' teachings in the Harmandir Sahib. • List reasons why different people might visit the River Ganges. • Consider what makes objects and relics significant. • Explain why some people might visit a significant place due to their beliefs or commitments. • Explore different perspectives about access to significant places.
Science	<ul style="list-style-type: none"> • Unbalanced forces • Does the size of an asteroid affect its impact strength? 	<ul style="list-style-type: none"> • Gravity is a non-contact force that pulls objects together. • Air resistance and water resistance are both types of friction. • Unsupported objects fall towards the Earth because of gravity. • Friction, air resistance and water resistance act in the opposite direction of a moving object. • When forces are unbalanced, the speed, shape or direction of an object changes.