

**Year 5 Curriculum Map 2023-24**

Subject	Autumn	Spring	Summer
<b>English - Reading</b>	<p><b>Word Reading (Spellings)</b> Use of morphology linked to the spelling curriculum</p> <ul style="list-style-type: none"> <li>• Review of Year 4 prefixes</li> <li>• Review of Year 4 suffixes</li> <li>• Words from the Year 3/4 word list</li> <li>• Words containing the letter string –ough</li> <li>• Words from the Year 5/6 word list (a, b &amp; c)</li> <li>• Homophones and near-homophones</li> <li>• Words from children’s own writing</li> <li>• Words ending in –ious</li> <li>• Endings that sound like /shl/ and are spelled -cial or -tial</li> </ul> <p>1:1 reading Guided Reading</p>	<p><b>Word Reading (Spellings)</b></p> <ul style="list-style-type: none"> <li>• Review of autumn term spellings</li> <li>• Words ending in -able and –ible</li> <li>• Words ending in -ably and –ibl</li> <li>• Homophones and near homophone</li> <li>• Words from the Year 5/6 word list</li> <li>• Words from children’s own writing</li> <li>• Words with silent letters</li> <li>• Words ending in -ant and –ent</li> <li>• Words ending in -ance/-ancy or -ence/-ency</li> </ul> <p>1:1 reading Guided Reading</p>	<p><b>Word Reading (Spellings)</b></p> <ul style="list-style-type: none"> <li>• Review of spring term spellings</li> <li>• Revision of prefixes</li> <li>• Converting nouns and adjectives into verbs</li> <li>• Homophones and near homophones</li> <li>• Words from the Year 5/6 word list</li> <li>• Words from children’s own writing</li> <li>• The possessive apostrophe – plurals</li> <li>• Turning adjectives into adverbs</li> <li>• Revision of words from the Year 5/6 word list</li> </ul> <p>1:1 reading Guided Reading</p>
<b>English - Writing</b>	<p>Poetry: Writing a Haiku linked to local imagery Balanced argument: A moral dilemma Recount: letter writing Recount: Write a biography Narrative: A promise that makes a difference to the environment</p>	<p>Non-chronological report: Extreme weather Narrative: Write a quest story Information: Write a news report Narrative: Fairy tale with an alternative character/ending Information: Write a news report</p>	<p>Poetry: Write own poem using another poem as stimulus. Persuasive writing: To persuade a character to make a choice. Narrative: Write a play script. Information text: Write a journalistic report Narrative: To write a narrative telling a story from an alternative character’s perspective.</p>
<b>Maths</b>	<p>Place Value Addition and Subtraction Interpret charts, tables and graphs Multiples , Factors &amp; Prime numbers , Square &amp; Cube Numbers Multiply and divide by 10, 100 and 1000 Geometry/ Perimeter and Area</p>	<p>Multiplication and Division Fractions Decimals Percentages</p>	<p>Place Value (decimals) Adding and subtracting decimals Multiplying and dividing decimals by 10, 100 and 1000 Geometry: Angles 2D Shapes, Reflection, Translation &amp; Symmetry Measure:</p>
<b>Science</b>	<p><b>Forces</b> Explore &amp; investigate forces such as air and water resistance.</p>	<p><b>Properties of materials</b> Investigate melting, evaporation, filtration, dissolving and irreversible changes</p>	<p><b>Earth and Space</b> Investigate the solar system and the movement of the Sun / Moon.</p>

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		<p><b>Living things and their habitats</b> Focus on living things and their habitats and describe life cycles.</p> <p><b>Animals including humans</b> Describe the changes as humans develop to old age</p>	
<b>Geography</b>	<p><b>Tempest: Extreme Weather</b> Focus on extreme weather events in the UK, the impact these have on the environment and communities. Exploring how geographers predict and measure weather events.</p>	<p><b>Migration</b> Develop an understanding of migration, how this affects people and places. Identify the difference between economic migrants and refugees and the impact of climate change on migration.</p>	<p><b>Biomes</b> Develop an understanding of the different biomes and their location on the planet, as well as the flora and fauna that are common to each one. Explore how biomes are being damaged and what is being done to prevent this.</p>
<b>History</b>	<p><b>The Blitz</b> Develop an understanding of the events that led to WW2. Developing an understanding of the impact of the Blitz on everyday life and how it changed the war. Exploring evacuation and the impact on children.</p>	<p><b>Stone age to Iron Age</b> Exploring how and when the first people came to Britain; what life was like in the Mesolithic period. Identifying Skara Brae as a key piece of evidence. Recognising that there were many different developments during this time.</p>	<p><b>The Shang Dynasty</b> Explore the sources of evidence that tell us about the Dynasty and assess its reliability and accuracy. Identify reasons why the dynasty came to an end.</p>
<b>Art</b>	<p><b>Focus Artist:</b> Hokusai Cuckoo and Azaleas Research the work of Hokusai and explore The Great Wave and other works Plan, sketch and make a collagraph</p>	<p><b>Focus Artist:</b> Charles Rennie Mackintosh Rose Motif Use principles of graphic design to create a Mackintosh-inspired motif.</p>	<p><b>Focus Artist:</b> Frida Kahlo Self-portrait with thorn necklace and humming bird Research the work of Frida Kahlo. Focus on a self-portrait and the common features of her work in order to create a self-portrait.</p>
<b>DT</b>	<p><b>Frame Structures</b> Design and make a kite</p>	<p><b>Cooking and nutrition</b> Celebrating seasonality, making vegetable Soup</p>	<p><b>Pneumatics</b> Design and make a pneumatic lifting device</p>
<b>Computing</b>	<p><b>Computing systems and networks</b> <b>Systems and searching</b> Recognising IT systems in the world and how some can enable searching on the internet. <b>Creating media</b> <b>Video production</b> Planning, capturing, and editing video to produce a short film.</p>	<p><b>Programming A</b> <b>Selection in physical computing</b> Exploring conditions and selecting using a programmable microcontroller <b>Data and information</b> <b>Flat-file databases</b> Using a database to order data and create charts to answer questions.</p>	<p><b>Creating media</b> <b>Introduction to vector graphics</b> Creating images in a drawing program by using layers and groups of objects <b>Programming B</b> <b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.</p>

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<b>Music</b>	<b>Keep the home fires burning</b> <b>Focus:</b> social and historical significance of music, recognise and name note durations, recognise the significance of ceremonial pieces of music		<b>Madina tun nabi</b> <b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones.		<b>Three little birds</b> <b>Focus:</b> Reggae, riffs, offbeat, chords, major triads D and G, bassline, unison, harmony.	
	<b>Composing in ternary form</b> <b>Focus:</b> Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.					
<b>PE</b>	Gymnastics Unit 1 Basketball	Dance Unit 1 Hockey	Gymnastics Unit 2 Tag Rugby	Dance Unit 2 Netball	Rounders Cricket	Athletics Swimming
<b>RE</b>	<b>Rites of Passage</b> Why do religions or non-religious groups celebrate important moments in life?		<b>Pilgrimage</b> Why is pilgrimage so important to some religious communities?		<b>Diversity</b> Why don't all members of a religious or non-religious community believe and live in the same ways?	
<b>PSHE</b>	What makes up our identity?	What decisions can people make with money?	How can friends communicate safely?	How will we grow and change?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Spanish</b>	<b>Unit 10 - ¿Qué tiempo hace?</b> – combined with compass directions and link to Spanish-speaking countries	<b>Unit 15 – simplified ¿Qué hora es?</b> Tell time to the nearest minute  Hispanic Christmas traditions - 3	<b>Unit 13 - ¡Describimos!</b>  Practise song 'Tengo, Tengo, Tengo' to perform – link to Hispanic Event  Pupils research a Spanish-speaking country & present as a poster to display in 'Tour of the Hispanic World Exhibition' in Noche Hispánica	<b>Unit 11 – Los números grandes</b>	<b>Unit 12 – Los planetas</b> (link to Science) POEM: Los planetas	<b>Unit 14 - ¡Me encantan los deportes!</b>  Revision of units – consolidate in a personal presentation: name, age, favourite colours & seasons, birthday, family, physical descriptions, likes & dislikes linked to food and sports
<b>Values</b>	<b>Pride</b> – Winston Churchill <b>Equality</b> – Nelson Mandela <b>Respect</b> – Rosa Parks <b>Contentment</b> – Helen Keller		<b>Honesty</b> – Emmeline Pankhurst <b>Love</b> – Florence Nightingale <b>Forgiveness</b> – Malala Yusuf <b>Perseverance</b> – Nadiya Hussain		<b>Trust</b> – Chris Packham <b>Self-Belief</b> – Thomas Edison <b>Friendship</b> – Claude Monet	
<b>Trips and visitors</b>	Visit to Flackwell Heath Library Visit to the war memorial Chiltern Rangers		Visit to Flackwell Heath Library Shakespeare Week Workshop Science Oxford		Visit to Flackwell Heath Library Activity Day including a water based activity	

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