

## 2023-24 Year 5 Long Term Curriculum Map

Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Theme / Topic:</b>	<b>It's all Greek to me</b>	<b>Explorers: Dreams and Destinations</b>	<b>The Piano</b>	<b>Back then...</b>	<b>North America</b>	<b>Legends and Folklore</b>
<b>English:</b>	<p>Greek Mythology</p> <ul style="list-style-type: none"> <li>• Character Description</li> <li>• Narrative</li> <li>• Non-chronological report</li> </ul> <p>Jabberwocky</p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Information Texts</li> <li>• Personal Writing</li> <li>• Narrative</li> </ul> <p>Polar Express</p> <ul style="list-style-type: none"> <li>• Persuasive text</li> <li>• Poetry</li> </ul>	<p>The Piano -</p> <ul style="list-style-type: none"> <li>• Play scripts</li> <li>• Diary entries</li> <li>• Non-chronological reports</li> </ul>	<p>Shakespeare- (The Tempest)</p> <ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Diary entry</li> <li>• Play script</li> </ul>	<p>Firebird -</p> <ul style="list-style-type: none"> <li>• Formal Letters</li> <li>• Retell</li> <li>• Character descriptions</li> <li>• Narrative</li> </ul> <p>High Rise -</p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Police Report</li> <li>• Setting description</li> <li>• Newspaper Article</li> <li>• Persuasive Letter</li> </ul>	<p>The Whale -</p> <ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Description</li> <li>• Letter to a Newspaper Editor</li> </ul> <p>The Highwayman -</p> <ul style="list-style-type: none"> <li>• Classic poetry</li> <li>• Newspaper reports</li> </ul>
<b>Maths: (Discrete daily sessions with links made to topics where possible)</b>	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimal and percentages	Decimals and percentages Perimeter and area	Statistics Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
<b>Science:</b>	<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of	<b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	<b>Properties and changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their		<b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal,	<b>Animals including humans</b> describe the changes as humans develop to old age. (puberty and the changes

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	<p>gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>		<p>an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>that happen to boys and girls)</p>
<p><b>Computing:</b></p>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>What is Spam?</li> <li>Creating powerful passwords</li> <li>False photography</li> </ul> <p><b>Strategic Searching Online</b></p>	<p><b>Strategic Searching Online - continued</b></p> <p><b>3D modelling - Sketch up</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><b>3D modelling - Sketch up - continued</b></p>	<p><b>Flowol</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Children are introduced to flowcharts and practise reading them</li> </ul>	<p><b>Scratch - designing games</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>	<p><b>Radio station - Audacity</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software on a range of digital devices to create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p>Research and plan appropriate content for a radio podcast</p>

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	<ul style="list-style-type: none"> <li>• Use search technologies effectively.</li> <li>• Appreciate how results are ranked.</li> <li>• Be discerning in evaluating digital content.</li> </ul>			as a sequence of instructions, then designing their own.	<ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Draw background</li> <li>• Select and change characters (sprites)</li> <li>• program commands</li> <li>• Program consequences</li> <li>• Draw own character</li> <li>• Add sounds</li> <li>• Create algorithms</li> </ul> Design new costumes	
<b>History:</b>	<b>What was life like in Ancient Greece and how did it influence the Western world today?</b> <ul style="list-style-type: none"> <li>• Locate Greece</li> <li>• Greek Gods/ Goddesses</li> <li>• Athens and Sparta</li> <li>• Daily life</li> <li>• Olympic games</li> <li>• Battle of Marathon</li> </ul>		<b>How did Tudor monarchs rule differently?</b> Tudors - The changing power of monarchs and their effect on religion and rule today. <ul style="list-style-type: none"> <li>• When the Tudors ruled</li> <li>• Henry VIII and 6 wives</li> <li>• Tudor monarchs</li> <li>• Rich and poor life</li> </ul>	<b>What was life like for ordinary Tudors?</b>  Tudors - The changing power of monarchs and their effect on religion and rule today.		
<b>Geography:</b>		<b>Physical Geography - mountains</b> <ul style="list-style-type: none"> <li>• Locate mountain ranges on maps</li> <li>• How are mountains formed</li> <li>• Features of mountain ranges</li> <li>• Climate on mountains</li> <li>• How people use mountains</li> <li>• Facts about famous mountain ranges including Mount Everest</li> </ul>			<b>North America</b> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</li> </ul>	<b>Geographical skills and fieldwork - Local area study</b> <ul style="list-style-type: none"> <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</li> </ul>

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					<p>Capricorn, Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> <li>USA - states and major cities</li> </ul>	<p>digital technologies</p> <ul style="list-style-type: none"> <li>Compasses, map symbols, 4/6 figure grid references.</li> </ul>
<b>RE:</b>	<p><b>Ourselves</b></p> <ul style="list-style-type: none"> <li>We are holy people</li> <li>The qualities God gives us and wants us to develop</li> <li>Our unique qualities and appreciation of differences</li> <li>Christians called to be like God</li> <li>Using our God given gifts, qualities and talents</li> <li>God as a loving parent</li> </ul> <p><b>Life choices</b></p> <ul style="list-style-type: none"> <li>We all have a mission</li> <li>Different ways of living our mission</li> <li>Sacrament of marriage - Promises</li> <li>Blessing of the rings</li> <li>Showing love in marriage</li> <li>All are called to live in love and service</li> </ul>	<p><b>Hope</b></p> <ul style="list-style-type: none"> <li>Advent - a time of waiting</li> <li>Waiting for the promised one</li> <li>Waiting in hope for the Lord</li> <li>A light in the darkness that brings hope</li> <li>Jesus is born</li> <li>We wait in hope for Christ to come again</li> </ul> <p><b>Other faith - Judaism</b></p> <ul style="list-style-type: none"> <li>Passover</li> <li>Seder plate</li> <li>Shema</li> </ul>	<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>Good news for the poor</li> <li>Jesus begins His mission</li> <li>What is a diocese?</li> <li>The mission of the diocese</li> <li>May they all be one</li> <li>Other Christian communities</li> </ul> <p><b>Memorial sacrifice</b></p> <ul style="list-style-type: none"> <li>Remembering the Passover</li> <li>The Last Supper</li> <li>The Eucharist is a Memorial</li> <li>The Eucharist is a sacrifice</li> <li>Eucharistic Prayer II</li> <li>Sacrifice in daily life</li> </ul>	<p><b>Sacrifice</b></p> <ul style="list-style-type: none"> <li>Lent, the opportunity to turn away from evil</li> <li>The betrayal of Jesus by Judas Iscariot</li> <li>The arrest of Jesus</li> <li>The sacrifice of Jesus</li> <li>Good Friday - the crucifixion</li> <li>Easter Sunday</li> </ul>	<p><b>Transformation</b></p> <ul style="list-style-type: none"> <li>On the road to Emmaus</li> <li>The gift of the Holy Spirit for everyone</li> <li>Saul is transformed by the Holy Spirit</li> <li>Transformed by the Holy Spirit</li> <li>Fruits of the Holy Spirit</li> <li>Living transformed by the Holy Spirit</li> </ul> <p><b>Freedom and responsibility</b></p> <ul style="list-style-type: none"> <li>The giving of the Ten Commandments</li> <li>The ten commandments</li> <li>The greatest commandment</li> <li>Using freedom for good</li> <li>The Beatitudes</li> <li>God is loving and merciful</li> </ul>	<p><b>Stewardship</b></p> <ul style="list-style-type: none"> <li>The wonders of God's creation</li> <li>The task of stewardship - caring for God's creation</li> <li>Ways to be stewards of God's creation</li> <li>We are called to stewardship</li> <li>Caring for God's people</li> <li>Being good stewards of all the resources entrusted to us.</li> </ul> <p><b>Other faith - Islam</b></p>
<b>PE:</b>	<p><b>Games unit 3 invasion games</b> (hockey focus leading into competition) Develop dribbling and pushing skills with a hockey stick.</p>	<p><b>Games unit 1 - net/court/wall games</b> (netball focus leading into competition) To know about the three basic netball passes. How to dodge in different directions.</p>	<p><b>Gym unit W- Spinning and Turning</b> Turning and spinning on different body parts. Around the long axis of the body</p>	<p><b>Dance unit 3 City life</b> To translate ideas into movement phrases</p>	<p><b>Dance unit 4 Volcanoes</b> To translate narrative ideas into movement.</p>	<p><b>Games unit 4 striking and fielding</b> (cricket) Develop striking skills with bats and encourage accuracy by using targets.</p>

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	<p>Kicking, dribbling and controlling skills with feet/stick. Pass and move- receive the ball on the move. Dodge and move off the ball Develop team co-operation, attacking and defending.</p> <p><b>Athletics unit 1</b> Balance and spatial awareness. Techniques of: rhythm in running over obstacles, throwing-'pull'- throw Sprinting style, jumping combinations, relay take - over- 'upsweep'</p>	<p>How to catch, pass, pivot and move, How to mark and intercept. To know the positions in netball and how to play a game.</p> <p><b>Gym- unit T bridges</b> To explore different bridge shapes- high/low shapes Travelling in bridge shapes. Moving smoothly into and out of bridge shapes. Join movements together smoothly into a sequence.</p>	<p>Around the side to side axis of the body. Around the front and back axis of the body sequence.</p> <p><b>Dance unit 2</b> <b>What a card !</b> To perform basic dance actions with increased control To explore and improvise ideas, on their own, with a partner and in a group.</p>	<p>To perform the sections of the dance showing clear changes in mood and feeling.</p> <p><b>Gym unit U -flight</b> Emphasis on jumping and landing. Five basic jumps. Different shapes in the air. Limbs together and apart. Jump, land and move into a roll land rebound sequence</p>	<p>To change and vary the use of relationships and perform with an awareness of partner and group dances. Show changes in moods/dynamics</p> <p><b>Games -unit 2 invasion and target - (tag rugby focus leading into competition)</b> Reinforce and develop pass and move. Keep possession, principles of attack. Dodge in different directions and at different speeds. Principles of defence, including marking and interception.</p>	<p>Extend and develop catching skills. Develop different aspects of fielding. Engage in throwing for distance, speed and accuracy. Develop a bowling technique.</p> <p><b>Athletics unit 2</b> Pulse raising chasing and tag games to develop balance and spatial awareness. Developing techniques of: jumping high and long, sprint starts, distance running, throwing for distance and accuracy, relays.</p>
<b>Design &amp; Technology:</b>	<p>Greek clay pots Making Greek honey cakes</p>	<p>Paper mâché mountains Christmas cards</p>	<p>Textiles: Tudor purses/ Tudor rose</p>			
<b>Art:</b>	<p>Medusa Pencil sketching</p>	<p>Mountain pencil sketches. Blend watercolour into a sketch to create different outcomes. Paper mâché mountains. Christmas cards and crafts.</p>	<p>Sketch a Tudor rose</p>	<p>Tudor Monarch portraits  Mother's day cards Easter cards</p>	<p>Sketch a North American monument</p>	<p>Study about the artist Banksy.</p>
<b>Music:</b>	<p><b>Pulse</b> - To maintain a strong sense of pulse. Create simple rhythmic pieces to show rhythm, melodies, accompaniments.</p>	<p><b>Voice:</b> maintain an independent part, experiment and perform sounds made by their voice. Follow and perform vocal pieces using a graphic notated score.</p>	<p><b>Rhythm:</b> use a variety of timbres and techniques when creating and playing music. Maintain an independent part when playing an instrument in a group. Use musically basic symbols.</p>	<p><b>Pitch:</b> to show confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p>	<p><b>Digital music technology</b> I know how to •Use voice, sounds, technology and instruments in creative ways Use and identify key features of musical structure</p>	<p><b>20<sup>th</sup> century music</b> I know how to listen to and use the features of</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Expressionism</li> <li>• Film music</li> </ul>

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<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• <b>Difference and Diversity</b> - recognising the factors that make people different</li> <li>• <b>Being Me</b> - exploring different kinds of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being safe</b> - rules for keeping safe and being digitally responsible</li> <li>• <b>Bullying matters</b> - understanding their actions and types of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring emotions</b> - strategies to resolve disputes, intensity and range of feelings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being Healthy</b> - healthy lifestyles and making informed choices</li> <li>• <b>Drug education</b> - identifying drugs/substances and identifying influences/pressure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Money matters</b> - enterprise skills and concept of loans, tax, debt</li> <li>• <b>Being responsible</b> - Human rights, rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Changes</b> - managing difficult emotions and making change positive (RSE)</li> <li>• <b>Relationships</b></li> <li>• <b>A Journey in Love</b></li> </ul>
<p><b>French</b></p>	<p>As-tu un animal? (Do you have a pet?)</p> <ul style="list-style-type: none"> <li>• To know the names of pets.</li> <li>• To know how to answer the question "Do you have a pet?"</li> <li>• To know what our pet is called.</li> <li>• To know how to answer negative structure when talking about animals.</li> <li>• To know how to have a conversation about animals.</li> </ul>	<p>La date (The date)</p> <ul style="list-style-type: none"> <li>• To know the seven days of the week.</li> <li>• To know the 12 months of the year.</li> <li>• To know numbers to 31 to say the date.</li> <li>• To know how to ask and reply when asked when your birthday is.</li> <li>• To know how Christmas is celebrated in France.</li> <li>• To know some language about Christmas.</li> </ul>	<p>Quel temps fait-il? (What is the weather?)</p> <ul style="list-style-type: none"> <li>• To repeat and recognise French vocabulary for the weather.</li> <li>• To know how to ask and say what the weather is like.</li> <li>• To describe the weather, in French, on a map of France.</li> </ul>	<p>La Maison Tudors (The Tudors)</p> <ul style="list-style-type: none"> <li>• To know how to break down French language (listening).</li> <li>• To know how to look out for verbs, adjectives and nouns.</li> <li>• To know vocabulary based on Henry VIII and his wives.</li> </ul>	<p>Les jeux Olympique's? (The Olympics)</p> <ul style="list-style-type: none"> <li>• To know facts about the ancient and modern Olympics in French.</li> <li>• To know sports and their gender article.</li> <li>• To know how to say what sports I/other people play/do and what sports I/other people do not play/do.</li> </ul>	<p>Les vêtements (clothes)</p> <ul style="list-style-type: none"> <li>• To know items of clothes and their gender article.</li> <li>• To know how to say what we wear in different weathers.</li> <li>• To know how to describe clothes on terms of colours and apply possessive adjectives.</li> </ul>