

## 2024-25 Year 5 Long Term Curriculum Map

Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>English:</b>	<p>The Odyssey</p> <ul style="list-style-type: none"> <li>• Speeches</li> <li>• diary entry</li> <li>• dialogue</li> <li>• missing scene, postcard</li> <li>• advertisement</li> <li>• adventure story</li> </ul> <p>Hidden Figures</p> <ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• job adverts</li> <li>• formal persuasive letters</li> <li>• informal letters</li> <li>• diary entries</li> <li>• character descriptions</li> <li>• opinion pieces</li> </ul>	<p>The Man Who Walked Between the Towers</p> <ul style="list-style-type: none"> <li>• Fact file</li> <li>• journalistic writing</li> <li>• setting descriptions</li> <li>• letter of advice</li> <li>• persuasive speech</li> <li>• biography</li> </ul> <p>The Island</p> <ul style="list-style-type: none"> <li>• Welcome guide, description</li> <li>• letter of advice</li> <li>• comparison</li> <li>• diary entry</li> <li>• imagined conversation</li> <li>• narrative sequel</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>Children of the Benin Kingdom</p> <ul style="list-style-type: none"> <li>• Informal letter</li> <li>• contrasting diary entry</li> <li>• survival guide</li> <li>• eyewitness report</li> <li>• summary</li> <li>• non-chronological report</li> </ul>	<p>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>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 Last Thing</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• formal letters</li> <li>• adverts</li> <li>• character and setting descriptions</li> <li>• non-chronological reports</li> <li>• fantasy narrative</li> </ul>
<b>Maths:</b> (Discrete daily sessions with links made to topics where possible)	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

## 2024-25 Year 5 Long Term Curriculum Map

<p><b>Science:</b></p>	<p><b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of 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><b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</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><b>Properties and changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their 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><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Animals including humans</b> describe the changes as humans develop to old age. (puberty and the changes 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> </ul>	<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</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>	<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</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> </ul>	<p><b>Strategic Searching Online</b></p> <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>

## 2024-25 Year 5 Long Term Curriculum Map

	<ul style="list-style-type: none"> <li>•Creating powerful passwords</li> <li>•False photography</li> </ul>	presenting data and information		<p>and various forms of input and output.</p> <p>Children are introduced to flowcharts and practise reading them as a sequence of instructions, then designing their own.</p>	<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <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> <p>Design new costumes</p>	
<b>History:</b>	<p><b>What was life like in Ancient Greece and how did it influence the Western world today?</b></p> <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>		<p><b>How did Tudor monarchs rule differently?</b></p> <p>Tudors - The changing power of monarchs and their effect on religion and rule today.</p> <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>	<p><b>What was life like for ordinary Tudors?</b></p> <p>Tudors - The changing power of monarchs and their effect on religion and rule today.</p> <p><b>Tudor Day</b></p>		
<b>Geography:</b>		<p><b>Physical Geography - mountains</b></p> <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> </ul>			<p><b>North America</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North America,</li> <li>• concentrating on their environmental regions</li> <li>• key physical and human characteristics</li> </ul>	<p><b>Geographical skills and fieldwork - Local area study</b></p> <ul style="list-style-type: none"> <li>• use fieldwork to observe, measure, record and present the human and physical features</li> </ul>

## 2024-25 Year 5 Long Term Curriculum Map

		<ul style="list-style-type: none"> <li>• How people use mountains</li> <li>• Facts about famous mountain ranges including Mount Everest</li> </ul>			<ul style="list-style-type: none"> <li>• countries, and major cities</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• USA - states and major cities</li> </ul>	<p>in the local area using a range of methods, including sketch maps, plans and graphs, and 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 faiths -</b></p>

## 2024-25 Year 5 Long Term Curriculum Map

<b>PE:</b>	<p><b>Dodgeball -</b></p> <ul style="list-style-type: none"> <li>● Physical: throw, catch, dodge, block</li> <li>● Social: co-operation, respect, communication</li> <li>● Emotional: confidence, honesty, independence</li> <li>● Thinking: tactics, comprehension, observation, creativity</li> </ul> <p><b>OAA -</b></p> <ul style="list-style-type: none"> <li>● Physical: balance, co-ordination, run at speed, run over distance</li> <li>● Social: negotiation, communication, leadership, work safely</li> <li>● Emotional: empathy, confidence, resilience</li> <li>● Thinking: problem solving, reflect, critical thinking, select and apply, comprehension</li> </ul>	<p><b>Gymnastics -</b></p> <ul style="list-style-type: none"> <li>● Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</li> <li>● Social: work safely, support others, collaboration</li> <li>● Emotional: confidence, perseverance, resilience, determination</li> <li>● Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences</li> </ul> <p><b>Fitness -</b></p> <ul style="list-style-type: none"> <li>● Physical: agility, balance, co-ordination, speed, stamina, strength</li> <li>● Social: collaboration, support, communication</li> <li>● Emotional: perseverance, determination</li> <li>● Thinking: feedback, comprehension, observation, evaluation</li> </ul>	<p><b>Yoga -</b></p> <ul style="list-style-type: none"> <li>● Physical: balance, strength, flexibility, co-ordination</li> <li>● Social: collaboration, communication, share ideas, respect</li> <li>● Emotional: independence, confidence, perseverance, acceptance</li> <li>● Thinking: comprehension, provide and use feedback, reflection, select and apply, creativity</li> </ul> <p><b>Dance -</b></p> <ul style="list-style-type: none"> <li>● Physical: actions, dynamics, space, relationships</li> <li>● Social: collaboration, consideration and awareness of others, inclusion, respect, leadership</li> <li>● Emotional: empathy, confidence, perseverance</li> <li>● Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</li> </ul>	<p><b>Basketball -</b></p> <ul style="list-style-type: none"> <li>● Physical: run, jump, throw, catch, dribble, shoot</li> <li>● Social: collaboration, communication, co-operation, respect</li> <li>● Emotional: honesty, confidence, perseverance, fair play</li> <li>● Thinking: select and apply skills, make decisions, observation, tactics, feedback</li> </ul> <p><b>Volleyball -</b></p> <ul style="list-style-type: none"> <li>● Physical: throw, catch, jump, set, dig, serve, rally</li> <li>● Social: communication, respect, support and encourage others</li> <li>● Emotional: perseverance, honesty, determination</li> <li>● Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection</li> </ul>	<p><b>Cricket -</b></p> <ul style="list-style-type: none"> <li>● Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting</li> <li>● Social: collaboration, communication, respect</li> <li>● Emotional: honesty, perseverance, determination</li> <li>● Thinking: observation, provide feedback, select and apply skills, tactics, assessing</li> </ul> <p><b>Badminton -</b></p> <ul style="list-style-type: none"> <li>● Physical: underarm forehand, underarm backhand, overarm forehand, serve, rally, run</li> <li>● Social: co-operation, collaboration, communication, respect</li> <li>● Emotional: perseverance, patience, honesty</li> <li>● Thinking: comprehension, use tactics and rules, make decisions, select and apply</li> </ul>	<p><b>Tag Rugby -</b></p> <ul style="list-style-type: none"> <li>● Physical: throw, catch, run, change speed, change direction</li> <li>● Social: communication, support, collaboration, sporting behaviour</li> <li>● Emotional: honesty, confidence, patience</li> <li>● Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis</li> </ul> <p><b>Athletics -</b></p> <ul style="list-style-type: none"> <li>● Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw</li> <li>● Social: collaboration, negotiation, communication, supporting others</li> <li>● Emotional: perseverance, confidence, concentration, determination</li> <li>● Thinking: observing and providing feedback, selecting and applying, comprehension</li> </ul>
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<b>Design &amp; Technology:</b>	Greek clay plates		Textiles: Tudor purses/ Tudor rose Tudor knot biscuits		Design and create a moving toy using cam mechanisms	
<b>Art:</b>	Medusa Pencil sketching	Mountain pencil sketches. Blend watercolour into a sketch to create different outcomes. Christmas cards and crafts.	Sketch a Tudor rose	Tudor Monarch portraits  Mother's day cards Easter cards		Study about the artist Banksy.
<b>Music:</b>	<b>Pulse</b> – To maintain a strong sense of pulse. Create simple rhythmic pieces to show rhythm, melodies, accompaniments. .	<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.	<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.	<b>Pitch:</b> to show confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.	<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	<b>20<sup>th</sup> century music</b> I know how to listen to and use the features of • Jazz • Expressionism • Film music
<b>PSHE</b>	<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>
<b>French</b>	As-tu un animal? (Do you have a pet?) <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> </ul>	La date (The date) <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> </ul>	Quel temps fait-il? (What is the weather?) <ul style="list-style-type: none"> <li>• To repeat and recognise French vocabulary for the weather.</li> </ul>	La Maison Tudors (The Tudors) <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> </ul>	Les jeux Olympique's? (The Olympics). <ul style="list-style-type: none"> <li>• To know facts about the ancient and modern Olympics in French.</li> </ul>	Les vêtements (clothes) <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> </ul>

## 2024-25 Year 5 Long Term Curriculum Map

	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><li>• To know vocabulary based on Henry VIII and his wives.</li></ul>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><li>• To know how to describe clothes on terms of colours and apply possessive adjectives.</li></ul>
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