2024-25 Year 5 Long Term Curriculum Map

Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English:	The Odyssey • Speeches • diary entry • dialogue • missing scene, postcard • advertisement • adventure story Hidden Figures • Non-chronological reports • job adverts • formal persuasive letters • informal letters • diary entries • character descriptions • opinion pieces	The Man Who Walked Between the Towers • Fact file • journalistic writing • setting descriptions • letter of advice • persuasive speech • biography The Island • Welcome guide, description • letter of advice • comparison • diary entry • imagined conversation • narrative sequel	High Rise • Character description • Police Report • Setting description • Newspaper Article • Persuasive Letter Children of the Benin Kingdom • Informal letter • contrasting diary entry • survival guide • eyewitness report • summary • non-chronological report	The Tempest • Character descriptions • Diary entry • Play script	Firebird • Formal Letters • Retell • Character descriptions • Narrative	The Whale • Reported speech • Description • Letter to a Newspaper Editor The Last Thing • Diary entries • formal letters • adverts • character and setting descriptions • non-chronological reports • fantasy narrative
Maths: (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

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Science:	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Properties and changes of materials** 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	**Reversible and irreversible changes** Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	**Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	**Animals including humans** describe the changes as humans develop to old age. (puberty and the changes that happen to boys and girls)
Computing:	Online Safety • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; • identify a range of ways to report concerns about content and contact	3D modelling • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Select, use and combine a variety of software …to design and create a range of … content that accomplish given goals. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Radio station – Audacity • 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.	Flowol • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	**Scratch** – designing games • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Strategic Searching Online • Use search technologies effectively. • Appreciate how results are ranked. • Be discerning in evaluating digital content.
History:	**What was life like in Ancient Greece and how did it influence**		**How did Tudor monarchs rule differently?**	**What was life like for ordinary Tudors?**		

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	the Western world today? • Locate Greece • Greek Gods/ Goddesses • Athens and Sparta • Daily life • Olympic games • Battle of Marathon		Tudors - The changing power of monarchs and their effect on religion and rule today. • When the Tudors ruled • Henry VIII and 6 wives • Tudor monarchs • Rich and poor life	Tudors - The changing power of monarchs and their effect on religion and rule today. **Tudor Day**		
Geography:		Physical Geography – mountains • Locate mountain ranges on maps • How are mountains formed • Features of mountain ranges • Climate on mountains • How people use mountains • Facts about famous mountain ranges including Mount Everest			North America • 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 • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • USA – states and major cities	Geographical skills and fieldwork – Local area study • 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 • Compasses, map symbols, 4/6 figure grid references.
RE:	Ourselves • We are holy people • The qualities God gives us and wants us to develop • Our unique qualities and appreciation of differences • Christians called to be like God	Hope • Advent – a time of waiting • Waitng for the promised one • Waiting in hope for the Lord • A light in the darkness that brings hope • Jesus is born	Mission • Good news for the poor • Jesus begins His mission • What is a diocese? • The mission of the diocese • May they all be one • Other Christian communities	Sacrifice • Lent, the opportunity to turn away from evil • The betrayal of Jesus by Judas Iscariot • The arrest of Jesus • The sacrifice of Jesus • Good Friday – the crucifixion	Transformation • On the road to Emmaus • The gift of the Holy Spirit for everyone • Saul is transformed by the Holy Spirit • Transformed by the Holy Spirit	Stewardship • The wonders of God's creation • The task of stewardship – caring for God's creation

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	• Using our God given gifts, qualities and talents • God as a loving parent **Life choices** • We all have a mission • Different ways of living our mission • Sacrament of marriage – Promises • Blessing of the rings • Showing love in marriage • All are called to live in love and service	• We wait in hope for Christ to come again **Other faith – Judaism** • Passover • Seder plate • Shema	**Memorial sacrifice** • Remembering the Passover • The Last Supper • The Eucharist is a Memorial • The Eucharist is a sacrifice • Eucharistic Prayer II • Sacrifice in daily life	• Easter Sunday	• Fruits of the Holy Spirit • Living transformed by the Holy Spirit **Freedom and responsibility** • The giving of the Ten Commandments • The ten commandments • The greatest commandment • Using freedom for good • The Beatitudes • God is loving and merciful	• Ways to be stewards of God's creation • We are called to stewardship • Caring for God's people • Being good stewards of all the resources entrusted to us. **Other faiths –**
PE:	**Dodgeball –** • Physical: throw, catch, dodge, block • Social: co-operation, respect, communication • Emotional: confidence, honesty, independence • Thinking: tactics, comprehension, observation, creativity **OAA –** • Physical: balance, co-ordination, run at speed, run over distance • Social: negotiation, communication, leadership, work safely	**Gymnastics –** • Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand • Social: work safely, support others, collaboration • Emotional: confidence, perseverance, resilience, determination • Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences **Fitness –**	**Yoga –** • Physical: balance, strength, flexibility, co-ordination • Social: collaboration, communication, share ideas, respect • Emotional: independence, confidence, perseverance, acceptance • Thinking: comprehension, provide and use feedback, reflection, select and apply, creativity **Dance –** • Physical: actions, dynamics, space, relationships • Social: collaboration, consideration and	**Basketball –** • Physical: run, jump, throw, catch, dribble, shoot • Social: collaboration, communication, co-operation, respect • Emotional: honesty, confidence, perseverance, fair play • Thinking: select and apply skills, make decisions, observation, tactics, feedback **Volleyball –** • Physical: throw, catch, jump, set, dig, serve, rally • Social: communication, respect, support and encourage others	**Cricket –** • Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting • Social: collaboration, communication, respect • Emotional: honesty, perseverance, determination • Thinking: observation, provide feedback, select and apply skills, tactics, assessing **Badminton –**	**Tag Rugby –** • Physical: throw, catch, run, change speed, change direction • Social: communication, support, collaboration, sporting behaviour • Emotional: honesty, confidence, patience • Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis **Athletics –** • Physical: pace, sprint, relay

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	• Emotional: empathy, confidence, resilience • Thinking: problem solving, reflect, critical thinking, select and apply, comprehension	• Physical: agility, balance, co-ordination, speed, stamina, strength • Social: collaboration, support, communication • Emotional: perseverance, determination • Thinking: feedback, comprehension, observation, evaluation	awareness of others, inclusion, respect, leadership • Emotional: empathy, confidence, perseverance • Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills	• Emotional: perseverance, honesty, determination • Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection	• Physical: underarm forehand, underarm backhand, overarm forehand, serve, rally, run • Social: co-operation, collaboration, communication, respect • Emotional: perseverance, patience, honesty • Thinking: comprehension, use tactics and rules, make decisions, select and apply	changeovers, jump for distance, push throw, pull throw • Social: collaboration, negotiation, communication, supporting others • Emotional: perseverance, confidence, concentration, determination • Thinking: observing and providing feedback, selecting and applying, comprehension
Design & Technology:		Mechanical Structures – cams • Design, make and evaluate an Orrery		Textiles – combining different fabric shapes • Design, make and evaluate a Tudor purse	Food – Celebrating culture and seasonality • Design, make and evaluate Focaccia with vegetables	
Art:	Historical Sculpture - Greek Urns • Thumb pot • Coil pot • Slab pot		Painting – Mark Rothko • Explore, create and evaluate our own piece of abstract art			Drawing – Frank Loyd White – architect • Drawing for perspective

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Music:	Pulse – To maintain a strong sense of pulse. Create simple rhythmic pieces to show rhythm, melodies, accompaniments. .	Voice: maintain an independent part, experiment and perform sounds made by their voice. Follow and perform vocal pieces using a graphic notated score.	Rhythm: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.	Pitch:to show confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.	Digital music technology I know how to •Use voice, sounds, technology and instruments in creative ways Use and identify key features of musical structure	20th century music I know how to listen to and use the features of • Jazz • Expressionism • Film music
PSHE	• **Difference and Diversity** – recognising the factors that make people different • **Being Me** – exploring different kinds of responsibilities	• **Being safe** – rules for keeping safe and being digitally responsible • **Bullying matters** – understanding their actions and types of bullying	• **Exploring emotions** – strategies to resolve disputes, intensity and range of feelings	• **Being Healthy** – healthy lifestyles and making informed choices • **Drug education** – identifying drugs/substances and identifying influences/ pressure	• **Money matters** – enterprise skills and concept of loans, tax, debt • **Being responsible** – Human rights, rights and responsibilities	• **Changes** – managing difficult emotions and making change positive (RSE) • **Relationships** • **A Journey in Love**
French	**As-tu un animal? (Do you have a pet?** • **To know the names of pets.** • **To know how to answer the question "Do you have a pet?"** • **To know what our pet is called.** • **To know how to answer negative structure when talking about animals.** • **To know how to have a conversation about animals.**	**La date (The date)** • **To know the seven days of the week.** • **To know the 12 months of the year.** • **To know numbers to 31 to say the date.** • **To know how to ask and reply when asked when your birthday is.** • **To know how Christmas is celebrated in France.** • **To know some language about Christmas.**	**Quel temps fait-it? (What is the weather?)** • **To repeat and recognise French vocabulary for the weather.** • **To know how to ask and say what the weather is like.** • **To describe the weather, in French, on a map of France.**	**La Maison Tudors (The Tudors)** • **To know how to break down French language (listening).** • **To know how to look out for verbs, adjectives and nouns.** • **To know vocabulary based on Henry VIII and his wives.**	**Les jeux Olympique's? (The Olympics.** • **To know facts about the ancient and modern Olympics in French.** • **To know sports and their gender article.** • **To know how to say what sports I/other people play/do and what sports I/other people do not play/do.**	**Les vetements (clothes)** • **To know items of clothes and their gender article.** • **To know how to say what we wear in different weathers.** • **To know how to describe clothes on terms of colours and apply possessive adjectives.**