



## Year 5 Curriculum Map 2024-25

| Subject        | Autumn 1<br>8 Weeks  | Autumn 2<br>7 Weeks  | Spring 1<br>6 weeks  | Spring 2<br>7 weeks  | Summer 1<br>4 weeks  | Summer 2<br>7 weeks  |
|----------------|--|--|--|--|--|--|
| <b>English</b> | <p><b>Ongoing Core Learning</b><br/> <b>This year we will complete writing tasks including: a character description, non-chronological report, balanced argument, setting description and a newspaper article.</b></p> <ul style="list-style-type: none"> <li>- Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>- Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- Consistently reading books that are structured in different ways and reading for a range of purposes and increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, utilising books from other cultures and traditions.</li> <li>- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- Continue to evaluate and edit what they have written, making changes where necessary.</li> </ul> |  |  |  |  |  |
|                | <b>Text: Wonder</b>  | <b>Text: Wonder</b>  | <b>Text: Kensuke's Kingdom</b>   | <b>Text: Holes</b>   | <b>Text: Wolf Brother</b>  | <b>Text: Wolf Brother</b>  |
| <b>Maths</b>   | <p><b>Ongoing Core Learning</b></p> <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>- Pupils identify the place value in large whole numbers.</li> <li>- Continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.</li> </ul>  |  |  |  |  |  |
|                | Place value<br>Addition<br>Subtraction<br>Multiplication<br>Division<br>Problem Solving<br>Factors   | Multiples and primes<br>Statistics<br>Area perimeter<br>Four operations<br>Fractions, decimals and percentages | Decimals<br>Percentages<br>Multiplication<br>Division<br>Statistics<br>Measurement | Statistics<br>Measurement<br>Mental methods<br>Converting units<br>Multiples and factors<br>Place value including decimals | Multiplication and division<br>Properties of shape<br>Position and direction<br>Time | Measurement<br>Volume and capacity<br>Angles<br>Equations<br>Problem solving<br>Recap and revise |



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|------------------|---|--|---|---|---|---|
| <b>Science</b>   | <b>Forces</b><br>Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force. | <b>Earth and Space</b><br>Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night<br><b>Scientist: Galileo Galilei</b> | <b>Properties and Changes of materials</b><br>Group and identify materials in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties. | <b>Living things and Habitats</b><br>Describe and compare different reproductive processes and life cycles in animals.      | <b>Animals including Humans</b><br>ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary |   |
| <b>PSHE</b>      | Being me in my world  | Celebrating difference   | Dreams and goals  | Healthy me  | Relationships   | Changing me                                 |
| <b>PE</b>        | Fitness<br>Tag Rugby  | Basketball<br>Gymnastic  | Tennis<br>Hockey<br>Swimming  | Dance<br>Cricket  | Orienteering<br>Athletics   | Football<br>Rounders                        |
| <b>Topics</b>    | <b>Anglo Saxons and Vikings</b><br>Key Question: Who were the Anglo-Saxons?   |  | <b>Water</b><br>Key Question: Why is water so important?<br><b>Enrichment:</b> Severn Trent Experience  |   | <b>Knights and Castles</b><br>Key Question: Who were the Normans?<br><b>Enrichment:</b> Trip to Warwick Castle  |   |
| <b>History</b>   | Invasions<br>Learning from artefacts<br>Trade<br>Crime and Punishment   |  |   | Industrial Revolution<br>Canals<br>Titanic  | Kings<br>Battle of Hastings<br>Analysing sources<br>Norman Invasion   |   |
| <b>Geography</b> |   | Northern Europe<br>Volcanoes<br>Maps<br>Human and physical resources   | Features of a river<br>Water Cycle<br>Locating bodies of water<br>Maps<br>4-figure grid referencing   |   |   | Castle locations<br>Features of a Castle    |
| <b>Art</b>       | Sketching techniques  | Light and shade<br>Collage   | Claude Monet  | Francis Towne – Rydal Water   | Bayeux Tapestry   | Buddy Books                                 |
| <b>DT</b>        |   |  | Steam assisted cooking (bread)  |   |   | Create own castle with working parts        |
| <b>Computing</b> | Coding<br>Online Safety   | Spreadsheets   | Databases   | Game Creator  | Concept Maps  | Word Processing                             |
| <b>Music</b>     | Livin' On A Prayer  | Classroom Jazz 1   | Make You Feel My Love   | The Fresh Prince of Bel Air   | Dancing In The Street   | Reflect, Rewind and Replay                  |
| <b>RE</b>        |   | Caring for Our World<br>Buddhism<br>Jainism<br>Team Work<br>Gift Giving  |   | School Community<br>Famous Christians<br>Reflection and Meditation<br>Significant People in History<br>Islam<br>Pilgrimages |   | Forgiveness<br>Judaism<br>Religious Symbols |
| <b>French</b>    | Bon Appetite, Bonne Santé<br>Je Suis Le Musicien  |  | En Route pour L'école<br>Scene de Plage   |   | Le Retour du Printemps<br>Les Planets   |   |