

St John's Primary School

YEAR 5 CURRICULUM MAP

2024 / 2025

Year 5 Curriculum Map - Autumn Term

| Term | Art & Design | Computing | DT | Geography | History | Music | PE | RE | Science | French |
|--|--|---|---|---|--|---|--|--|--|--|
| Secrets of the Nile Topic hook HOTP – Egyptian day | Ancient Egyptian Collage Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures Experiment with using layers and overlays to create new colours/textures Return to work over longer periods of time and use a wider range of materials | Coding To explore program design and put computational thinking into practice. Design, input and test increasingly complex instructions for a program. Explore using loops to repeat tasks. CR Design, input and test an increasingly complex set of instructions to a program or device. Design, write and debug programs that accomplish a specific goal. Design, write and test simple programs that follow a sequence of instructions. Use logical reasoning to explain how increasingly complex algorithms work. Spreadsheets Formulae including the advanced mode. Using text variables to perform calculations. Using a spreadsheet to plan an event. CR | Pulleys and Levers Link to ancient Egyptian Shaduf (method of irrigation) | Geography: Climate zones/land use, farming/local modern farming methods (Priory Farm?), - within an Ancient Egyptian topic Outdoors | Learn about and understand the achievements of the Ancient Egyptians: hieroglyphics, Egyptian life and society (workshop), Tutankhamun; deep research about an area of Ancient Egypt; Outdoors | Mamma Mia (freestyle) (accompanying instrument: recorder) understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff SC, C Lean on me (freestyle) develop an increasing understanding of the history and context of music SC, CRT Adapted due to CV – glockenspiel | Gym sequence/ Step to the Beat Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) Invaders/Boot camp Play competitive games, modified where appropriate [badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. | Christianity: What do Christians believe about creation? Understand what many Christians believe about creation: that the world and all of life are created by God. Islam: What helps Muslims to live a good life? Explore the key beliefs and practices of Islam through investigating the five 'pillars'. Spiritual and Cultural Community | Materials: Mixtures and Separation Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions. CR, O Materials: Properties and changes Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda. CR, SC | Getting to know you Introduce self Say what you can do Feelings <i>Demonstrate their prior learning from previous units;</i> Say a simple future sentence Give an intention for the immediate future Use body language or gesture to help understand; Say how they are feeling Spiritual & Cultural That's Tasty Food likes and dislikes game Role play Matching flash cards To develop accuracy in intonation & pronunciation Expand sentence construction Spiritual & Cultural |
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Year 5 Curriculum Map - Spring Term

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| Spring 1 The Good Dragon Guide | Clay Design and create dragon eye from using slabs, coils and slips | Databases To create a database around a chosen topic. Learn how to search for information in a data base. Contribute to a class data base. Create a data base on a chosen topic. CR Game Creator To create the game environment. To create the game quest. Evaluate their and peer's games. CR Online Safety Depending on internet safety day CR, C, SC | Food and Nutrition – baked biscuits and researched alternative recipes; investigate different | Physical features – Mountains of the world including UK (Snowdonia). Good Dragon Guide topic | Ancient Greece – study Greek life and achievements and influence on world | Hip Hop Course (freestyle courses) compose complex rhythms using my aural memory SC, CRT Djembe Drums develop an increasing understanding of the history and context of music SC, CRT | Dynamic Dance/ Mighty Movers (Boxercise) Enjoy communicating, collaborating and competing with each other. Use running, jumping, throwing and catching in isolation and in combination Nimble nets/ Cool core (strength) Enjoy communicating, collaborating and competing with each other. Compare their performances with previous ones and demonstrate improvement to achieve their personal best | Judaism: What does it mean to be part of a synagogue community? Explore the concept of a synagogue community being one where Jewish people are united and are part of a community house of worship that serves as a place not only for liturgical services but also for assembly and study. Christianity: Why is the idea of 'rescue' so important to Christians? Build on pupils' knowledge of the Christian 'metanarrative' ('big story') of God and his relationship with people, which most Christians believe spans all time, from Creation to the Second Coming. Spiritual and Cultural Community | Forces and space: Earth and space: Children explore the movement of the celestial bodies in our Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk. O, CR Living things: Life cycles and reproduction Comparing the life cycles of plants, mammals, birds, amphibians and insects. Investigating asexual reproduction in plants and comparing sexual and asexual reproduction. C, SC | All about ourselves The body Clothes Lessons Feelings Make nouns/adjectives 'agree' according to their gender and number Ask and answer questions about everyday actions in the classroom Make questions and answers using the 3rd person Say how they are feeling Spiritual & Cultural Family & Friends Family members My home The farm Join in traditional songs and rhymes Introduce family members; Say what sort of home they live in and name items inside Give a simple opinion about a named animal or object Spiritual & Cultural |
| Spring 2 It's all Greek to Me! | Architecture Greek topic focus – Columns/ Temples/ Colosseum/ Trojan Horse – Cardboard sculpture | | | | | | | | | |

Year 5 Curriculum Map - Summer Term

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| Summer Dig for Victory | WW2 Blitz art charcoal and chalk drawings, | 3D modelling To understand designing for a purpose CRT Concept Maps To understand the need for visual representations when discussing ideas. Create a concept map using 2connect to retell stories and information. CR | F&N Sustainability – WW2 cookery. Grow produce. Cook traditional WW2 recipes SC | Distribution of natural resources to include a sustainability project including food, fuel etc. | Local area history – second world war, air raid shelters, make do and mend, linking to sustainability Geography topic – grow your own, WW2 cooking | Fresh Prince Of Bel Air With composing create a simple composition and record it using formal notation SC, CRT You've got a friend in me (scheme year 6) (accompanying instrument: glockenspiel) understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff SC, CRT, C | Striking and Fielding/ Gym fit Circuits Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Young Olympians/ Fitness Frenzy Develop flexibility, strength, technique, (through athletics and gymnastics). Use running, jumping, throwing and catching in isolation and in combination. | Christianity: How did the Church begin, and where is it now? Understand that most Christians believe the Church is a vital part of God's Kingdom, called by God to continue God's work in the world. Thematic: What does it mean to live a 'good life'? Consider how different groups of people might answer this question, drawing on knowledge across different religions and beliefs and encounters with the lived experience of these different communities to help answer the question. Spiritual and Cultural Community | Forces and space: Unbalanced forces Building on their knowledge of contact and non-contact forces, children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system. SC, CR Animals: Human timeline Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans. Making connections: Does the size of an asteroid affect the diameter of its impact crater? Children explore the relationship between the size of model asteroids and the diameter of the impact crater they create through experiments, data analysis, and drawing conclusions. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry. | School Life School lessons, equipment & positions Asking questions Answer questions orally using the topic vocabulary; Answer questions in writing using the topic vocabulary Take part in a conversation with a partner Spiritual & Cultural Community Time Travelling French history Numbers larger than 100 Famous people I was born Say when significant people in French history born and died Identify numbers in a written sentence Give the year that some key historical events happened in France; Construct a past tense sentence with the passé composé Spiritual & Cultural |
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