

St George's Year 5 Curriculum Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - see Come and See Overview for specific dates	Domestic Church: Ourselves Baptism/Confirmation: Life Choices Advent/Christmas: Hope Judaism Week: Beliefs and festivals - Passover		Local Church: Mission Eucharist: Memorial Sacrifice Lent/Easter: Sacrifice		Pentecost: Transformation Reconciliation/Anointing of the sick: Freedom and Responsibility Universal Church: Stewardship Islam Week: Belonging & Values – Ramadan and Pilgrimage	
RSE - see life to the full overview #pathway 3	Module 1: Created & Loved by God x 10 sessions		Module 2: Created to love others x 10 sessions E-safety		Module 3: Created to live in Community x 3 sessions Revisit sessions	
English	Text(s): Firebird Writing Genres: Fiction: Descriptive Writing Non Fiction: Blood- Persuasive leaflet	Text(s): 'Sherlock Holmes' Writing Genres: Fiction: Narrative Non Fiction: Persuasive letter	Text(s): The Viewer Writing Genres: Fiction: Narrative Non Fiction: Newspaper Report (Spiderman)	Text(s): Macbeth Writing Genres: Fiction: Narrative Non Fiction: Book Review	Text(s): Eye of the Wolf Writing Genres: Fiction: Narrative Non Fiction: Biography of Inspirational Scientist	Text(s): 'Friend or Foe' Writing Genres: Fiction: Full Story Write Non Fiction: Non chronological report- Animal (Science)

Drama / S&L	Now Press Play - Anti Bullying Feelings	Now Press Play Mission to Mars	Now Press Play Science : Mission to Mars / Materials and Changing State	Now Press Play Science: Forces	Now Press Play Geography: The Water Cycle Science: Plants	Now Press Play History WWII
Maths	Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area		Multiplication and Division Fractions Decimals and Percentages		Decimals Properties of Shape Position and Direction Converting Units Volume	
Science	Forces Explain what gravity is and its impact on our lives Explain why a wheeled object that is initially pushed will slow down and stop Explain the impact of friction on a moving object Explain the effect of drag force on moving objects Explain how force and motion can be transferred through gears,	Earth and Space Identify and explain the movement of the Earth relative to the sun Explain how seasons and the associated weather is created Identify and explain the movement of the moon relative to the Earth Explain the size, shape and position of the earth, sun and moon Explain how night and day are created and use diagrams	Properties and changes of Materials Test and group materials based on scientific evidence? (hardness, solubility, transparency, conductivity, insulation, magnetism) Explain the process of dissolving Recover a substance from a solution Decide how a mixture would best be separated	Living things and their habitats <i>Scientists and Inventors ?</i> Describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds Describe the life cycles of common plants Describe and explain the process of respiration in humans and plants Talk with knowledge about birth, reproduction and	Animals Including Humans Create a timeline to indicate stages of growth in humans? Explain what puberty is? <i>Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?</i>	

	<p>pulleys, levers and springs</p> <p><i>Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)</i></p> <p><i>Can they design very effective parachutes?</i></p> <p><i>Can they work out how water can cause resistance to floating objects?</i></p>	<p>to show this</p> <p>Explain how planets are linked to stars</p> <p><i>Can they compare the time of day at different places on the earth?</i></p> <p><i>Can they create shadow clocks?</i></p> <p><i>Can they begin to understand how older civilizations used the sun to create astronomical clocks?</i></p> <p><i>Can they explore the work of some space pioneers? (Galileo, Copernicus, Neil Armstrong)</i></p>	<p>(filtering, sieving, evaporating)</p> <p>Give reasons for the uses of everyday materials based on scientific evidence</p> <p>Show what they know about the properties of different materials</p> <p>Use their knowledge of materials to suggest ways to classify (solids, liquids, gasses)</p> <p>Describe changes using scientific words? (evaporation, condensation)</p> <p>Use the terms 'reversible' and 'irreversible'</p> <p><i>Can they describe methods for separating mixtures? (filtration, distillation)</i></p> <p><i>Can they work out which materials are</i></p>	<p>death of familiar animals or plants</p> <p>Explore the work of well know naturalists (David Attenborough and Jane Goodall)</p> <p><i>Can they observe their local environment and draw conclusions about life-cycles? (for example, the vegetable garden or plants in a shrubbery)</i></p> <p><i>Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?</i></p>	
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			<i>most effective for keeping us warm or for keeping something cold?</i>		
Computing	E-Safety Purple Mash 5.2 CEOP resources Digital Literacy: I understand that you have to make choices when using technology and that not everything is true and/or safe Algorithms and programming Code Studio course E Computer Science: -I combine sequences of instructions and procedures to turn devices on and off -I use technology to control an external device -I design algorithms that use repetition and 2-way selection		E-Safety I understand that you have to make choices when using technology and that not everything is true and/or safe	E-Safety I understand that you have to make choices when using technology and that not everything is true and/or safe Information Technology -I analyse information -I evaluate information I understand how search results are selected and ranked -I can edit a film (animation project)	
MFL - ITALIAN	MAIN TOPICS <ul style="list-style-type: none">● Greetings & courtesy phrases● Use a bilingual dictionary to find out words.● Cognate words and false friends● Brothers and sisters		MAIN TOPICS <ul style="list-style-type: none">● Days of the week● PEOPLE We're all different and the same● Adjectives and Similes● Mother's Day - Write a poem● Easter Traditions - Write a card	MAIN TOPICS <ul style="list-style-type: none">● Things that bring us joy● Favourites things● Conversation with a new friend● Interactive games● Sing for an audience	

	<ul style="list-style-type: none"> Countries and Nationalities Numbers 1-60 <p>Spoken Language</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least for exchanges. I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> I can use the context to work out unfamiliar words. <p>Writing:</p> <ul style="list-style-type: none"> I can write a paragraph of 4-5 sentences. I can substitute words or phrases. 		<p>Spoken Language</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least for exchanges. I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> I can understand a short story and note the main point. I can use the context to work out unfamiliar words. <p>Writing:</p> <ul style="list-style-type: none"> I can write a paragraph of 4-5 sentences. I can substitute words or phrases. 		<p>Spoken Language</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least for exchanges. I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> I can understand a short story and note the main point. I can use the context to work out unfamiliar words. <p>Writing:</p> <ul style="list-style-type: none"> I can write a paragraph of 4-5 sentences. I can substitute words or phrases. 	
PE	Real: Cognitive Coordination Ball Skills Agility Reaction / Response	Real: Creative Static Balance Seated Static Balance Floor Work	Real: Social Dynamic Balance On a Line Counter Balance With a Partner	Real: Physical Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	Real: Health and Fitness Static Balance Stance Coordination Footwork	Real: Personal Coordination Sending and Receiving Agility Ball Chasing
History	Anglo Saxons and Vikings		World War 2			

	<p>-I know where the Anglo-Saxons came from</p> <p>-I know at least two famous Anglo-Saxons</p> <p>-I use a time-line to show when the Anglo-Saxons were in England</p> <p>-I know the link between Anglo-Saxons and Christianity</p> <p>-I know that many Anglo Saxons were farmers</p> <p>-I know that the Anglo Saxons gave us many of the words that we use today</p> <p>-I know that Britain was invaded on more than one occasion</p> <p>-I know that Anglo Saxons and Vikings were often in conflict.</p> <p>-I know how to use a timeline to show when the Vikings raids started.</p> <p>-I know why the Vikings often overpowered the Anglo-Saxons.</p> <p>-I show on a map where the Vikings came from and where they invaded our country.</p> <p>-I know that many Vikings came to our country as peaceful farmers.</p> <p><u>The Big 5</u></p>	<p>-I can describe events from the past using dates when things happened</p> <p>-I know how an event or events from the past has shaped our life today.</p> <p>-I draw a timeline with different historical events or lives of significant people.</p> <p><u>The Big 5</u></p> <ol style="list-style-type: none"> 1. World War II started on 1st September 1939 and ended on 2nd September 1945. 2. World War II began when Hitler, who was leader of the German Nazi party, invaded Poland. 3. Hitler had extreme anti-semitist views, which meant he hated Jewish people and believed they were inferior to other people. 4. The Holocaust is the targeted killing of Jewish people. They were sent to concentration camps where they were either gassed or treated appallingly in barbaric conditions 5. In 1940 the Germans carried out heavy bombing of the main British cities for over 8 months. This time period is known as The Blitz. 	
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Geography		<p><u>Europe</u> -I know, name and locate the capital cities of neighbouring European cities. -I know the countries that make up the European Union</p> <p><u>The Big 5</u></p> <ol style="list-style-type: none"> 1. Europe is one of the seven continents in the world. 2. The UK, France, Germany, Spain, Portugal, Italy, Ukraine and part of Russia are all located in Europe. 3. The European Union is a confederation (group) of 27 countries that work together to uphold peace. The idea was introduced after the end of WW2. 4. The United Kingdom held a referendum in June 2016 to decide if it should stay in the EU or not. 52% favoured leaving. Therefore Article 50 was triggered and the UK left the EU in January 2020. This is often referred to as Brexit. 5. The UK is still a country in Europe, even though it is not part of the European Union. 	<p><u>Rivers</u> – including the Ouse and Foss -I know why most cities are situated by rivers. -I know about the course of a river. -I name and locate many of the world's most famous rivers. -I know why ports are important and the role they play in distributing goods around the world. -I know what is meant by a biome.</p> <p><u>The Big 5</u></p> <ol style="list-style-type: none"> 1. A river is a moving body of water that flows along a channel with banks on both sides and a bed at the bottom. It begins from its 	<p><u>Mountains (& Deserts)</u> -I know about, name and locate many of the world's most famous mountainous regions.</p> <p><u>The Big 5</u></p> <ol style="list-style-type: none"> 1. Mountains are areas of elevated land that often rise higher than 600m. 2. Mountains are created when tectonic plates push together and force the ground up where they meet. 3. When mountains are in close proximity to one another it is called a
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			<p>source on high ground and eventually flows into another body of water such as the sea.</p> <p>2. A river begins from its source on high ground and collects to form tiny streams. The streams from tributaries and when many of these meet it forms a river. Eventually rivers flow into a lake or ocean.</p> <p>3. Rivers are incredibly important. They provide freshwater for</p>	<p>mountain range.</p> <p>4. The tallest mountain in the world is Mount Everest, which stands at 8,849m and is part of the Himalayas.</p> <p>5. The 3 peaks in the United Kingdom describes the tallest mountains in England , Scotland and Wales. Scafell Pike is in England, Ben Nevis in Scotland and Snowdon in Wales.</p>
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			<p>settlements and agriculture, allow trade and provide a habitat for wildlife.</p> <p>4. There are two rivers that run through York. The River Ouse and the River Foss.</p> <p>5. The world's longest river is the Nile. It is found in North Africa and flows through 11 different countries.</p>	
York	<ul style="list-style-type: none"> - I can identify the impact the Vikings had on York today. 	<ul style="list-style-type: none"> - I can recall some of the ways York changed during WW2. - I can explain the impact the Baedeker War had on York. 	<ul style="list-style-type: none"> - I can name the two rivers in York. - I can explain the course of the River Ouse. 	<ul style="list-style-type: none"> - I can compare the landscape of York to Nepal. - I can compare statistics

				between the Yorkshire 3 Peaks and Everest.
Art	-I know how to create an accurate print design following criteria.	Propaganda posters -I know how to use images which I have created, scanned and found; altering them where necessary to create art -I know how to express emotion in my art -I know how to use shading to create mood and feeling	-I research the work of an artist and use their work to replicate a style (Monet)	-I identify and draw objects and use marks and lines, to produce texture. -I know how to successfully use shading to create mood and feeling -I know how to organise line, tone, shape and colour, to represent figures and forms in movement
DT	Longboats/shields/masks/jewellery -I come up with a range of ideas after collecting information from different sources -I produce a detailed, step-by-step plan -I suggest alternative plans; outlining the positive features and draw backs -I evaluate appearance and function against original criteria -I make a prototype before I make a final version	WW2 recipes/rationing -I use a range of tools and equipment competently -I show that I can be both hygienic and safe in the kitchen -I explain how a product will appeal to a specific audience		

Music	<p>Sing Up Scheme: What shall we do with the drunken sailor? unit.</p> <p>I know how to breathe in the correct place when singing</p> <p>-I know how to maintain my part whilst others are performing their part</p> <p>-I know how to compose music which meets specific criteria</p> <p>-I know how to choose the most appropriate tempo for a piece of music</p> <p>-I know how to suggest improvements to my own work and that of others</p>	<p>Sing Up Scheme: Madina tun nabi Unit. WW2 Songs</p> <p>-I know how to use notation to record groups of pitches (chords)</p> <p>I know how to breathe in the correct place when singing</p> <p>-I know how to maintain my part whilst others are performing their part</p> <p>-I know how to contrast the work of a famous composer with another, and explain my preferences (classical music composed in wartime e.g., Haydn, Beethoven, Vivaldi)</p> <p>-I know how to improvise within a group using melodic and rhythmic phrases (MEG Workshop)</p>	<p>Sing Up Scheme: Kis nay banaayaa Unit</p> <p>-I know how to change sounds or organise them differently to change the effect</p> <p>-I know how to describe, compare and evaluate music using musical vocabulary</p> <p>-I know how to explain why I think music is successful or unsuccessful</p> <p>-I know how to use my music diary to record aspects of the composition process</p>
Additional Events/Trips	<p>Murton Park – viking village/York viking museum</p> <p>Animation Workshop</p>	<p>Eden Camp/War museum/Cemetery</p> <p>Animation Workshop</p>	<p>boat trip/river - flood defences</p> <p>Animation Workshop</p>