Sudley
Primary School

# Year 5 Curriculum Map Term 1a

## English

**In English**, we will be writing an Exploration Narrative and a Formal Mission Log using ‘When We Walked on the Moon’ by David Long as a vehicle text to inspire our writing. Through our writing, we will extend our understanding of aspects of English grammar, punctuation and spelling; the use of relative clauses, verb prefixes, parenthesis, understanding the structure of formal language, as well as recapping fronted adverbials. This half term, our Guided Reading book is, “The Lion, the Witch and the Wardrobe”. Using this book, we will be developing our comprehension skills by examining the author’s use of language, retrieving and inferring information from the text, as well as predicting future events and discussing key characters.

## Maths

This half term our main **Maths focus** is Place Value and Number and the four operations (addition, subtraction, multiplication and division).
In our daily Maths lessons, we will;

- Read, write, order and compare numbers to 1,000,000
- Count forwards and backwards in powers of 10
- Interpret negative numbers
- Round numbers to 1,000,000
- Read Roman Numerals to 1,000 (M)
- Add and subtract whole numbers with more than 4 digits
- Add and subtract numbers mentally
- Solve addition and subtraction multi-step problems
- Identify multiples and factors
- Know and use the vocabulary of prime numbers, prime factors and composite numbers
- Recall prime numbers up to 19
- Multiple and divide numbers involving decimals by 10, 100 and 1,000
- Recognise and use square and cube numbers
- Solve problems involving multiplication and division

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**As Scientists,** we will develop our understanding of the solar system by exploring the movement of the Earth and other planets in relation to the Sun. We will learn how the Moon orbits the Earth and how these movements create observable phenomena such as day, night and the phases of the Moon. We will also describe and model the Sun, Earth and Moon as approximately spherical bodies, challenging misconceptions and building scientific vocabulary. Using the idea of the Earth's rotation, we will explain day and night as well as the apparent movement of the Sun across the sky. Through enquiry and practical activities, we will gain a deeper understanding of the relationships between these celestial bodies and how they influence life on Earth.

Science

Geography

**As Geographers,** we will explore the geography of North America, with a particular focus on the United States of America. We will learn that North America is made up of different countries, and that the USA itself is divided into states, each with its own distinct characteristics. We will investigate how the USA is divided into time zones and environmental regions, and will develop mapping skills by labelling countries, states, regions, and time zones on maps. We will also study the physical geography of the Rocky Mountains, creating an information report that highlights the unique features of this region. Through fact files, reports, and mapping activities, we will build knowledge of both human and physical geography while strengthening our enquiry and research skills.

**In PE**, we will explore and perform dances using a range of movement patterns, drawing on our existing knowledge to develop more complex sequences. We will engage in self and peer assessment to reflect on and improve our work, comparing performances with others to refine timing, control, and expression. Through this process, we will deepen our understanding of how feedback and reflection contribute to improved performance. In outdoor PE, we will focus on developing advanced ball control skills, using throwing and catching both in isolation and in combination. We will learn how applying attacking and defensive principles in netball supports successful teamwork and enhances the flow of the game. We will also recognise the importance of rules in maintaining both safety and fairness. Through self-reflection and comparison with previous performances, we will demonstrate improvements and strive to achieve our personal best in competitive game situations.

P.E

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# Music

**As musicians,** we will extend our understanding of rhythm and notation by learning that a dotted minim is worth three beats. We will apply this knowledge through listening, clapping, and performing exercises to strengthen our sense of timing and pulse. We will also explore music as a form of expression and communication by studying how composer Grazyna Bacewicz, while living in occupied Poland, wrote an overture that contained hidden Morse code messages. This historical context will help us appreciate the powerful role of music in conveying meaning beyond sound. Through performance, listening, and discussion, we will deepen both our practical skills and our cultural understanding of music.

# Spanish

**In Spanish**, we will extend our conversational skills by learning a range of adjectives to describe our feelings and use them to respond when asked how we are. We will build confidence in simple dialogue, practising how to ask others about their feelings and reply appropriately. We will also learn the names of different school subjects and be able to express preferences by saying which subjects we like and dislike. In addition, we will develop our ability to talk about others by introducing a friend using simple structures such as *"Se llama"*. Through role-play, speaking activities, and games, we will strengthen our vocabulary, pronunciation, and confidence in conversational Spanish.

# PSHE

**In PSHE,** we will explore the emotional impacts of loneliness and social exclusion, recognising the importance of empathy and kindness in building and maintaining positive relationships. We will learn what peer influence means, understanding that it can be both positive (helpful and encouraging) and negative (pressuring or unkind). We will identify signs of negative peer influence, such as feeling uncomfortable, unsafe, or pressured to do something wrong, and develop practical strategies to resist it, including saying no, giving a reason, or suggesting an alternative. We will also learn the importance of seeking help from trusted adults when peer pressure feels too difficult to manage. Through discussion and role-play, we will practise ways to include peers who might feel lonely or excluded, explain why a situation is healthy or unhealthy, and reflect on how friendships can change over time as a normal part of life. This unit will help us to build confidence in making our own choices, showing kindness, and seeking support when needed.

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## D.T.

**As Designers,** we will develop our knowledge and skills in textiles by exploring how materials can be joined in different ways. We will learn a variety of stitches, experimenting with which we would like to include in our own designs. We will investigate the properties of fabrics, understanding how they can be strengthened, stiffened, and reinforced to suit a purpose. We will then apply this knowledge by designing and making a functional drawstring bag to hold an item of our choice, carefully selecting materials and joining techniques. Finally, we will evaluate our finished product against our original design criteria, considering how effectively it meets its intended purpose. Through this process, we will combine creativity, practical skills, and evaluative thinking to produce a purposeful and well-made textile item.

**In our Computing lessons,** we will deepen our understanding of key computing concepts and apply them in practical programming tasks. We will learn that a simulation is a model representing a real or imaginary situation and will develop our ability to program our own simulations and playable games. We will use decomposition to break down complex tasks into manageable steps and apply abstraction to remove unnecessary details, focusing only on what is needed for a program to function effectively. We will also explore how functions can simplify code by allowing blocks or sequences to be reused without repetition. Alongside this, we will build confidence in using variables, creating strings, and applying friction in code to enhance realism in our projects. Through these activities, we will begin to simplify code and strengthen both our problem-solving and creative programming skills.

## Computing

## Additional Information

Indoor PE: Dance (Tuesday)

Outdoor PE: Thursday (children arrive in outdoor PE kit)

Homework is given out on a Wednesday and returned the following Friday. Spellings and Arithmetic is given out on a Friday and returned the following Friday.

Children should be accessing Spelling Shed and Times Tables Rock Stars three times per week. Their login details can be found in the front cover of their Reading Record.