



Stanley Primary School Curriculum Map: Year 5

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------|---|--------|--|--------|--------|--------|
| English | <u>Wild Boy</u> <ul style="list-style-type: none"> novel study narrative linked to our history work on the Victorians grammatical practice descriptive narrative discussion <u>Harry Potter by JK Rowling</u> <ul style="list-style-type: none"> novel study instructions letter writing precising longer passages and using a wide range of devices to build cohesion within and across paragraphs selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning persuasive leaflet | | <u>Poetry</u> <ul style="list-style-type: none"> exploring rhyme and rhythm in poetry To interpret poems for performance Recognise how a poet uses poetry as a voice to express their own feelings and views Draft, compose and write poems based on personal interests, experiences and emotions <u>Nevermoor</u> <ul style="list-style-type: none"> Novel study Diary writing Persuasive letter Setting description Recount | | TBC | |



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Spelling, Punctuation and Grammar – taught throughout each unit (taken from the Y5 National Curriculum).

| Year 5: Detail of content to be introduced (statutory requirement) | |
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| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>] |
| Sentence | Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Whole Class weekly Guided Reading Sessions/Reading for Pleasure

Handwriting and presentation

- 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
- choosing the writing implement that is best suited for a task.

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| <u>Maths</u> | <u>Place value</u> <u>Written calculations, addition and subtraction</u> | <u>Multiplication and division</u> <u>Fractions</u> | <u>Multiplication and division</u> <u>Fractions</u> | <u>Decimals and percentages</u> <u>Perimeter and area</u> <u>Statistics</u> <u>Consolidation</u> | <u>Properties of shape</u> <u>Position and direction</u> | <u>Converting units of measure</u> <u>Volume</u> <u>Consolidation</u> |
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| <u>Fluency, Problem Solving & Reasoning (within ALL units)</u> | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Autumn term | Number Place value FREE TRIAL VIEW | Number Addition and subtraction VIEW | Number Multiplication and division A VIEW | Number Fractions A VIEW | | |
| Spring term | Number Multiplication and division B VIEW | Number Fractions B VIEW | Number Decimals and percentages VIEW | Measurement Perimeter and area VIEW | Statistics VIEW | |
| Summer term | Geometry Shape VIEW | Geometry Position and direction VIEW | Number Decimals VIEW | Number Negative numbers VIEW | Measurement Converting units VIEW | Measurement Volume VIEW |



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| <u>Science</u> | <u>Mixtures and Separations</u> 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. | <u>Properties and Changes</u> 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. | <u>Forces, Earth and Space</u> Exploring some of the key celestial bodies in our solar system, children learn the names and compare their movements. Pupils discover the relationship between the Earth's rotation and day and night, making models to represent their knowledge. They make their own sundials and consider how and why our ideas about the universe have changed so much over history. | <u>Life Cycles and reproduction</u> Studying different animals' life cycles, children learn about the significance of reproduction for a species' survival. Pupils calculate the probability of male and female turtles hatching and grow plants to compare asexual and sexual reproduction. Pupils compare fertilisation across different animals and explore the needs of a foetus. Children narrate their own documentary in the style of an inspirational naturalist. | <u>Imbalanced Forces</u> Building on their knowledge of contact forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced. They demonstrate key principles in the classroom and 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. | <u>Animals, Including Humans</u> 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 record how gestation periods vary across different animals. <u>Making Connections</u> Lessons bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills. |
| <u>Computing</u> | <u>Computing Systems and Networks – systems and searching</u> Children will develop their understanding of computer systems and how information is transferred between computers and devices. They will consider small-scale and large-scale systems and will explain the input, output and | <u>Creating media – video production</u> Children will learn how to create short videos in groups. As they progress through the unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. | <u>Programming A – selection in physical computing</u> Children will use physical computing to explore the concept of selection in programming through 'Crumble'. They will revisit the micro-controllers – 'Crumbles' and learn how to connect and program components such as output | <u>Data and Information – flat-file databases</u> Children will look at how a flat-file database can be used to organise data in records. They will use tools within databases to order and answer questions about data. They will create graphs and charts from their data | <u>Creating media – introduction to vector graphics</u> Children will start to create vector drawings, using different drawing tools to help them create images. Children will realise that images in vector drawings are created using shapes and | <u>Programming B – selection in quizzes</u> Children will develop their knowledge of selection, by revisiting how conditions can be used in programs – such as 'if' and 'then', in order to select different outcomes- |



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| | process aspects of a variety of different real-world systems. Children will also take part in a collaborative online project with other class members and develop their skills in working together online. | They will work in small groups to investigate the use of devices and software, with step-by-step support to take their idea from conception to completion – hopefully using a ‘green screen’ too! At the conclusion of the unit, children will reflect on and assess their progress in creating a video. | devices like LEDs and motors. They will introduce ‘conditions’ in order to control the flow of actions and then learn about and practise the concept of selection (through the ‘if’, ‘then’ structure.) | to help solving problems, working up to using a real-life database to answer a question and present their work to others. | lines – and each individual element in the drawing is called an object. Children will layer these, group and duplicate them to create more complex pieces of work. | depending on whether a condition is true or false. They will show this in algorithms and then by constructing programs in Scratch. They will end by showing their knowledge of writing programs and selection to control outcomes by designing a quiz and implementing it as a program. |
| <u>History</u> | <u>The Victorians / Local History Study - History of Blackpool</u> Children will learn about Victorian Britain and the significant changes that happened during that time They will briefly look at the rise of the railway and consider why people came to Blackpool during the Victorian period. They will research how key Blackpool attractions have changed over time. Children will particularly focus on entertainment and leisure through the decades with a focus on Blackpool – (link with Blackpool’s ‘Showtown’ Museum). | | | <u>World War II</u> Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – World War II. They will investigate elements that led to the start of World War 2 and investigate what life was like for a soldier on the Front line. They will describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (included within and around 1939-1945) They will explore what life was like for children in Britain during WW2 – and, describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). | | |
| <u>Geography</u> | <u>Investigating Rivers</u> Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on rivers. | | <u>Mountains</u> Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on mountains. | | <u>Volcanoes and Earthquakes</u> Children will describe and understand key aspects of physical geography, including: climate zones, biomes and | |



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| | Children will identify a range of river features. They will recognise how a river changes along its course and develop an understanding of the causes and impact of flooding. They will use atlases and maps to locate rivers in the UK, Europe and the world. | | They will extend their knowledge beyond the local area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions They will also look at aspects of human geography. Children will learn about the world’s main mountain ranges. | | vegetation belts – with a particular focus on volcanoes and earthquakes. They will extend their knowledge beyond the local area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions They will also look at aspects of human geography. | |
| <u>Art</u> | <u>Typography and Maps</u> Children are introduced to typography designs and they explore how they can create their own fonts and designs. They will explore how we can use visual letters and other elements to help convey ideas and emotions. They will then be introduced to the work of an artist and designer who have both used lettering combined with maps to produce maps which tell stories. Children will then go on to create their own visual and three-dimensional maps. | | <u>Fashion Design</u> Children will be introduced to the idea that design is often about relationships – between the designer/artist and the person who then sees, buys or wears the end result. They will consider where and how the experiences and passions of both designer and viewer meet, how one is affected by the other and what can we learn from each other. Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful. They are then given a design brief and invited to make their own designs, bringing their designs to life in 2D or 3D. | | <u>Set Design</u> Children will explore creating a model set for theatre or animation, inspired by poetry, prose, film or music. | |
| <u>DT</u> | <u>Food</u> Children will learn to design, make and evaluate a healthy meal. | | <u>Design, Make, Evaluate - Mechanical systems - Working carousel</u> Children will learn to design and generate a model to communicate our ideas based on a carousel They will understand and use mechanical systems in their models, for example, gears, pulleys, cams and levers, as well as creating an electrical circuit. | | | |
| <u>RE</u> | <u>Islam</u> Children will investigate the question: “Why is the Qur’an important to Muslims.” | <u>Christianity - Church</u> Children will investigate the question: “How do people decide what to believe?” | <u>Christianity – God</u> Children will investigate the question: “Why is it | <u>Hinduism</u> Children will investigate the question: “What might | <u>Judaism</u> Children will investigate the question: “Do people | <u>Christianity - Jesus</u> Children will investigate the |



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| | <p>They will explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. Then, gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated.</p> | <p>They will explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Children will learn what is meant by the idea of one God in Trinity. They will begin to explore diversity within Christianity by looking at differences in worship.</p> <p><u>Children will also take part in 'Walk Through the Bible' workshops taught by BSYW</u></p> | <p>sometimes difficult to do the right thing?"</p> <p>They will explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation.</p> <p><u>Children will also take part in workshops taught by BSYW</u></p> | <p>Hindus learn from stories about Krishna?"</p> <p>They will examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Children will also explore some forms of Hindu literature and the beliefs and practices associated with a key story.</p> | <p>need laws to guide them?"</p> <p>They will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue.</p> | <p>question: "What do we mean by a miracle?"</p> <p>They will explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will consider why some people regard the miracles of Jesus as signs of his divine nature. They will also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.</p> |
| Music | <p><u>Living on a Prayer</u> Children listen to a range of rock music and identify stylistic features. They learn to sing the song, play the instrument parts using standard notation and improvise and compose pieces for others to play.</p> | <p><u>Christmas music</u> Children will be working towards their carol concert performance.</p> | <p><u>Ukulele</u> Children will learn to tune the ukuleles and play open string pieces and simple pieces using one or two chords. They will begin to compose their own pieces of music within a limited structure. (Partner plays chords whilst they play their own piece using the strings.)</p> | <p><u>Ukulele</u> Children will learn to tune the ukulele and play open string pieces and simple pieces using one or two chords.</p> | <p><u>Plastic</u> Children will incorporate plastic pollution with music. Write rhyming couplet. Compose a song with lyrics.</p> | <p><u>Grime</u> Children will learn to arrange and mix their own composition in a Grime style. Create drumbeats, melodies and basslines with note guidance. Build chords and melodies based on a chosen musical key and scale.</p> |



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| <u>PE</u> | <u>Dance: Highwayman</u> <u>Creative Games</u> | <u>Dance: Robin Hood</u> <u>Striking and fielding: Cricket</u> | <u>Invasion Games: Netball</u> <u>Gymnastics 1</u> | <u>Net and Wall: Badminton</u> <u>Gymnastics 2</u> | <u>Athletics</u> <u>Invasion Games: Rugby</u> | <u>Striking and Fielding: Rounders</u> <u>OAA – Teamwork and Problem Solving</u> |
| <u>MFL- Spanish</u> | <u>Phonetics 1-2</u> <u>Seasons</u> | <u>Ice-Creams</u> | <u>Presenting myself</u> | <u>My Family</u> | <u>At the tearoom</u> <u>At the café</u> <u>At the restaurant</u> | <u>At the tearoom</u> <u>At the café</u> <u>At the restaurant</u> |
| <u>PSHCE</u> | <u>Peer Pressure & Smoking</u> <u>First Aid</u> | <u>Looking Out for Others</u> | <u>Anger</u> | <u>Image Sharing & Enterprise</u> | <u>Inclusion & Acceptance</u> | <u>Puberty</u> |



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