Stanley Primary School Curriculum map: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**National Curriculum - Vocabulary, Grammar and Punctuation** • Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify] • **Verb prefixes** [for example, dis–, de–, mis–, over– and re–] • **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must • Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity					
	Spelling					
	• Baseline assessments • Vowels and consonants • Compound words • Base (semi/bi/quadr/quat/hexa/oct/octa/dece/deca/decem/une/ tri/pent/penta/quint/hept/hepta/sept/septem/auto(o)/fact/ fect/face/fice)		• Suffixes (-ant/-ance/-ent/-ence/-dom) • Base (form/cess/ceed/cede/cease) • Prefixes (pro-)		• Suffixes (-ary/-ery/-tude/-ably/-ibly) • Prefixes (ab-/a-/ad) • Base (duct/duce/temp/tempore/therm/vert/verse)	
	Composition - Focus Texts					
	Place, Value of Punctuation and grammar Wild Boy The Great Reindeer Rescue		Poetry Nevermoor		The Boy At The Back of The Class	
	• Common, proper, abstract and collective nouns • 'being verbs', regular and irregular action verbs • Verb phrases • Phrasal verbs • Subject / verb • Single clause sentences • Pronouns • Coordinating conjunctions • Compound subjects • Dummy subjects • Gerunds • Novel study • Narrative linked to our history work on the victorians • Grammatical practice • Descriptive narrative • Discussion • Explanation		• 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 • Diary writing • Persuasive letter • Setting description • Recount		• Persuasive campaign writing • Newspaper reports • Formal speeches • Balanced arguments	

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	• Balanced argument • Précising 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					
Maths	**Fluency, problem solving & Reasoning**					
	• Numbers and the Number System (numbers to 1,000,000) • Counting and comparing (numbers to 1,000,000) • Visualising and Constructing (numbers to 1,000,000) • Number: Addition and Subtraction (working with numbers with more than 4-digits)	• Number: Addition and Subtraction (working with numbers with more than 4-digits) • Number: Multiplication and Division (multiples, factors, prime numbers, square numbers, cube numbers) • Multiply & Divide by 10,100 and 1,000 • Fractions	• Number: Multiplication and Division (multiply 2, 3 and 4-digit numbers by a 2-digit number, divide a 4-digit number by a single digit with and without remainders)	• Fractions • Decimals & percentages • Measurement: Length and perimeter • Statistics	• Geometry – Angles & Shape • Position & Direction • Decimals • Number: negative numbers	• Measurement: Converting Units • Measurement: Volume • Consolidation
Science	**Working Scientifically.** *Children will:* • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments.					
	Mixtures and Separations • 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.	**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.	**Forces, Earth and Space** • 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.	**Life Cycles and reproduction** • 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.	**Imbalanced Forces** • 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.	**Animals, Including Humans** • 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.

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<tr><th></th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th><th>Term 5</th><th>Term 6</th></tr>
<tr><td>History</td><td colspan="3">The Victorians / Local History Study - History of Blackpool
• 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).</td><td colspan="3">World War II
• 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).</td></tr>
<tr><td>Geography</td><td colspan="2">Investigating Rivers
• Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on rivers.
• 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.</td><td colspan="2">Mountains
• Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts – with a particular focus on mountains.
• 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.</td><td colspan="2">Volcanoes and Earthquakes
• Children will describe and understand key aspects of physical geography, including: climate zones, biomes and 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.</td></tr>
<tr><td>Computing</td><td colspan="6">Online Safety
Children will explore the following strands over the course of the year: self-image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security, copyright and ownership</td></tr>
<tr><td></td><td>Computing Systems and Networks – systems and searching
Children will:
• Develop their understanding of computer systems and how information is transferred between computers and devices.
• Consider small-scale and large-scale systems and will explain the input, output and process aspects of a variety of different real-world systems.
• Take part in a collaborative online project with other class members and develop their skills in working together online.</td><td>Creating media – video production
Children will:
• Learn how to create short videos in groups.
• Be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.
• 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
• Reflect on and assess their progress in creating a video.</td><td>Programming A – selection in physical computing
Children will:
• Use physical computing to explore the concept of selection in programming through 'Crumble'.
• Revisit the micro-controllers – 'Crumbles' and learn how to connect and program components such as output devices like LEDs and motors.
• 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.)</td><td>Data and Information – flat-file databases
Children will:
• Look at how a flat-file database can be used to organise data in records.
• Use tools within databases to order and answer questions about data.
• Create graphs and charts from their data to help solving problems, working up to using a real-life database to answer a question and present their work to others.</td><td>Creating media – introduction to vector graphics
Children will:
• Start to create vector drawings, using different drawing tools to help them create images.
• Realise that images in vector drawings are created using shapes and lines – and each individual element in the drawing is called an object. Layer these, group and duplicate them to create more complex pieces of work.</td><td>Programming B – selection in quizzes
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-depending on whether a condition is true or false.
•Show this in algorithms and then by constructing programs in scratch.
•End by showing their knowledge of writing programs and selection to control outcomes by designing a quiz and implementing it as a program.</td></tr>
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Art	**Making Monotypes** Children will: • Explore how artists use the monotype process to make imagery. • Combine the monotype process with painting and collage to make visual poetry zines. • Learn that monotype is a process where we make images by transferring ink from one surface to another to make a single print. • Discover that we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. • Learn that we can combine monotype with other disciplines such as painting and collage. • Know that we can make art by expressing our own personal response to literature or film.		**Fashion Design** 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. • 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. • Be 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. • be given a design brief and invited to make their own designs, bringing their designs to life in 2D or 3D.		**Architecture: Dream big or small?** Children will: • opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. • discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both? • explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. • build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.	
DT	**Food** • Children will learn to design, make and evaluate a healthy meal.				**Design, Make, Evaluate - Mechanical systems - Working Locomotive** Children will: • Learn to design and generate a model to communicate our ideas based on a locomotive • Understand and use mechanical systems in their models, for example, gears, pulleys, cams and levers, as well as creating an electrical circuit.	
R.E	**Where can we find guidance about how to live our lives?**					
	Islam *Children will investigate the question: "Why is the Qur'an important to Muslims."* • They will explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. • 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.	**Christianity - Church** *Children will investigate the question: "How do people decide what to believe?"* • 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. • Children will also take part in 'Walk Through the Bible' workshops taught by BSYW	**Hinduism** *Children will investigate the question: "What might Hindus learn from stories about Krishna?"* • 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.	**Christianity - God** *Children will investigate the question: "Why is it sometimes difficult to do the right thing?"* • 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. • Children will also take part in Easter workshops taught by BSYW	**Judaism** *Children will investigate the question: "Do people need laws to guide them?"* • 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.	**Christianity - Jesus** *Children will investigate the question: "What do we mean by a miracle?"* • 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.

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Music	**Living on a Prayer** • 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.	**Ukulele** • Children will learn to tune the ukuleles and play open string pieces and simple pieces using one or two chords	**Ukulele** • 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.)	**Rounds** • Children are taught to accurately sing melodies and then to sing rounds and part songs in two, three and four parts. • They will use glocks/ boom whackers to accompany them.	**Music Time and Place** • Children choose appropriate music for assemblies. • They will create sound tracks to a nature clip using inspiration from BBC Proms Earth Music (29/8/22)	**Composition** •Children learn to play simple pieces on the boom whackers. •They then work in small groups to compose pieces of music using ostinati; one child playing a drone whilst the others play a melody building into the children playing two or three boomwhackers together to create chords in their music.
P.E	**Dance: Robin Hood** **Creative Games**	**Net and Wall: Badminton** **Gymnastics 1**	**Athletics** **Gymnastics 2**	**Invasion Games: Rugby** **Dance: Highwayman**	**Invasion Games: Netball** **Striking and Fielding: Cricket**	**Striking and Fielding: Rounders** **OAA – Teamwork and Problem Solving**
PSHE & RSE	**Peer Pressure and Smoking**	**Looking out for others**	**Anger**	**Image Sharing & Enterprise**	**Inclusion & Acceptance**	**Puberty** **First Aid**
MFL - Spanish	**The Date** Pupils will: • Learn the Days of the week, months of the year and numbers 1-31 • Have the knowledge and skills to say the date and when their birthday is in Spanish.	**At The Café/Restaurant** Pupils will: •Have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. •Consolidate much of the grammar covered in their Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	**Do You Have A Pet?** Pupils will: • Have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. • Move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**What Is The Weather?** Pupils will: • will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography • Improve both language and cultural knowledge.	**My Home And Classroom** Pupils will: • Have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. • Revisit previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	**Consolidation Unit**