

Springhill Catholic Primary School - Year 5 Curriculum Map 2023-2024

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Creation Becoming co-creators in God’s creation The People of God revealed by St Paul in his letter to the Colossians Living a life following the Beatitudes The role of a peacemaker</p>	<p>Prayers, Saints and Feasts, The life and works of St Teresa of Avila- Healing: Jesus heals the blind man Pilgrimage as a spiritual journey of healing The power of prayer revealed by Mary to Bernadette (Rosary)</p> <p>Advent The Prophets foretold the coming of Christ How we have prepared and will continue to prepare for the coming of Christ Titles given to Christ in Scripture which reveal to us who he is</p>	<p>Christmas The difficulties faced by the Holy Family soon after the birth of Christ A modern day take on this story in our own world- homelessness, refugee crisis</p> <p>Revelation The role of John the Baptist in revealing Jesus The parable of the Sower- revealing God The Great Banquet- revealing God’s Kingdom</p>	<p>Lent Jesus in the desert- developing an understanding of temptation Overcoming temptation by looking at St Paul’s teaching Preparing ourselves for Easter by repenting the sins we have committed through the parable of the Unforgiving Servant</p> <p>Holy week Easter The Easter Vigil and the renewal of our Baptismal Promises The Church’s teaching on eternal life through the Easter story ‘The Exsultet’- rejoicing the Risen Christ Pentecost and Mission</p>	<p>Pentecost and Mission The impact of receiving the Holy Spirit at Pentecost- the Holy Spirit transforms The Apostles proclaiming the Good News Our role as modern day disciples of Christ’s Church</p>	<p>Sacraments Vows & the commitments we make- the Sacrament of Marriage Vows & the commitments we made to the Church and its people - the Sacrament of Holy Orders</p>
Other faiths focus	<p>Islam Zakat 3rd pillar – almsgiving</p>	<p>Islam Hajj- pilgrimage</p>	<p>Sikhism Guru Nanak (as prophets) -symbolism</p>	<p>Judaism Rosh Hashanah (atonement – seeking forgiveness)</p>	<p>Hinduism Symbolism</p>	
PHSE	<p>Feelings Mental health and keeping well Body image Thoughts, feelings, actions Grief & bereavement</p>	<p>Living in the wider world The importance of having compassion towards people in our community (homelessness, postcards of kindness) Inclusion and celebrating diversity</p>	<p>Relationships Healthy and unhealthy relationships Under pressure Resolving conflict Consent and saying no – ‘no’ must be respected Sharing online</p>	<p>Medicines and Drugs Alcohol Peer pressure</p>	<p>Living in the wider world Jobs we might like to do Money</p>	<p>Growing and changing Changing bodies Girls’ bodies Boys’ bodies Brain is not a fixed structure and grows and changes shape during learning</p>

British Values	What are British Values? Rule of law The difference between rules and laws How British law helps us Consequence of breaking the law Civil law and criminal law Classroom rules School rules Why do we have rules? Black History Month What is Black History? What does tolerance mean? Black history timeline in Britain Famous black men and women		Tolerance and Mutual Respect Christmas around the world	Democracy Origins of democracy and democracy in Britain today Local government National government Parliament	Individual liberty What happens when a person's human rights are not met? What are stereotypes? How can stereotypes stop people's human rights being met? Democracy – voting school council	
Class Texts	Goodnight Mr Tom <i>(Michelle Magorian)</i>	The Boy at the Back of the Class <i>(Onjali Q Rauf)</i>	Asha and the Spirit Bird <i>(Jasbinder Bilan)</i>	The Legend of Podkin One-Ear <i>(Kieran Larwood)</i>	The Mystery of the Clockwork Sparrow <i>(Katherine Woodfine)</i>	Who Let the Gods Out? <i>(Maz Evans)</i>
Reading	Fluency Develop fluency through paired reading, choral reading and echo reading. Read with expression and accurate intonation Read widely for pleasure Listen to, read and discuss a wide range of fiction, non-fiction and poetry Retrieval Find and comment on relevant points in the text Support ideas with detail from the text Use skimming and scanning to locate information in a text Sort and select information based on relevance Retrieve information from different parts of a text and combine Vocabulary Make sense of new vocabulary Develop strategies to figure out unknown words Making connections		Retrieval Emphasis on reading past the first supposed answer Vocabulary Make sense of new vocabulary Use strategies to figure out unknown words. Understand writers' word choices and the impact of chosen words Explain and evaluate the effect of metaphorical and emotive language Inference Make sense of information from different points in the text Interpret what is read to make deductions about themes and events and personality of characters Comment on interrelationships of characters Predict Make sensible predictions based on what is stated and implied Summarising		Retrieval Understand and respond to the key points in the text. Comment on the parts of the text using quotations and supporting ideas by referring to the text Vocabulary Explore the tone and exact meanings of word choices Inference Infer characters' feelings, thoughts and motives and justify with evidence Link related clues Look closely at the meaning of individual words and phrases and how we can draw inferences from these Predict Offer substantial reasons based on the text Making connections Make connections with other texts, our lives and the world in general	

	<p>Explore how historical context (time, place and social setting) can impact the language and style of a text Identify reasons for similarities and differences in the text</p> <p style="text-align: center;">Inference</p> <p>Justify answers using evidence from the text Point, evidence and explain (for feelings, thoughts or motives) Decide on the most relevant / specific clues / reasons (for feelings, thoughts or motives)</p>		<p style="text-align: center;">Summarising main ideas Selecting key details that support the main idea</p>			
Writing Context	<p style="text-align: center;">FICTION Historical Fiction Based on the book 'Goodnight Mister Tom' by Michelle Magorian Time slip stories (back to WW2)</p> <p style="text-align: center;">NON-FICTION Recount – Newspaper reports Based on 'Goodnight Mister Tom'</p>	<p style="text-align: center;">FICTION Suspense with a focus on atmosphere</p> <p style="text-align: center;">NON-FICTION Non-chronological report Based on science topic – Earth and Space</p>	<p style="text-align: center;">FICTION Winter poems</p> <p style="text-align: center;">NON-FICTION Persuasion Based on Refugees – The Boy at the Back of the Class</p>	<p style="text-align: center;">FICTION Fantasy/Location-slip stories Based on the book 'The Lion, the Witch and the Wardrobe' By C.S. Lewis</p> <p style="text-align: center;">NON-FICTION Explanation Based on 'The Majestic Plastic Bag' and environmental issues</p>	<p style="text-align: center;">FICTION Greek Myths Based on Pegasus, Persephone, Orpheus, Minotaur, Midas, Medusa, Cyclops</p> <p style="text-align: center;">NON-FICTION Discussion Based on 'Athenians V Spartans'</p>	<p style="text-align: center;">FICTION Settings and character description Based on the book 'Who Let the Gods Out' by Maz Evans</p> <p style="text-align: center;">NON-FICTION Persuasive speeches Based on the book 'Who Let the Gods Out'</p>
Writing Skills (including grammar & punctuation)	<p style="text-align: center;">FICTION Sentence openers Commas after openers Making links within and between paragraphs</p> <p style="text-align: center;">NON-FICTION Drop-in clauses (who/which) Dashes and brackets Precise nouns and verbs</p>	<p style="text-align: center;">FICTION Descriptive techniques Similes Metaphors Personification Sentences of three (description) Emotion through action</p> <p style="text-align: center;">NON-FICTION Co-ordinating conjunctions (e.g. <i>and, but, so, for, yet, nor, or</i>) Subordinating conjunctions (e.g. <i>when, although, whilst</i>) Commas to separate clauses</p>	<p style="text-align: center;">FICTION Speech punctuation Character through what they say Character through how they say it</p> <p style="text-align: center;">NON-FICTION Making links within and between paragraphs Vocabulary choices for effect</p>	<p style="text-align: center;">FICTION Varying sentence types for purpose Drop-in clause Sentences of 3 Subordinate clauses Short sentences</p> <p style="text-align: center;">NON-FICTION Openers Commas after openers Using colons and semi-colons (: and ;)</p>	<p style="text-align: center;">FICTION Co-ordinating conjunctions (e.g. <i>and, but, so, for, yet, nor, or</i>) Subordinating conjunctions (e.g. <i>when, although, whilst</i>) Commas to separate clauses</p> <p style="text-align: center;">NON-FICTION Varying sentence types Drop in clause (including dashes and brackets for parenthesis) Sentences of three Short sentences Subordinate clauses</p>	<p style="text-align: center;">FICTION Similes Metaphors Personification Sentences of three (description) Emotion through action</p> <p style="text-align: center;">NON-FICTION Dashes and brackets Colons and semi-colons to link two main ideas Colon to introduce a list Semi-colon to separate items in a list</p>

<p>Mathematics</p>	<p>RECAP – times tables and arithmetic methods from Y4</p> <p>Place value Numbers to 10,000 Numbers to 100,000 (read, write, represent, identify the value, partition, compare, order and place / estimate on number lines) Numbers to 1,000,000 (read, write, represent, identify the value, partition, compare, order and place / estimate on number lines) Rounding Negative numbers</p> <p>Decimal place value Count in tenths and hundredths Count in thousandths Decimals to 3dp (read, write, represent, identify the value, partition, compare, order and place on a number line) Tenths and hundredths as decimals / fractions Dividing whole numbers by 10, 100 Identify the value of a whole number in tenths / hundredths Identify the value of a tenth in hundredths Rounding decimals</p>	<p>Addition and subtraction Mental strategies Sequences Add / subtract in a column Rounding to estimate Inverse operations Multi-step problems</p> <p>Decimal addition and subtraction Adding and subtracting decimals within 1 Complements to 1 Crossing the whole Different decimal places Adding / subtracting whole numbers and decimals Decimal sequences Multi-step problems</p> <p>Measure – money Pounds and pence Compare and order money Estimating money Converting between pounds and pence Adding and subtracting money Finding change Money problem-solving</p> <p>Perimeter Length Measure perimeter Perimeter on a grid Perimeter of rectangles and squares Perimeter of rectilinear shapes Calculating perimeter</p>	<p>Statistics Read and interpret line graphs Draw line graphs Solve problems Read and interpret tables Two-way tables</p> <p>Multiplication and division Times tables fluency Multiples and factors Common factors Squares and cubes</p> <p>Measure – area Counting squares Area of squares and rectangles Area of compound shapes</p> <p>Multiplication and division Multiply and divide by 10, 100, 1000 Multiples of 10, 100 and 1000</p> <p>Measure – conversions L – ml Kg – g Mm – cm – m – km</p> <p>Multiplication and division Short multiplication method 4-digit x 1 -digit Long multiplication method 4-digit x 2-digit Divide 3-digit by 1-digit with and without remainders Divide 4-digit by 1-digit with and without remainders Interpret remainders Convert remainders into basic fractions (GD) Scaling problems</p>	<p>Fractions What is a fraction? Equivalent fractions Fractions greater than 1 Convert between improper and mixed number Fraction sequences Compare and order fractions <1 Compare and order fractions >1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions – answer >1 Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Unit fraction x whole number Non-unit fraction x whole number Mixed number x whole number Fractions of a quantity Fraction of a larger amount Use fractions as operators Problem solving with fractions Converting between decimals and fractions</p>	<p>Geometry Identify angles Compare and order angles Measure angles in degrees Draw and measure with a protractor Draw lines and angles Calculate angles on a straight line Calculate angles around a point Recognise and describe 2d shapes Triangles Quadrilaterals Calculate lengths and angles in shapes Regular and irregular polygons Recognise and describe 3d shape Reasoning about 3D shapes Horizontal and vertical Parallel and perpendicular Describe position Draw on a grid Position in the first quadrant Translation Translation with co-ordinates Lines of symmetry Completing symmetric figures Reflection Reflection with co-ordinates</p>	<p>Measure - time Years, months, weeks, days Hours, minutes, seconds Tell the time to the nearest minute Use am and pm Analogue to digital 12-hour and 24-hour Measuring time in seconds Durations of time Converting units of time Timetables Problem solving with time Timetables</p> <p>Arithmetic revision ready for Y6 Adding and subtracting whole numbers & decimals Short & long multiplication Short division Multiplying and dividing by multiples of 10, 100, 1000 Adding / subtracting fractions Adding / subtracting mixed numbers Multiplying non-unit fractions Multiplying whole number and non-unit fractions</p>
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<p>Science</p>	<p>Earth and Space</p> <p>What is our solar system? How can we prove the shape of the Earth, Sun and Moon? How does the shape of the moon appear to change over time? How do we have day and night on planet Earth? How and why does the length of shadows change over the day?</p>	<p>Forces</p> <p>What is gravity? What does it do? What makes some objects fall faster than others? What affects a parachute's fall? Which object will move across the table quicker? How does the shape of an object affect how it moves through water? How can we use a similar force to have a greater effect?</p>	<p>Properties and Materials</p> <p>How can materials be grouped, based on their properties? Which materials conduct electricity? Which materials dissolve in liquid? How can a substance be recovered from a solution? How can mixtures be separated? Why are some everyday materials used over others for different things? What are reversible changes? What are irreversible changes?</p>	<p>Animals including humans</p> <p>What are the main stages of growth in humans? What is puberty and how does it change our bodies? What are the stages of growth in animals such as frogs and butterflies?</p>	<p>Living things and their habitats</p> <p>What are the differences between animal life-cycles? How does a mammal change over time? The lifecycle of a bird The life cycle of an amphibian The lifecycle of different insects What are the different functions of a flower? What happens to a plant after fertilisation has occurred?</p>	
<p>Computing</p>	<p>Computing systems and networks -</p> <p>Systems and searching In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>	<p>Creating media -</p> <p>Video production This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have</p>	<p>Programming A –</p> <p>Selection in physical computing In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection</p>	<p>Data and information –</p> <p>Flat-file databases This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	<p>Creating media –</p> <p>Introduction to vector graphics In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.</p>	<p>Programming B –</p> <p>Selection in quizzes In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>

		the opportunity to reflect on and assess their progress in creating a video.	(through the if, then structure).			
There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online						
Geography	<p>The UK Physical and human geography (including recap of Y4 UK map work) What are regions? What are the UK's key coastlines? How does coastal erosion occur? What are the patterns of land use in the UK? 4-figure grid references What natural resources does the UK have? How can we use longitude/latitude? What are time zones?</p>		<p>North and South America What are the main countries and cities in N and S America? What are the key topographical features of N and S America? What are the patterns of land use in N America?</p> <p>The Amazon Basin and The New Forest What is an ecosystem and how does it function? What are the main physical features of the Amazon Basin and the New Forest? What are the main human features of the Amazon Basin and the New Forest? What are the threats to the tropical rainforest? What is being done to protect green areas around the world and how can we help?</p>		<p>Rivers Key world rivers River journey from source to mouth Mapping the River Thames Erosion, transportation and deposition Why do rivers flood? Water sustainability How does coastal erosion occur? (Remove in 2022 – this will be in unit 1)</p>	
History		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor When did the Vikings come to Britain and where did they settle? What happened when the Vikings came to Britain? How did the Vikings try to take over the country and how close did they get?</p>		<p>Ancient Greeks and their influence on the western world Where and when did the Ancient Greeks live? What was life like in Athens and Sparta? How were the city-states of Athens and Sparta governed in Ancient Greek times? How does government and democracy in Ancient Greek times compare to government and democracy in modern day Britain?</p>		

		<p>How have recent excavations changed our view of the Vikings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>		<p>How did life compare for the children of Athens and Sparta?</p> <p>How did Ancient Greek children's upbringing shape their adult lives?</p> <p>How are past –times of the ancient Greeks similar to those of modern day?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p>	
Art	<p>Print</p> <p>Combine prints Accurate print design Pictorial and patterned Range of colours Marbling Lino print</p> <p>Pattern</p> <p>Geometry Organic shapes</p> <p>Texture</p> <p>Visual/tactile qualities</p> <p>Form</p> <p>Practise intricate patterns and textures Making frames</p>		<p>Colour</p> <p>Tones Value Cool colours for emotion Colour intensity</p> <p>Drawing</p> <p>Chalk to create tone Circulism, stippling and scumbling for shading darkest/lightest tones Shadows Facial expressions Reflections One-point perspective</p>		<p>Expressionism</p> <p>Comparison of 2 expressionist groups (Die Brucke and Der Blaue Reiter)</p> <p>Using oil pastels to create expressionism Expressionist portraits Using tones to convey emotions Using fast brush strokes and vivid colours Abstract expressionism Expressionist collage</p> <p>Artist focus: Kathe Kollwitz Wassily Kandinsky Franz Marc</p>
DT		<p>Christmas Advent Calendar</p> <p>Form a range of ideas using information from existing products Design a product which is attractive and strong Create an overcast stitch Attach buttons using stitching Consider purpose of join when selecting stitch Create net, even edges in cut fabric Create secure stitching</p>		<p>Food and nutrition</p> <p>Falafel and hummus Vegetable pie Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Prepare and cook a variety of predominantly savoury dishes using a</p>	<p>Cams Moving Toy</p> <p>Use a computer program to create a cross-sectional diagram Create a step-by-step plan Use accurate measurements when cutting resources Use a glue gun with accuracy Assemble components</p>

		Evaluate appearance and function against original design		range of cooking techniques		
PE <i>(units are rotated throughout the year)</i>	Games Invasion games – Basketball Move, receive, pivot and pass Mark opponent Dodge away from opponent Invasion games - Football Dribbling ball with feet Controlling ball with thigh Striking and fielding games - Cricket Send and receive a small ball Send a small ball overarm Strike a small ball with a cricket bat		Gymnastics Flight 5 basic jumps Different shapes in the air Limbs together and apart in flight Spinning and turning Turn and spin on different body parts Travel on different axes of the body Bridges High and low bridges Travel in bridge shapes Move into and out of bridges		Athletics Dance Perform fluid and continuous movements (Capoeira) Create and perform jagged, angular, sharp movements in a phrase Use exaggerated movements to create a phrase in slow motion Perform a regimented routine as a group in unison and canon Net/court games – Tennis Vary the length and angle of shots to make opponent move Play shots on both sides of the body with reasonable control	
French	French phonetics Seasons	Ice creams	Presenting myself	My family	At the tea room At the café At the restaurant	My home
Music	Composition Choosing and ordering sounds and using musical elements to create compositions in response to music listened to as an inspiration.	Christmas Preparation including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience	Graphic Scores Layering graphic scores and being able to discuss musical elements that are used within own and other’s graphic scores. John Cage McQueen	Round Singing understanding unison and round, maintaining own part and singing with confidence.	Musical structure Verse and chorus structure, different structures and effect of structures and how to use. Composing own simple songs using verse-chorus, repetition of phrases. Notation and simple scores to record. Singing and preparing songs for Mass.	Melody and Accompaniment Creating and playing melodies and accompaniment together. Pulse and rhythm within melodies and accompaniments.