
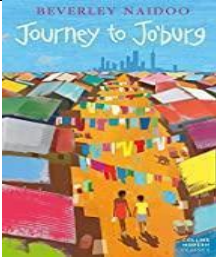


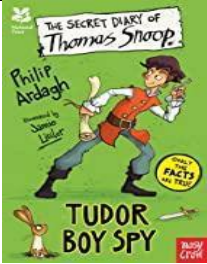


Year 5 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Out of this world</i>	<i>Out of Africa</i>	<i>Raiders or Traders?</i> The Anglo-Saxon and Viking struggle for England		<i>Off with their heads</i> Tudors	
Subject driver	<i>Science/Geography</i>	<i>Geography</i>	<i>History & Art</i>		<i>History</i>	
Class text	 <p>TEXT: Cosmic by Frank Cottrell Boyce and Steven Lenton</p>	 <p>Text – Journey to Jo'Burg</p>	 <p>Narrative: The Viking Boy by Tony Bradman</p>		 <p>Spy Master: First Blood by Jan Burchett</p>	 <p>The Secret Diary of Thomas Snoop, Tudor Boy Spy by Philip Ardagh</p>
English	<p>Astronomy poems- Narrative – Myths about how the earth was formed/ Sci-fi Explanatory Texts – The Solar System</p>	<p>Poetry – Poems from Africa – ' Sometimes when it rains' Narrative – Stories from Other cultures – Journey To Jo' Burg Persuasive Writing Fair Trade, South Africa</p>	<p>Poetry – Kennings (Viking origin) Narrative – Adventure stories based on the Vikings</p>	<p>Play scripts/Dramatic Conventions Non-Fiction: Discussion texts.</p>	<p>Narrative Poetry – The Highwayman. Non-Fiction – News Reports Diaries Performance poetry: Henry VIII and his wives</p>	<p>Narrative: Historical Stories Biographies</p>
Speaking & Listening	<p>Summary of discussions using terminology and new vocabulary and showing a clear understanding of the main points. Feelings and thoughts discussion (through PSHE)</p>	<p>Persuasive presentations – range of purposes to meet the needs of the listener, offering ideas and adapt approach and language style</p>	<p>Presentations – justification and reasoning, asking and answering questions.</p>	<p>Debating – Raiders or Traders? Summarising, counter balancing and referencing other opinions.</p>	<p>Tudor Story-telling – use of vocabulary for effect. Presentations of news reports - use of correct terminology, make the information explicit, correct style and vocabulary.</p>	<p>Performance Poetry – poetry slam about Henry VIII and his wives – awareness of the listener, use of techniques to maintain interest.</p>

Maths	Number – Place Value Number – Addition and Subtraction Statistics Number – Multiplication and Division Measurement – Area and Perimeter		Number – Multiplication and Division Number – Fractions Number – Decimals and Percentages		Number – Decimals Geometry – Properties of Shape Geometry – Position and Direction Measurement – Converting Units Measurement - Volume	
Science	Earth and Space ‘The Earth and Beyond/A Journey Around Earth and into Space/Our Fragile World	Living things in their habitat - (study African animals) Flora and Fauna	Properties of materials	Properties and Changes	Forces <i>CC Computing: Using Word and Paint to present information: Forces (cc link Science) and/or Tudors</i>	Animals including humans SRE
History/ Geography	Let’s ‘Settle’ with the Anglo-Saxons <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</i>	South Africa (G) – Climate, landscape, physical geography and human geography (land use and trade)	The Viking and Anglo- Saxon struggle for the Kingdom of England	Extreme Earth (G) Tectonic plates/Earthquakes. Map the earth from space – landmarks/physical features visible from space. Use satellite imagery to measure the human features of the local area and how it has changed over time	Geography – local area study – Hounslow Heath linked to the Highwayman.	Tudors (H) The Tudor Monarchy/Monarchs Through the Ages
Computing	Computing systems and networks – sharing information Online safety – Online protection (Kapow)	Creating media – video editing Online safety – Online communication (Kapow)	Programming A – Selection in physical computing Online safety – Online reputation – link to PSHE goals (Kapow)	Data and information – flat-file databases	Creating media – vector drawing Online safety – Online bullying (Kapow)	Programming B – Selection in quizzes Online safety – Online health (Kapow)
Art/DT	Electrical systems: Electronic Greetings Cards – facts about Space	<i>African Art:</i> <i>-silhouette paintings</i> <i>-African masks</i> (Christmas whole school - Chalk pastels skill – One lesson dedicated to this skill)	Kapow: Mechanical systems: Pop-up book about Vikings	Art - Sculpture- clay brooch	Art – observational drawing. Children should focus on 3D shape (and size), perspective, sketching, form and shading. Kapow Architecture Unit. look at the work of Hundertwasser artist	DT: Stuffed Toys Hats for a Tudor figure, e.g. Jester hats

<p>PE</p>	<p>Games (invasion games – football)</p> <p>Real PE - Cognitive Skills</p>	<p>Dance – African Dance</p> <p>Real PE -Creative Skills</p>	<p>Gymnastics</p> <p>Real PE -Social Skills</p>	<p>Outdoor Adventurous</p> <p>Real PE -Applying Physical Skills</p>	<p>Games – Fielding and Striking (Kwik Cricket)</p> <p>Real PE -Health & Fitness</p>	<p>Athletics</p> <p>Real PE -Personal Skills</p>
<p>Music</p>	<p>Looping and remixing: Dance music / Space</p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well-known song before putting a dance music spin on it to create their own versions</p>	<p>South and West Africa</p> <p>Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety</p>	<p>Holi</p> <p>Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.</p>	<p>Blues</p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p>Musical theatre: Tudors</p> <p>In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions</p>	<p>Composition notation</p> <p>Based on the theme of Tudors, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.</p>
<p>MFL</p>	<p>My Home – Mi Casa</p> <p>-Say and write in Spanish whether we live in a house or an apartment.</p> <p>-Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</p> <p>-Use the conjunction y to link two sentences together.</p>	<p>What is The Date? - ¿Qué Fecha Es Hoy?</p> <p>-Recognise and recall the 12 months of the year in Spanish.</p> <p>-Ask what the date is and say the date in Spanish.</p> <p>-Ask somebody when their birthday is and say when their own birthday is in Spanish.</p>	<p>The Weather - ¿Qué Tiempo Hace?</p> <p>-Recognise and recall the 9 weather expressions in Spanish from memory.</p> <p>-Ask what the weather is today and give a reply in Spanish.</p> <p>-Describe the weather in Spain, in Spanish using a weather map with symbols.</p>	<p>Clothes – La Ropa</p> <p>-Recognise and recall from memory 21 items of clothing.</p> <p>-Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <p>-Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.</p>	<p>Do You Have a Pet? - ¿Tienes Una Mascota?</p> <p>-Know the nouns and indefinite articles for 8 common pets.</p> <p>-Ask somebody if they have a pet and give an answer back.</p> <p>-Say in Spanish what pet we have/do not have and give our pet’s name.</p> <p>-Start to use the simple conjunctions y (and) and pero (but) to make more complex and interesting sentences.</p>	<p>The Tudors – La Casa Tudor</p> <p>-Listen attentively to key facts from Tudor history in Spanish.</p> <p>-Build on previously learnt skills to decode longer spoken and written Spanish language.</p> <p>--Learn and be able to recall some key Tudor facts from history in Spanish.</p>

<p>PSHE</p>	<p>Being Me in my World</p> <ol style="list-style-type: none"> 1. Planning the forthcoming year 2. Being a citizen 3. Rights and responsibilities 4. Rewards and consequences 5. How behaviour affects groups 6. Democracy, having a voice, participating 	<p>Celebrating difference</p> <ol style="list-style-type: none"> 1. Cultural differences and how they can cause conflict 2. Racism 3. Rumours and name calling 4. Types of bullying 5. Material wealth and happiness 6. Enjoying and respecting other cultures 	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. Future dreams 2. The importance of money 3. Jobs and careers 4. Dream job and how to get there 5. Goals in different cultures 6. Supporting others (charity) 7. Motivation 	<p>Healthy Me</p> <ol style="list-style-type: none"> 1. Smoking including vaping 2. Alcohol 3. Alcohol and anti-social behaviour 4. Emergency aid 5. Body image 6. Relationships with food 7. Healthy choices 8. Motivation and behaviour 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Self-recognition and self-worth 2. Building self –esteem 3. Safer on-line communities 4. Rights and responsibilities on line 5. On line gaming and gambling 6. Reducing screen time 7. Dangers of on line grooming 8. SMART internet safety rules 	<p>Changing Me</p> <ol style="list-style-type: none"> 1. Self and body image 2. Influence of online and media on body image 3. Puberty for girls 4. Puberty for boys 5. Conception 6. Male and female changes 7. Puberty and hygiene 8. Growing responsibility 9. Coping with change 10. Preparing for Transition
<p>Religion & Worldview</p>	<p>Theme: Why do people have to stand up for what they believe in?</p> <ol style="list-style-type: none"> 1.To recognise how religious beliefs vary 2..To recognise the importance of religious freedom. 3.To assess the challenges some religious figures faced in the past. 4.To analyse the meaning and symbolism of different festivals of light 5.To recognise that people were persecuted for their religious beliefs in the past. 6.To explain how and why people stand up for what they believe in. 	<p>Theme: Why doesn't Christianity always look the same?</p> <ol style="list-style-type: none"> 1.To assess the significance of Jesus to some of his followers. 2.To recognise factors that influenced the spread of Christianity. 3.To identify some of the features of a Catholic church. 4.To recognise why Christianity changed over time. 5.To consider the impact of Christian practices. 6.To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world. 	<p>Theme: What happens when we die?</p> <ol style="list-style-type: none"> 1.To understand the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. 2.To explore some Jewish beliefs about death through the concept of purgatory 3.To investigate sources about the afterlife for some Muslim people. 4.To explain what funerals mean for different people. 5.To explore the role of forgiveness for people in different worldviews. 6.To recognise the significance of Dia de los Muertos as a religious and cultural celebration for some Catholic people. 	<p>Theme: What happens when we die?</p> <ol style="list-style-type: none"> 1.To explain some Dharmic beliefs about the soul. 2.To understand some beliefs about samsara and reincarnation. 3.To recognise factors that may contribute to a Hindu or Sikh breaking the cycle of reincarnation and samsara. 4.To describe how certain practices and traditions may help a Sikh person cope with the death of someone. 5.To express ideas about enlightenment based on Buddhist beliefs. 6.To express ideas about enlightenment based on Buddhist beliefs. 	<p>Theme: Who should get to be in charge?</p> <ol style="list-style-type: none"> 1.To explore the creation of laws and teachings within communities. 2.To recognise different ways leaders might be selected. 3.To explore where some religious laws might come from. 4.To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. 5.To explore leadership qualities through the examples of historical and religious leaders. 6.To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism. 	<p>Theme: Why are some places in the world significant to believers?</p> <ol style="list-style-type: none"> 1.To consider whether height can make a place significant by exploring how some people understand and use mountains. 2.To identify the importance of Jerusalem to some Jewish, Christian and Muslim people. 3.To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib. 4.To investigate the significance of the River Ganges for religious and non-religious people. 5.To find out about beliefs by investigating relics. 6..To evaluate who should have access to significant places.
<p>RRSA</p>	<p>Article 42 (knowledge of rights)</p>	<p>Article 24 (health and health services)</p>	<p>Article 14 (freedom of thought belief and religion)</p>	<p>Article 19 (right to protection from violence, abuse and neglect)</p>	<p>Article 37 (inhumane treatment and detention)</p>	<p>Article 16 (right to privacy)</p>

	Article 30 (children from minority or indigenous groups)					
Enrichment	VR Space workshop Space Day Synagogue	10/10 Lorry Awareness 21/11 Fire Safety - LFB	Ufton Court - Vikings		Hampton Court	History Man