

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	To infinity and beyond	Who let the gods out?	From one extreme to another	Treasured territories	The River Story	Tick tock
English Texts	Cosmic (CLPE) A galaxy of her own George's secret key to the universe	The adventures of Odysseus (CLPE) Who let the Gods out?	Shackleton's journey (CLPE) Ice trap (CLPE) You wouldn't want to be on Shackleton's expedition Rime of the ancient mariner	Rabbits The lost words Britain's distant lands Lots: the diversity of life on earth The variety of life	River Story The rhythm of the rain Wind in the willow (abridged) River singers	The house with a clock in its walls Clockwork (CLPE) Between tick and tock
Written Outcomes	Space stories Persuasive writing Biography Non-chronological report	Playscript Letters Newspaper report Character description	Recount Argument Advert Diaries/letters	Narrative writing Poetry Diary entries	Non-fiction Narrative writing Poetry	Argument Character description Instructions Narrative writing
GPS	Ready to Write Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Using fronted adverbials (4G5.6b) Using commas after fronted adverbials The grammatical difference between plural and possessive –s Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Relative Clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Terminology for pupils: •relative pronoun •relative cla	Modal Verbs Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must] Terminology for pupils: •modal verb Adverbs Using adverbs to indicate degrees of possibility Indicating degrees of possibility using adverbs [for example, perhaps, surely]	Parenthesis Using brackets, dashes or commas to indicate parenthesis Terminology for pupils: •parenthesis •bracket •dash Expanded Noun Phrases Using expanded noun phrases to convey complicated information concisely	Tenses Using the perfect form of verbs to mark relationships of time and cause	Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link 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] Terminology for pupils: •cohesion	Commas Using commas to clarify meaning or avoid ambiguity in writing Terminology for pupils: •ambiguity Prefixes Verb prefixes [for example, dis —, de —, mis —, over and re Suffixes Converting nouns or adjectives into verbs using suffixes [for example, ate; ise ; ify
Science	Earth and space Identify and explain the movement of the Earth and other planets relative to the sun in the solar system Explain how seasons and the associated weather is created Describe and explain the movement of the Moon relative to the Earth Describe the sun, earth and moon as approximately spherical bodies Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky Forces - gravity Explain that unsupported objects fall		Changes to materials Compare and group materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Explain how some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution Use their knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, sieving, evaporating etc Give reasons for comparative and fair tests for particular uses of everyday	Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird Describe the life cycles of common plants Explore the work of well know naturalists and animal behaviourists (David Attenborough and Jane Goodall)		Forces (not gravity) Identify the effects of air resistance, water resistance and friction that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

	towards the earth because of the force of gravity acting between the earth and the falling object		materials, including metals wood plastic Describe changes using scientific words (evaporation, condensation) Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Use the terms 'reversible' and 'irreversible'			
Geography		European study	Environmental link North and South Pole Continents Equator poles tropics hemispheres climate	Mapwork – territories, continents, oceans, compare and contrast physical/human features Timezones/biomes Climate	Rivers Depth study of UK	Timezones
History	Space Race History beyond 1066	Ancient Greece Life and achievements and influence on the western world	Race to the frozen north Other famous explorers	British Empire Colonisation	River use over time	History of clocks Chronology
Art		Sculpture	Printing		Textiles	
D&T	Electrical projects			Food		Structures
Computing	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 5.2 Online Safety Weeks – 3 Programs - 2Publish Plus Writing Templates Display boards 2Connect (Mind Map) Unit 5.3 Spreadsheets Weeks – 6 Programs – 2Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2Investigate (database) Avatar creator	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging)	Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make Writing Templates	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect
RE (Christianity and Judaism)	Rules for living – ten commandments, Laws from Deuteronomy (Kosher) Light as a symbol – Hannukah (Judaism) Advent and Christmas (Christianity)		Celebrations related to key Figures - Purim – Esther (Judaism) Passover – Moses (Judaism) Easter – Jesus and the events of Holy Week (Christianity) Common themes		Leaders in the religious communities and the importance of religion today – Authority figures Rabbi Priest/Vicar/Minister/Pastor Creation stories and the ultimate questions they raise – how the world started Sabbath (Judaism) Ultimate and non-ultimate questions	
PE	Invasion games – football/hockey Invasion games basketball/netball	Net wall – badminton/table tennis Invasion games – tag rugby/ultimate frisbee	Gymnastics Net wall - tennis/volleyball	Dance Fitness/sports science	Striking and fielding – cricket OAA	Striking and fielding – rounders Athletics

PSHCE	<p>Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>Valuing difference Includes British Values focus and cultures and positive things about having these differences. I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>Rights and responsibilities Includes money/living in the wider world/ environment I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Growing and changing I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>
Music	Bradford Music Service - Trombone					
Social action	Link with Friends of Prince of Wales Park					
Trips visits and visitors	Planetarium	Leeds city museum Class olympics	Harewood house	St Ives (link with animals and their habitats) Into the wild	Canal/river walk Malham	Science museum Bradford