

Springhill Catholic Primary School - Year 5 Curriculum Map 2024-2025

As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.						
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p><b>Mission Statement</b> Relating our School Mission Statement to the Catholic Social Teaching of Stewardship</p> <p><b>Charism</b> What is our School Charism?</p> <p><b>Creation</b> What do the two Creation stories tell us about God? How do we become like God? What do the Beatitudes mean for us today?</p>	<p><b>Rosary</b></p> <p><b>Catholic Social Teaching</b> Who did Jesus Reach out to? How did Jesus reach out to those on the edges of society? What does Catholic Social Teaching say about reaching out to the marginalised? Who are today's marginalised?</p> <p><b>Advent</b> What do we learn about Jesus from the Old Testament prophets? What does Scripture tell us about John The Baptist? What was John The Baptist's message and it is still relevant today?</p>	<p><b>Christmas</b> What can we learn from the journey of the Wise men? What message can we take from the circumstances of Jesus' birth and flight to Egypt? What happened at the Baptism of Jesus? What part did John the Baptist play in the revelation of Jesus as the Son of God? What do the parables reveal to us about God's Kingdom?</p> <p><b>Revelation</b> What happened at the Baptism of Jesus? What part did John the Baptist play in the revelation of Jesus as the Son of God? What do the parables reveal to us about God's Kingdom?</p>	<p><b>Lent</b> How can the Gospels help us to resist temptation? How can St Paul's teachings help us become a like Jesus?</p> <p><b>Holy week</b> Why did Jesus drive the traders from the temple? What do the Stations of the Cross teach us?</p>	<p><b>Easter</b> What is a Triduum? How does the Church express its belief today? What does the story of Lazarus teach us?</p>	<p><b>Pentecost and Mission</b> What was the impact of the Holy Spirit at Pentecost? What do we have to do to build up the Church? What is the Trinity?</p> <p><b>Sacraments</b> Why is marriage a sacrament? What happens when a priest is ordained? Why are Holy Orders and Matrimony sacraments of service and vocation?</p>

<b>Other faiths focus</b>	<b>Islam</b> What does Islam teach about Peace?	<b>Islam</b> Hajj- pilgrimage	<b>Sikhism</b> Guru Nanak (as prophets) - symbolism	<b>Judaism</b> Rosh Hashanah (atonement – seeking forgiveness)	<b>Hinduism</b> Symbols of Hinduism and their meaning	<b>EarthDay</b>
<b>PDL</b>	<b>Feelings</b> Mental health and keeping well Body image Thoughts, feelings, actions Grief & bereavement	<b>Living in the wider world</b> The importance of having compassion towards people in our community (homelessness, postcards of kindness)  Inclusion and celebrating diversity	<b>Relationships</b> Healthy and unhealthy relationships Under pressure Resolving conflict Consent and saying no – ‘no’ must be respected Sharing online	<b>Medicines and Drugs</b> Alcohol Peer pressure	<b>Living in the wider world</b> Jobs we might like to Money	<b>Growing and changing</b>  Changing bodies Girls’ bodies Boys’ bodies  Brain is not a fixed structure and grows and changes shape during learning
<b>British Values</b>	<b>What are British Values?</b>  <b>Rule of law</b> 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?  <b>Black History Month</b> What is Black History? What does tolerance mean? Black history timeline in Britain Famous black men and women		<b>Tolerance and Mutual Respect</b> Christmas around the world		<b>Democracy</b> Origins of democracy and democracy in Britain today Local government National government Parliament	<b>Individual liberty</b> 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
<b>Class Texts</b>	The Boy at the Back of the Class <i>(Onjali Q Rauf)</i>	Goodnight Mr Tom <i>(Michelle Magorian)</i>	Asha and the Spirit Bird <i>(Jasbinder Bilan)</i>	The Legend of Podkin One-Ear <i>(Kieran Larwood)</i>	Once <i>(Morris Gleitzman)</i>	Rooftoppers <i>(Katherine Rundell)</i>

<p><b>Reading</b></p>	<p><b>Fluency</b> Develop fluency through paired reading, choral reading and echo reading.</p> <p>Read with expression and accurate intonation Read widely for pleasure Listen to, read and discuss a wide range of fiction, non-fiction and poetry</p>	<p><b>Retrieval</b> Emphasis on reading past the first supposed answer</p> <p><b>Vocabulary</b> 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</p>	<p><b>Retrieval</b> 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</p>
	<p><b>Retrieval</b> 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</p>	<p><b>Inference</b> 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</p>	<p><b>Vocabulary</b> Explore the tone and exact meanings of word choices</p> <p><b>Inference</b> 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</p>
	<p><b>Vocabulary</b> Make sense of new vocabulary Develop strategies to figure out unknown words</p> <p><b>Making connections</b> 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><b>Inference</b> 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><b>Predict</b> Make sensible predictions based on what is stated and implied</p> <p><b>Summarising</b> Summarising main ideas Selecting key details that support the main idea</p>	<p><b>Predict</b> Offer substantial reasons based on the text</p> <p><b>Making connections</b> Make connections with other texts, our lives and the world in general</p>

<p><b>Writing Context</b></p>	<p><b>FICTION</b> Setting and character description based on the picture book <i>'Father'</i> by Grahame Baker-Smith</p> <p><b>NON-FICTION</b> <b>Non-chronological reports</b> Based on current Science topic of 'Space'</p> <p><b>NON-FICTION</b> <b>Persuasion</b> Based on Refugees – The Boy at the Back of the Class</p>	<p><b>FICTION Historical Fiction</b> Based on the book <i>'Goodnight Mister Tom'</i> by Michelle Magorian Time slip stories (back to WW2)</p> <p><b>NON-FICTION</b> <b>Recount – Newspaper reports</b> Based on History Topic of 'WWII' <b>Suspense with a focus on atmosphere</b></p>	<p><b>FICTION</b> <b>Winter poems</b></p> <p><b>NON-FICTION</b> Diaries based on Shakespeare's <i>A Midsummer Night's Dream</i>.</p> <p><b>FICTION</b> <b>Fantasy/Location-slip stories</b> Based on the book <i>'The Lion, the Witch and the Wardrobe'</i> By C.S. Lewis</p>	<p><b>FICTION</b> Suspense focusing on atmosphere</p> <p><b>NON-FICTION</b> <b>Explanation</b> Based on 'The Majestic Plastic Bag' and environmental issues</p>	<p><b>FICTION</b> <b>Greek Myths</b> Based on Pegasus, Persephone, Orpheus, Minotaur, Midas, Medusa, Cyclops</p> <p><b>NON-FICTION</b> <b>Persuasive speeches</b></p>	<p><b>FICTION</b> <b>Settings and character description</b> Based on the book <i>'Rooftoppers'</i> by Katherine Rundell</p> <p><b>NON-FICTION</b> Discussion Based on 'Athenians V Spartans'</p>
<p><b>Writing Skills (including grammar &amp; punctuation)</b></p>	<p><b>FICTION</b> Similes Metaphors Personification Sentence of Three</p> <p><b>NON-FICTION</b> <b>Non-chronological reports</b> Relative clauses (who/which) Parenthesis - dashes and brackets Non-fiction structural features to navigate the reader Precise nouns and verbs</p> <p><b>NON-FICTION</b> <b>Persuasion</b> Making links within and between paragraphs Vocabulary choices for effect (emotive)</p>	<p><b>FICTION</b> Fronted adverbials Making links within and between paragraphs using tense changes dialogue Emotion through action</p> <p><b>NON-FICTION</b> Parenthesis Making links between paragraphs using tense and adverbials of time Co-ordinating conjunctions (<i>e.g. and, but, so, for, yet, nor, or</i>) Subordinating conjunctions (<i>e.g. when, although, whilst</i>) Commas to separate clauses</p>	<p><b>NON-FICTION</b> <b>Fronted adverbials</b> <b>Tense</b> <b>Cohesion</b></p> <p><b>FICTION</b> Dialogue Character through what they say Character through how they say it Making links within and between paragraphs Vocabulary choices for effect</p>	<p><b>FICTION</b> Varying sentence types for purpose Relative clause Sentences of 3 Subordinate clauses Short sentences Vocabulary for effect</p> <p><b>NON-FICTION</b> Openers Commas after openers Using colons and semicolons ( : and ;)</p>	<p><b>FICTION</b> Co-ordinating conjunctions (<i>e.g. and, but, so, for, yet, nor, or</i>) Subordinating conjunctions (<i>e.g. when, although, whilst</i>) Commas to separate clauses Variety of sentence type</p> <p><b>NON-FICTION</b> Varying sentence types Relative clause (including dashes and brackets for parenthesis) Sentences of three Short sentences Subordinate clauses</p>	<p><b>FICTION</b> Similes Metaphors Personification Sentences of three (description and action) Emotion through action</p> <p><b>NON-FICTION</b> 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><b>Mathematics</b></p>	<p><b>RECAP – times tables and arithmetic methods from Y4</b></p> <p><b>Place value</b> 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><b>Decimal place value</b> 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><b>Addition and subtraction</b> Mental strategies Sequences Add / subtract in a column Rounding to estimate Inverse operations Multi-step problems</p> <p><b>Decimal addition and subtraction</b> 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><b>Measure – money</b> 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><b>Perimeter</b> Length Measure perimeter Perimeter on a grid Perimeter of rectangles and squares Perimeter of rectilinear shapes Calculating perimeter</p>	<p><b>Statistics</b> Read and interpret line graphs Draw line graphs Solve problems Read and interpret tables Two-way tables</p> <p><b>Multiplication and division</b> Times tables fluency Multiples and factors Common factors Squares and cubes</p> <p><b>Measure – area</b> Counting squares Area of squares and rectangles Area of compound shapes</p> <p><b>Multiplication and division</b> Multiply and divide by 10, 100, 1000 Multiples of 10, 100 and 1000</p> <p><b>Measure – conversions</b> L – ml Kg – g Mm – cm – m – km</p> <p><b>Multiplication and division</b> 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><b>Fractions</b> What is a fraction? Equivalent fractions Fractions greater than 1 Convert between improper and mixed number Fraction sequences Compare and order fractions &lt;1 Compare and order fractions &gt;1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions – answer &gt;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><b>Geometry</b> 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 coordinates Lines of symmetry Completing symmetric figures Reflection Reflection with co-ordinates</p>	<p><b>Measure - time</b> 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><b>Arithmetic revision ready for Y6</b> Adding and subtracting whole numbers &amp; decimals Short &amp; 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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<b>Science</b>	<b>Earth and Space</b> 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?	<b>Forces</b> 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?	<b>Properties and Materials</b> 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?	<b>Animals including humans</b> 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?	<b>Living things and their habitats</b> 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?	
<b>Computing</b>	<b>Creating Media</b> <b>Video Production</b> Planning, capturing and editing video to produce a short film.	<b>Computing Systems and Networks</b> Recognising IT systems in the world and how some can enable searching on the internet.	<b>Programming A</b> <b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcomputer.	<b>Data and Information</b> <b>Flat-File Databases</b> Using a database to order data and create charts to answer questions.	<b>Creating media</b> Introduction to vector graphics Creating images in a program by using layers and groups of objects.	<b>Programming</b> <b>Selection in quizzes</b> Exploring selection in programming to design and code and interactive quiz.
There is an online safety focus within each unit of work and each lesson begins with revision of keeping ourselves safe online						
<b>Geography</b>	<b>The UK</b> <b>Physical and human geography (including recap of Y4 UK map work)</b> What are regions? What are the key features of the UK coastline? 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?		<b>North and South America</b> 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?  <b>The Amazon Basin and The New Forest</b> What is an ecosystem and how does it function?		<b>Rivers</b> 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>How can we use longitude/latitude? What are time zones?</p>		<p>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><b>History</b></p>		<p><b>WWII</b></p> <p>What were the causes of WWII? Who contributed to the British war effort? What was the impact of rationing? How did the blitz affect communities? What was the impact of evacuation? What is the Holocaust?</p>		<p><b>Tudors</b></p> <p>Who were the Tudors and when did they live? What was life like in Tudor Britain? Crime and punishment in Tudor Britain? Disease and medicine in Tudor Britain? What was life like for Tudor children?</p>		<p><b>Ancient Greeks and their influence on the western world</b></p> <p>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? How did life compare for the children of Athens and Sparta? 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? In what ways have the Ancient Greeks influenced our lives today?</p>
<p><b>Art</b></p>	<p><b>Print</b> Combine prints Accurate print design Pictorial and patterned Range of colours Marbling Lino print</p> <p><b>Pattern</b> Geometry Organic shapes</p> <p><b>Texture</b> Visual/tactile qualities</p> <p><b>Form</b> Practise intricate patterns and textures Making frames</p>		<p><b>Colour</b> Tones Value Cool colours for emotion Colour intensity</p> <p><b>Drawing</b> Chalk to create tone Circulism, stippling and scumbling for shading darkest/lightest tones Shadows Facial expressions Reflections One-point perspective</p>		<p><b>Expressionism</b> Comparison of 2 expressionist groups ( Brucke and Der Blau Reiter) Using oil pastels to create expressionism Expressionist portrai Using tones to conv emotions Using fast brush strok and vivid colours Abstract expressionis Expressionist collage</p> <p><b>Artist focus:</b> <b>Kathe Kollwitz</b> <b>Wassily Kandinsky</b> <b>Franz Marc</b></p>	



<p><b>DT</b></p>		<p><b>Christmas Advent Calendar</b>  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  Evaluate appearance and function against original design</p>		<p><b>Food and nutrition</b>  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 range of cooking techniques</p>		<p><b>Cams Moving Toy</b>  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>
<p><b>PE</b>  <i>(units are rotated throughout the year)</i></p>	<p><b>Games</b>  <b>Invasion games – Basketball</b>  Move, receive, pivot and pass  Mark opponent  Dodge away from opponent</p> <p><b>Net/court games – Tennis</b>  Vary the length and angle of shots to make opponent move  Play shots on both sides of the body with reasonable control</p> <p><b>Gymnastics</b>  <b>Flight</b>  5 basic jumps  Different shapes in the air  Limbs together and apart in flight</p> <p><b>Spinning and turning</b>  Turn and spin on different body parts  Travel on different axes of the body</p> <p><b>Bridges</b>  High and low bridges  Travel in bridge shapes  Move into and out of bridges</p>	<p><b>Gymnastics</b>  <b>Flight</b>  5 basic jumps  Different shapes in the air  Limbs together and apart in flight</p> <p><b>Spinning and turning</b>  Turn and spin on different body parts  Travel on different axes of the body</p> <p><b>Bridges</b>  High and low bridges  Travel in bridge shapes  Move into and out of bridges</p> <p><b>Invasion games – Football</b>  Dribbling ball with feet  Controlling ball with thigh</p> <p><b>Tag Rugby</b></p>	<p><b>Athletics</b>  Javelin  Throwing (distance and accuracy)  Sprinting  Jumping for distance</p> <p><b>Dance</b>  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</p> <p><b>Striking and fielding games - Cricket</b>  Send and receive a small ball  Send a small ball overarm  Strike a small ball with a cricket bat</p>			

<b>French</b>	French phonetics Seasons	Ice creams	Presenting myself	My family	At the tea room At the café At the restaurant	My home
<b>Music</b>	<p><b>Composition</b> Choosing and ordering sounds and using musical elements to create compositions in response to music listened to as an inspiration.</p>	<p><b>Christmas Preparation</b> including singing together, learning new songs, preparing/rehearsing for quality performance and performing for an audience</p>	<p><b>Graphic Scores</b> Layering graphic scores and being able to discuss musical elements that are used within own and other's graphic scores. John Cage McQueen</p>	<p><b>Round Singing</b> understanding unison and round, maintaining own part and singing with confidence.</p>	<p><b>Musical structure</b> 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.</p>	<p><b>Melody and Accompaniment</b> Creating and playing melodies and accompaniment together. Pulse and rhythm within melodies and accompaniments.</p>