



Stanley Primary School Curriculum Map: Year 5 2021-22

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------|--|--------|---|--------|--|--------|
| English | Titanic Novel study – Harry Potter by JK Rowling Older literature – A Christmas Carol by Charles Dickens Novel Study – Street Child by Berlie Doherty | | Novel Study – The lion, the witch and the wardrobe by C.S. Lewis Book Week - Journey to Jo'Burg Poetic styles | | Novel Study - The Nowhere Emporium by Ross MacKenzie | |

Spelling, Punctuation and Grammar – taught throughout each unit (taken from the Y5 National Curriculum).

| Year 5: Detail of content to be introduced (statutory requirement) | |
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| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] |
| Sentence | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Whole Class weekly Guided Reading Sessions/Reading for Pleasure



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| Maths | Place value | Multiplication and division | Multiplication and division | Fractions | Decimals | Position and direction |
| | Written calculations, addition and subtraction | Perimeter and area | Fractions | Decimals and percentages | Properties of shape | Converting units of measure |
| | Statistics | Consolidation | | Consolidation | | Volume |
| <u>Fluency, Problem Solving & Reasoning</u> | | | | | | |



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| Science | Earth and space | Forces | Properties and changes of materials | Living things and their habitats | Animals and humans |
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| | <ul style="list-style-type: none"> - understand the Solar System and the position and movements of the planets - describe the Earth, Sun and Moon as spherical bodies - understand day and night - have the opportunity to carry out some fair testing | <ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - 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 | <ul style="list-style-type: none"> -recap prior knowledge on solids, liquids and gases from Year 4 - given the opportunity to carry-out some fair testing - observing reversible and irreversible changes - looking at and observing different types of materials | <ul style="list-style-type: none"> -describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. - describe the life process of reproduction in some plants and animals. | <ul style="list-style-type: none"> -describe the changes as humans develop to old age. |



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| Computing | <p>Programming</p> <ul style="list-style-type: none"> - we will use physical computing to explore the concept of selection in programming through the use of a programming environment. We will be introduced to a microcontroller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Introduction to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition conditions when introduced to the concept of selection. -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 learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. | <p style="text-align: center;">Computing systems and Networks Creating media (Vector Drawing)</p> <ul style="list-style-type: none"> -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. -we will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings | <p style="text-align: center;">Data and Information - databases</p> <ul style="list-style-type: none"> -investigate how records can be grouped, using both the paper record cards. -develop their search techniques to answer questions about the data. They use advanced techniques to search for more than one field, and practise doing this through both unplugged methods (without using computers), and using a computer database. -consider what makes a useful chart, and how charts can be used to compare data. -create charts from their data in order to answer questions about it. -use a real-life database to ask questions and find answers |
| History | <p>From Autumn 2 onwards - The Victorians Local History Study - History of Blackpool</p> <ul style="list-style-type: none"> - learning about Victorian Britain and the significant changes that happened during that time -looking at the rise of the railway and why people came to Blackpool during the Victorian period. -researching how key Blackpool attractions have changed over time. <p>Entertainment and Leisure through the decades</p> | | |
| Geography | Food for thought | Volcanoes and Earthquakes | Investigating Rivers |
| | | | -identify a range of river features |



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| | <ul style="list-style-type: none"> -extending our knowledge beyond the local area, by using maps, atlases, globes and digital/computer mapping to locate countries and geographical regions - locate food from around the world and understand how it is produced | <ul style="list-style-type: none"> -describing and understanding key aspects of physical geography with a focus on mountains, earthquakes and volcanoes | <ul style="list-style-type: none"> -recognise how a river changes along its course -develop an understanding of the causes and impact of flooding -use atlases and maps to locate rivers in the UK, Europe and the world | | |
| <u>Art</u> | <p>Drawing/collage</p> <ul style="list-style-type: none"> -share ideas about mark making, and be able to investigate drawing materials and techniques to communicate their ideas to others. Children will be able to use a viewfinder to select lines and shapes from the work of a famous artist (Hundertwasser/William Morris) and use these in their images. -exploring experimental collage techniques and processes and annotating examples in sketchbooks to be used as reference in later work. Layering and overworking materials with different media. | <p>Painting</p> <ul style="list-style-type: none"> -identify and mix paints to correctly have secondary and tertiary colours, and use their knowledge to create unique and vibrant final painted outcomes. | <p>Textiles</p> <ul style="list-style-type: none"> -experiment with and combine materials and processes to make multiple unit hangings, batiks and layered collage images. They will also be able to explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas. They will be able to adapt and improve their work as it progresses. | | |
| <u>DT</u> | <p>Design, Make, Evaluate - Mechanical systems - Working carousel</p> <ul style="list-style-type: none"> -designing and generating a model to communicate our ideas based on a carousel - understand and use mechanical systems in our models, for example, gears, pulleys, cams and levers, as well as creating an electrical circuit. | | | | |
| <u>RE</u> | Christianity | Islam | Christianity | Christianity | Judaism |



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| | <p>-learn about Christian beliefs through discussion, drama and stories.</p> <p>-take part in 'Walk Through the Bible' workshops taught by BSYW</p> | <p>- examine the status and role of the Qur'an. Opportunities are provided for pupils to consider how the Qur'an supports daily life. Pupils are encouraged to make links with issues of decision making and guidance in their lives.</p> | | <p>-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.</p> <p>- focus on 'The Easter Story' and discuss why Jesus was crucified.</p> <p>-taking part in Easter workshops taught by BSYW</p> | <p>-pupils to examine the belief that Jesus is the perfect expression of God; he is 'The Christ'; Son of God; Saviour.</p> | <p>-pupils to examine how God's will is revealed to the Jewish people in the Torah. The content focus includes God, Torah and The Land and The People.</p> |
| Music | Samba | Christmas Carols | Learn to play the Ukulele | Learn to play repeating patterns on the ukulele | Rock Music | Exploring lyrics and melody/song writing |
| PE | <p>Multi Skills</p> <p>-use different formations and analyse performance.directing balls or shuttlecocks to target areas. Work on batting, bowling and striking techniques.</p> <p>Consistency within games</p> <p>Multiskills</p> <p>-defensive techniques delay denial of space. Pressure on opponents to regain possession. Work on tactics to break down defensive</p> | <p>Multi Skills</p> <p>-use different formations and analyse performance.directing balls or shuttlecocks to target areas. Work on batting, bowling and striking techniques.</p> <p>Dance</p> | <p>Swimming</p> <p>-as per Blackpool Swimming Scheme.</p> <p>TaiChi</p> <p>-work through Tai Chi performing flowing movements for harmony and balance. Use Tai Chi for health, suppleness and well-being.De-stress your mind and body through gently flowing movements and</p> | <p>Gymnastics</p> <p>- perform a sequence of contrasting actions. To adapt a sequence performed on the floor to include apparatus.Remember a perform the sequence with consistency coordination and control.</p> <p>Swimming</p> | <p>Net Games</p> <p>-Tennis badminton. Ability to perform forehand & backhand strokes with control & consistency. Planning & performance of tactics within a net game situation.</p> <p>Swimming</p> <p>-as per Blackpool Swimming Scheme.</p> | <p>Athletics</p> <p>-perform activities for sports day practice with year six.</p> <p>Swimming</p> <p>-as per Blackpool Swimming Scheme.</p> |



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| | pressure. Understanding games can help contribute to a healthy lifestyle. | | achieve a new vitality and self-awareness. | -as per Blackpool Swimming Scheme. | | |
| <u>MFL-Spanish</u> | Simple calculations – leading to telling the time Opinions of food and drink | | Sports and opinions Using a dictionary for unknown words | | Opinions on music Creating raps/songs about food/sport or music | |
| <u>PSHCE</u> | Peer Pressure & Smoking | Looking Out for Others | Anger First Aid | Image Sharing & Enterprise | Inclusion & Acceptance | Puberty |