



Stanley Primary School Curriculum Map: Year 5

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
|----------------|--|--------|--|--------|---|--------|--|
| English | <p>Titanic</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary newspaper article descriptive narrative discussion <p>Street Child by Berlie Doherty</p> <ul style="list-style-type: none"> novel Study consider how authors have developed characters and settings in what pupils have read describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. biography poetry balanced Argument <p>Oliver Twist/A Christmas Carol by Charles Dickens</p> <ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fiction from our literary heritage diary writing precising longer passages and using a wide range of devices to build cohesion within and across paragraphs | | <p>The lion, the witch and the wardrobe by C.S. Lewis</p> <ul style="list-style-type: none"> novel study predicting what might happen from details stated and implied describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. narrative writing <p>Book Week - Journey to Jo'Burg</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions making comparisons within and across books increasing their familiarity with a wide range of books, including books from other cultures and traditions <p>Harry Potter by JK Rowling</p> <ul style="list-style-type: none"> novel study instructions letter writing precising longer passages and using a wide range of devices to build cohesion within and across paragraphs selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning persuasive leaflet | | <p>The Nowhere Emporium by Ross MacKenzie</p> <ul style="list-style-type: none"> considering how authors have developed characters and settings in what pupils have read diary narrative writing non-chronological report assessing the effectiveness of their own and others' writing <p>Poetic styles by Pie Corbett/ The Highwayman by Alfred Noyes (TBC)</p> | | |



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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

Handwriting and presentation

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

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| Maths | Place value Written calculations, addition and subtraction | Multiplication and division Fractions Consolidation | Multiplication and division Fractions | Decimals and percentages Perimeter and area Statistics Consolidation | Properties of shape Position and direction Decimals/Negative numbers | Converting units of measure Volume Consolidation |
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| <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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| <p>Computing</p> | <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>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>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 |
| <p>History</p> | <p>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 with a focus on Blackpool – link with Blackpool’s Showtown Museum.</p> | | |
| <p>Geography</p> | <p>Food for thought</p> | <p>Volcanoes and Earthquakes</p> | <p>Investigating Rivers</p> <ul style="list-style-type: none"> -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 | | | |
| Art | <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. | | | |
| DT | <p>Food</p> <p>Design, make and evaluate a healthy meal.</p> | <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. | | | | |
| RE | Christianity | Islam | Hinduism | 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>-to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.</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 | <p>Living on a Prayer Children listen to a range of rock music and identify stylistic features. They learn to sing the song, play the instrument parts using standard notation and improvise and compose pieces for others to play.</p> | <p>Rounds Children are taught to accurately sing melodies and then to sing rounds and part songs in two, three and four parts. They will use glocks/ boom whackers to accompany them.</p> | <p>Ukulele Children will learn to tune the ukuleles and play open string pieces and simple pieces using one or two chords. They will begin to compose their own pieces of music within a limited structure. (Partner plays chords whilst they play their own piece using the strings.)</p> | <p>Ukulele Children will learn to tune the ukuleles and play open string pieces and simple pieces using one or two chords</p> | <p>Music Time and Place Children choose appropriate music for assemblies, they will create sound tracks to a nature clip using inspiration from BBC Proms Earth Music (29/8/22)</p> | <p>Composition Children learn to play simple pieces on the boom whackers. They then work in small groups to compose pieces of music using ostinati; one child playing a drone whilst the others play a melody building into the children playing two or three boomwhackers together to create chords in their music.</p> |



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| <p>PE</p> | <p>Multi Skills -use different formations and analyse performance.directing balls or shuttlecocks to target areas. Work on batting, bowling and striking techniques -defensive techniques delay denial of space. Pressure on opponents to regain possession. Work on tactics to break down defensive pressure. Understanding games can help contribute to a healthy lifestyle.</p> <p>Swimming -as per Blackpool Swimming Scheme.</p> | <p>Multi Skills -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 -as per Blackpool Swimming Scheme.</p> | <p>Swimming -as per Blackpool Swimming Scheme.</p> <p>TaiChi -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 achieve a new vitality and self-awareness.</p> | <p>Gymnastics - 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 -as per Blackpool Swimming Scheme.</p> | <p>Net Games -Tennis badminton. Ability to perform forehand & backhand strokes with control & consistency. Planning & performance of tactics within a net game situation.</p> <p>Swimming -as per Blackpool Swimming Scheme.</p> | <p>Athletics -perform activities for sports day practice with year six.</p> <p>Swimming -as per Blackpool Swimming Scheme.</p> |
| <p>MFL- Spanish</p> | <p>FOOD AIMS: To use a bilingual dictionary To learn words for different foods Look at Spanish foods and taste To be able to conjugate verbs in the first person = I To write a diary explaining what they do each week applying these skills eg El lunes, como</p> | <p>MAKING SPANISH REAL AND HAVE MEANING! AIMS: To use a bilingual dictionary To learn words for different foods Look at Spanish foods and taste To be able to conjugate verbs in the second person = you To ask questions – do you eat potatoes</p> | <p>SPORTS To name the sports To say the days of the week To say I like = me gusta I don't like=no me gusta I love=me encanta I hate=odio To create phrases using the day of the week, the sport you like playing and the sport you don't</p> | <p>SPORTS To name sports To say whether they play it or not To ask; do you like? To write letter to pen pal in Madrid To do Skyping asking and answering questions</p> | <p>To learn the Spanish alphabet To ask a variety of questions: What is your name? How old are you? Where do you live? Do you like tennis/football</p> | <p>Spanish verbs - conjugation of simple verbs Number 1 to 100</p> |



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| | <p>patatas fritas. On Monday, I eat chips. https://www.youtube.com/watch?v=oNU67X3dGHI Harvest festival song https://www.youtube.com/watch?v=FPZhCp5pOFE Fruit dance! https://www.youtube.com/watch?v=IPdq3SQinPM Vegetable song To learn the key question words: Cuando Que Donde Cuanto Cuantos como</p> | <p>on Tuesday? Can I have the bill please? Can I order some food? I want.....quiero To use Euros cultural Practise counting in Euros Practise saying how much something is. To count beyond 100 To order food at a café/restaurant To do role play – create a Spanish café/supermarket FOOD TO SAY I LIKE I DO NOT LIKE Me gusta Me gustan No me gusta No me gustan</p> | <p>like To use pero=but To join clauses together using connectives: Y= and Pero=but Ademas=furthermore</p> | | | |
| <u>PSHCE</u> | Peer Pressure & Smoking First Aid | Looking Out for Others | Anger | Image Sharing & Enterprise | Inclusion & Acceptance | Puberty |