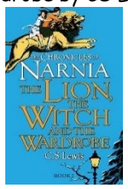
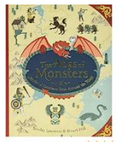
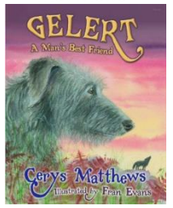
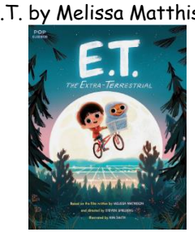
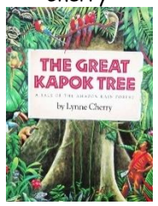
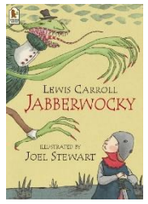
Lea Community Primary School

Year 5 Curriculum Map

Academic Year 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Topic	Should I stay or should I go?	What was life like in Tudor England?	Is there life out there?	Is life a miracle?	Can we save our planet?	What did the Greeks ever do for us?
Enrichment		Blackpool visit – 7th November	UCLAN visit – Space			History – Greek Day (Greek Art educational visitor) RE – Judaism Synagogue visit Lytham
Core Texts	The Lion, Witch and the Wardrobe by CS Lewis  The Atlas of Monsters: Mythical Creatures from Around the World 	Legend of Gelert by Cerys Matthews  Leaflets on our local area (including websites)	E.T. by Melissa Matthison  		The Great Kapok Tree by Lynne Cherry  The Deforestation Debate on the Scholastic website Debate: We should stop the deforestation of our rainforests. For Against 	The Jabberwocky by Lewis Carroll 
Hinterland knowledge	**Fiction** Evacuees of the Second World War Anne Frank Prince Caspian by C.S Lewis The Chronicles of Narnia film The Snow Queen by Hans Christian Andersen **Non Fiction** 101 Amazing Mythical Beasts and Legendary Creatures By Jack Goldstein Greek Myths Top Trumps Game Myths and magic: A brief history of the world's most storied legendary creatures	**Fiction** English: George and the Dragon Scotland: The Fairy Flag of MacLeod Ireland: Finn McCool and the Giant's Causeway Wales - The Story of Gelert High King of Britain by Michael Morpurgo Outlaw by Michael Morpurgo Beowulf by Michael Morpurgo **Non Fiction** Junior Dragons' Den BBC Children in Need - Youtube Range of formal and informal persuasive texts	**Fiction** Time Spinner by Roy Apps. The Fun They Had by Isaac Asimo The Portal by Andrew Norriss Aquila by Andrew Norriss Aquila 2 by Andrew Norriss Dr Xargle's book of Earthlets by Jean Willis and Tony Ross **Poetry** Pie Corbett's space poems **Haiku poems on the Word Wizard website** Limerick poems on the Kidzone website	**Non Fiction** Explanation: Story of the Universe from the European Space Agency website Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website Instructions: Making a Gingerbread Spacecraft from the NASA website Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website Persuasion: SMASH instant mashed potato advert YouTube clip	**Fiction** Journey to the River Sea by Eva Ibbotson Hymn to the Rainforest - short film on YouTube The Wings of the Butterfly; A Tale of the Amazon Rainforest The Tree of Life on the Story Museum website The Vanishing Rainforest by Richard Platt. The Shaman's Apprentice by Lynne Cherry and Mark Plotkin. **Non Fiction** Threats to the Rainforest from Businesses and Farming from the BBC Bitesize website	**Fiction** George and the dragon Hercules The Minotaur Medusa **Poetry** Poems to live your life by Jabberwocky and other poems

			Limericks read aloud on the Children's Poetry Archive website Blast Off! by Tom Bradman	Playing through the Seasons from the Nature Detectives (Woodland Trust) website Recycling from the Energy Quest website	The Blue Planet by David Attenborough Amazon Wildlife on the WWF Global website	
English	Bridging unit- The Lion, Witch and the Wardrobe Narrative Non- Chronological Report	Talk unit- Legend of Gelert Legend Persuasion	Talk Unit- Sci Fi Narrative Poetry	Hybrid information text	Stories from a different culture Narrative Debate	Talk Unit- Jabberwocky Narrative Poem
Maths	Telling the time Place value Addition and subtraction *Area and perimeter*	Statistics Multiplication and division *Area and perimeter*	Multiplication and division Fractions *Properties of shapes*	Decimals Percentages *Shape*	Decimals Position and direction	Converting units Volume
Science	Materials: Mixtures and Separation <u>National Curriculum</u> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.	Materials: Properties and Changes <u>National Curriculum</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Forces: Earth and Space <u>National Curriculum</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe 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. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Living things: Life cycles and reproduction <u>National Curriculum</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Forces and Space: Imbalanced forces <u>National Curriculum</u> 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.	Animals: Human Timeline/ Making Connections <u>National Curriculum</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.
Working Scientifically	<u>National Curriculum</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.	<u>National Curriculum</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<u>National Curriculum</u> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,

	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Using test results to make predictions to set up further comparative and fair tests.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.	scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
Computing	**<u>Coding</u>** **<u>Online Safety</u>** <u>National Curriculum</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**<u>Online Safety</u>** **<u>Spreadsheets</u>** <u>National Curriculum</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Online Safety</u>** **<u>Databases</u>** **<u>Game Creator</u>** <u>National Curriculum</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	**<u>Online Safety</u>** **<u>3D Modelling</u>** <u>National Curriculum</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Online Safety</u>** **<u>Concept Maps</u>** <u>National Curriculum</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	**<u>Online Safety</u>** **<u>Word Processing</u>** <u>National Curriculum</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

	Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			
PSHE	**Relationships** Transition A World Without Judgement- Inclusion and acceptance Feelings and emotions- Anger *Online Safety- Image sharing*		**Living in the Wider World** Being responsible- looking out for others Keeping and Staying Safe- peer pressure The Working World- Enterprise *Online Safety*		**Health and Safety** Keeping safe and healthy- smoking First Aid **RSE-**	
RE	**Christianity** (God) Why is it sometimes difficult to do the right thing?	**Islam** Why is the Qur'an so important to Muslims?	**Hindu Dharma** What might Hindus learn from stories about Krishna?	**Christianity** (Jesus) What do we mean by a miracle?	**Christianity** (Church) How do people decide what to believe?	**Judaism** Do people need laws to guide them?
Geography	**What is life like in the Alps?**		Why do oceans matter?		**Would you like to live in the desert?** National Curriculum	

	National Curriculum locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.		National Curriculum locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
History		**What was lifelike in Tudor England? Autumn 2** NC links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local history link: Samelsbury hall		**How did the Maya civilisation compare to the Anglo-Saxons?** NC links: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300		**What did the Greeks ever do for us?** NC links: A study of Greek life and achievements and their influence on the western world.
Music	**India (instrumental scheme)** National Curriculum Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Blues** National Curriculum Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	**Composition to represent Holi** National Curriculum Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Musical theatre** National Curriculum Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Whole class tuition** **Ukulele** National Curriculum Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical	**Whole class tuition** **Ukulele** National Curriculum Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical

	Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music
Art	**Painting and mixed media** *Artists: Chila Kumari Singh Burman and Vincent Van Gogh* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	**Craft and Design** *Architect: Zaha Hadid* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	**Drawing** *Artist: Jackson Pollock* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history		**Sculpture and 3d** *Artists: Humberto Campana, Fernando Campana and Yoo, Hyun Mi* <u>National Curriculum</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history	
DT		**Electrical systems: Doodlers** Explore series circuits further and introduce motors. Investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,		**Mechanical systems: Making a pop-up book** Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,		**Food: What could be healthier?** Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle. <u>National Curriculum</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,

		shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].		prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].		prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of computing to program, monitor and control their products. Understand and apply principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	Invasion Games – Hockey Invasion Games – Rugby 1 (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Gymnastics Activities 1 Invasion Games – Football (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance – Earthlings Invasion Games – Netball (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Striking and Fielding – Cricket Net and Wall Tennis (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance – Food Glorious Food Athletics (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Perform dances using a range of movement patterns	OAA Striking and Fielding – Rounders (Thriving Thursday) <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Take part in outdoor and

			Perform dances using a range of movement patterns			adventurous activity challenges both individually and within a team