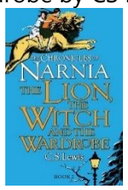
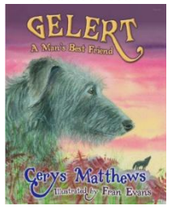
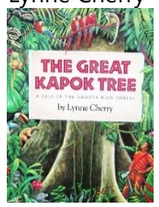
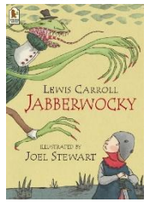
Lea Community Primary School

Year 5 Curriculum Map

Academic Year 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	5 weeks	6 weeks	6 weeks	7 weeks
Topic	Should I stay or should I go?	Who were the Vikings?	Is there life out there?	What was life like in Tudor England?	Can we save our planet?	What did the Greeks ever do for us?
Enrichment	Author visit- Blackpool	Lancashire outreach visit - Vikings	UCLAN visit – Space proportions	Samlesbury Hall		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 	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	**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	**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	**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	**Fiction** Golden eye the hunt 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.	**Fiction** George and the dragon Hercules The Minotaur Medusa **Poetry** Poems to live your life by Jabberwocky and other poems

	Greek Myths Top Trumps Game Myths and magic: A brief history of the world's most storied legendary creatures	Beowulf by Michael Morpurgo <u>Non Fiction</u> Junior Dragons' Den BBC Children in Need - Youtube Range of formal and informal persuasive texts	**Haiku poems on the Word Wizard website** Limerick poems on the Kidzone website Limericks read aloud on the Children's Poetry Archive website Blast Off! by Tom Bradman	Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website Persuasion: SMASH instant mashed potato advert YouTube clip Playing through the Seasons from the Nature Detectives (Woodland Trust) website Recycling from the Energy Quest website	The Shaman's Apprentice by Lynne Cherry and Mark Plotkin. <u>Non Fiction</u> Threats to the Rainforest from Businesses and Farming from the BBC Bitesize 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	Place value Addition and subtraction Decimals *Money*	Negative numbers Multiplication and division *Area and perimeter*	Multiplication and division *Volume*	Decimal fractions *Angles*	Factors, multiples and primes Fractions *Converting units*	Fractions *Converting units*
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	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.	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.	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.	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.

		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.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Ambitions link: Astronaut			
Working Scientifically	National Curriculum Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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.	National Curriculum Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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.	National Curriculum Identifying scientific evidence that has been used to support or refute ideas or arguments.	National Curriculum Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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.	National Curriculum Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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.	National Curriculum 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.
Computing	Online Safety	Online Safety Creating media- video production	Online Safety Programming	Online Safety 3D Modelling	Online Safety Data and information	Online Safety Programming

	<u>Computing systems and networks - systems and searching</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. 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.	<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 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	<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, 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>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>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>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.

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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- Touch and consent	
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?	**Judaism** Do people need laws to guide them?	**Christianity** (Church) How do people decide what to believe?
Geography	**What is life like in the Alps?** <u>National Curriculum</u> 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,		**Why do oceans matter?** 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		**Would you like to live in the desert?** <u>National Curriculum</u> 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	

	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.		(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. <u>Ambitions week: Conservationist</u>		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		**Were the Vikings raiders, traders or something else?** Evaluate the different roles the Vikings played in society—raiders, traders, and settlers and highlight key events from AD 793 to AD 1042 through a timeline, providing essential context to Viking expansion and influence. We will also explain how Viking		**What was life like in Tudor England?** Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes.		**What did the Greeks ever do for us?** NC links: A study of Greek life and achievements and their influence on the western world. Ambition: Olympian

		settlements developed, including the establishment of Danelaw.		Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements. NC links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local history link: Samelsbury hall		
Music	**India (instrumental scheme)** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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	**Blues** <u>National Curriculum</u> 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 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	**Composition to represent Holi** <u>National Curriculum</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**Looping and Remixing** <u>National Curriculum</u> 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 Music Technology	**Whole class tuition** **Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	**Whole class tuition** **Ukulele** <u>National Curriculum</u> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical 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>		**Drawing** *Artist: Jackson Pollock* <u>National Curriculum</u> To create sketch books to record their observations		**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		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		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		**Textiles- Stuffed toys** Pupils who are **secure** will be able to: Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement. To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam.		**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, prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example,		**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, prototypes, pattern pieces and computer- aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example,

		To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden.		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].		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	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	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	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	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	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

	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	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	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	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	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	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 adventurous activity challenges both individually and within a team
French	Monster Pets Pupils who are **secure** will be able to: Notice cognates and near cognates in the text. Recognise some previously known words. Use a dictionary to research the meaning of relevant vocabulary. Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. Modify sentences to use the correct articles/pronouns (**un/une** and **il/elle**) according to gender. Unscramble jumbled sentences without any errors in word order. Recognise rules of agreement in longer phrases. Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.		Space Exploration Pupils who are **secure** will be able to: Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. Write their own metaphors using a writing model, replacing nouns with original vocabulary. Make the correct choice of **un/une** for gender and add colour adjectives when writing. Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. Adapt a model text to create an original sentence of their own, including descriptive phrases.		Meet my French Family Pupils who are **secure** will be able to: Complete correctly a gap-fill activity to match French vocabulary with pictures. Recognise words that are similar to English. Adapt a sentence to change its meaning. Apply some understanding of French pronunciation. Recognise key information within a longer text. Build sentences confidently using word cards. Respond to spoken opinions with the correct gesture. Use different opinions in sentences. Change elements of a sentence whilst retaining the meaning. Organise a text, making simple adaptations that do not affect its overall sense.	