

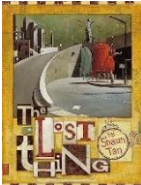
Lea Community Primary School



Year 5 Curriculum Map



Academic Year 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks
Topic	Is there life out there?	Were the Vikings raiders, traders or something else?	What is life like in the Alps?	What was life like in Tudor England?	Would you like to live in the desert?	What did the Greeks ever do for us?
Enrichment	Local marine Geography fieldwork	Reading at Blackpool Outreach History visitor	Holi festival Local park Geography fieldwork Story telling festival	Samlesbury Hall trip	Avenham Park Geography fieldwork Jewish Temple visit?	History – Greek Day (Greek Art educational visitor)
Core texts	Curiosity by Markus Motum  Space narrative and formal report	The Lost Thing by Shaun Tan  The New Girl by Nicola Davies 	The hounds of Baskerville  Narrative and explanation	Wild is the wind  Journey Narrative A stage full of Shakespeare  Persuasive letter	The lost book of adventure  Survival narrative and Survival guide	Greta and The Giants  Restoring the Environment Narrative Wilma Rudolph  Gratitude speech
Maths	Telling the time Place value Addition and subtraction <i>Area and perimeter</i>	Statistics Multiplication and division <i>Area and perimeter</i>	Multiplication and division Fractions <i>Properties of shapes</i>	Decimals Percentages <i>Shape</i>	Decimals Position and direction	Converting units Volume
Science	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.	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.	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	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.	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.

	Ambitions link: Astronaut		particular uses of everyday materials, including metals, wood and plastic.			
Working Scientifically	<u>National Curriculum</u> 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.	<u>National Curriculum</u> 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.	<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. 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.	<u>National Curriculum</u> 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.	<u>National Curriculum</u> 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	Programming A – Selection in physical computing	Data and information – Flat-file databases	Computing systems and networks - systems and searching	Creating media - Video production	Programming B – Selection in quizzes	Creating media - Introduction to vector graphics
PSHE	Friendships, stereotypes and bullying L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact L4: Challenging stereotypes L5: Addressing extremism	Mental Health and Wellbeing L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry	Positively engaging with our world L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted L1: Connecting with nature L2: Everyday actions	Safe connections L1: Block him right good, Alfie! L2: Who’s Magnus? L3: They have fans, we have friends! L1: Respectful relationships L2: Socialising online NCA: Making the right CyberChoices – Y5-6	Embedding healthy habits and learning first aid L1: Confident mover L2: Team player L3: Goal setter L2: Asthma L9: Head injuries	Respecting Boundaries L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch L6: How can the PANTS rule help us? L1: Keeping safe – FGM

		L5: Managing reactivity	L3: Doing it together			
RE	What values do people share?		Where can people find words of wisdom?		What can people learn from ancient stories?	
Geography	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 (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>		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, 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.		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 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? NC link:			What was life like in Tudor England? NC links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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) <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	Drawing <i>Artist: Jackson Pollock</i> <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		Painting and mixed media <i>Artists: Chila Kumari Singh Burman and Vincent Van Gogh</i> <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 <i>Artists: Humberto Campana, Fernando Campana and Yoo, Hyun Mi</i> <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		Structures: Bridges <u>National Curriculum</u>		Textiles- Tudor purses (stuffed toys)		Food: What could be healthier? Researching and modifying a traditional bolognese sauce

		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, 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].				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, 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	Dance – Earthlings Invasion Games – Rugby 1 <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton,	Gymnastics Activities 1 Invasion Games – Football <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where	Invasion Games – Hockey Invasion Games – Netball <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where	Striking and Fielding – Cricket Net and Wall Tennis <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination	Dance – Food Glorious Food Athletics <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton,	OAA Striking and Fielding – Rounders <u>National Curriculum</u> Use running, jumping, throwing and catching in isolation and in combination

	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	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	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	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	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	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 adventurous activity challenges both individually and within a team
French	Space Exploration		Monster Pets		Meet my French Family	

French speaking world- fourth topic we could dip into