



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Abracadabra! North America – United States of America Study	Global Awareness Fortnight The Blitz!	That's Life!	Walk Like an Egyptian!	A World of Cracking Ideas! Location, Location, Location	Spaced Out!

	<u>Moss Hey</u> <u>Year 5 Curriculum Map</u>	
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Additional extras'	Parent Workshop Trip - Residential	Trip Enrichment	Parent Workshop Learners Lead project	Egyptian Workshop Day Enrichment	Parent Workshop	Trip Enrichment
English	Instructions Poetry- Cinquains Suspense and Mystery	Recount –Biographical account Thematic poetry Traditional Stories	Explanation Text Poetry- Spoken word poetry / rap Older Literature	Reports Stories from a range of cultures Traditional Poems Stories by the same author	Discussion-two sides of an argument after a debate Film Narrative Free Verse Poetry	Science Fiction Persuasion Debate poetry

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Mathematics	Number – Place Value Number- Addition and Subtraction Statistics	Number – Multiplication and Division Perimeter and Area	Number – Multiplication and Division Number – Fractions	Number – Fractions Number – Decimals & Percentages	Number – Decimals Geometry- Properties of Shapes	Geometry- Position and Direction Measurement- Converting Units Measures Volume
Science	Properties and Changes of Materials		Animals including Humans Living Things in their Habitats	Forces	Earth and Space	
Computing	<u>Using The Internet</u> Use keywords within search engines to rank and compare results	<u>Data Recovery</u> Create a podcast	<u>Communicating</u> Video conference within the school	<u>Algorithms and inputting information</u> Write computer programs with sequences and repetitions	<u>Databases</u> Use a formula within a spread sheet	<u>Presentation</u> Capturing sound, video and images
History		World War Two		The achievements of the earliest civilizations: Ancient Egypt	Historical theme: Inventions through the ages	Historical theme: Space travel

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Geography	Place Knowledge: Compare UK to North America	Cross-curricular linked to above History topic	Physical Geography: Geographical Skills and fieldwork		Locational knowledge: The UK Fieldtrip	
Art and Design	3D clay-produce an end piece to glaze, paint or polish 3D clay - Sculpture- create models on a range of scales		Collage-combine pattern, tone and shape to create a ceramic mosaic	Drawing- use a range of marks, lines, tone and texture to create shading		
Design and Technology		Stiff and flexible sheet materials			Electrical and mechanical components: cams, pulleys and gears	Mouldable materials
Religious Education	Believing <ul style="list-style-type: none"> Why do some people believe God exists? 		Believing <ul style="list-style-type: none"> What do religions say to us when life gets hard? 		Expressing <ul style="list-style-type: none"> If God is everywhere, why go to a place of worship? 	

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PSHE	<ul style="list-style-type: none"> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) About the difference between, and the terms associated with, sex, gender identity and sexual orientation To recognise and challenge stereotypes Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) 	<ul style="list-style-type: none"> Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others How their body will, and their emotions may, change as they approach and move through puberty About human reproduction About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers 	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child That these universal rights are there to protect everyone and have primacy both over national law and family and community practices To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) 			
PHSE Ongoing Themes	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>					

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Physical Education	Games: team work, passing in different ways, best tactics and techniques					
	Dance: composing with imagination, performing expressively and sensitively with control, clarity, fluency, accuracy and consistency? Outdoor/adventurous: PGL visit	Gymnastics: extended sequences combining action, balance and shape	Swimming: swim for distance, range of strokes and safe self-rescue	Swimming: swim for distance, range of strokes and safe self-rescue	Gymnastics: extended sequences combining action, balance and shape	Athletics: running, jumping and throwing

French	Instruments Music genres Extended likes and dislikes	Introducing places Describing using adjectives	Clothes Hair/ eye colour	Healthy eating- fruit Reading a story	Shapes Colours Use of adjectives No.s to 70	Description of family Age No.s to 70
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Music	Singing Listening and responding Elements of music: beat, rhythm, tempo, pitch, volume, dynamics and instrumentation	Singing Listening and responding Orchestral instrumentation Reading music Non-traditional notation	Singing, composing and performing untuned Reading music Basic traditional notation	Singing, composing and performing untuned Reading music Basic traditional notation	Singing History of Music Classical music of the classical period Composing and performing Tuned and untuned	Singing, History of Music Music from other cultures: the pacific Composing and performing in the style of
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