



Netley Abbey Junior School

Year 5 Curriculum Map



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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English	TRIPS/ Activities	Young Shakespeare Company		Planetarium		Winchester museum and cathedral	
	Theme Genre Author	Differences Hopes and Dreams	Heritage text Classic Tales	Empathy Diversity	Environmental Freedom	Citizenship Community	Author Study
	Writing	<i>The Matchbox Diary</i> Shakespeare	Journey to Jo'burg	The Wolves of Currumpaw	Oranges in No Man's Land	Floodlands	Kensuke's Kingdom
	Reading	Diaries Personal Journals	The Lady of Shalott	A range of texts that portray different representations of wolves	Oranges in No Man's Land	Floodlands	Michael Morpurgo including Kensuke's Kingdom



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Maths	<p>Read, write, order and compare numbers to at least 1,000,000.</p> <p>Determine the value of each digit</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.</p> <p>Use rounding to estimate solutions before calculating.</p>	<p>Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 (steps of 0.01, 0.01 up to steps of 100,000)</p> <p>Round numbers to the nearest power of 10 to estimate calculations</p> <p>Partition numbers to support multiplication and division (the distributive law: $36 \times 5 = (30 \times 5) + (6 \times 5)$)</p>	<p>Interpret negative numbers in context.</p> <p>Count forwards and backwards with positive and negative whole numbers through zero</p> <p>Know all multiplication facts to 12×12 and be able to derive facts for much larger and much smaller numbers</p> <p>If I know that $11 \times 12 = 132$, then $13 \times 12 = 132 + 12 + 12$.</p> <p>Also $111 \times 12 = 10 \times 11 \times 12 + (1 \times 12)$.</p> <p>Use open and closed arrays to support derivations.</p>	<p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p> <p>Increase fluency by using patterning and building from known facts.</p> <p>e.g. $0.02 \times 0.1 = ?$ $2 \times 1 = 2$ $0.2 \times 1 = 0.2$ $0.02 \times 1 = 0.02$ $0.02 \times 0.1 = 0.002$</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Multiply and divide any number by 10, 100 and 1000.</p>	<p>Explore different ways of partitioning numbers for different reasons.</p> <p>$36 + 17 = (30 + 10) + (6 + 7)$ $36 - 17 = (20 - 10) + (16 - 7)$</p> <p>Round any number to an appropriate degree of accuracy to make the answer to a calculation make sense.</p>	<p>Recognise and describe linear sequences using patterning.</p> <p>e.g. 2, 5, 8, 11, 14 (Add three to find the next term)</p> <p>Recognise and describe the term-to-term rule of linear sequences using patterning for support.</p> <p>Include fractions and negative numbers as appropriate.</p> <p>e.g. 7, 4, 1, -2, -5 (term to term rule: subtract 3)</p>



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Science	<p>Properties and changes of materials</p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	<p>Earth and space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Living things and their habitats: life cycles</p> <p>Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Animals including humans: The human body and old age</p> <p>Describe the changes as humans develop to old age.</p> <p>Compare gestation periods of animals to humans</p> <p>Discuss puberty and changes for male and female</p> <p>Explore growth rate of a baby</p>
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Computing	<p>Internet safety & Acceptable Use</p> <p>CAD</p>	<p>Block programming ScratchMaths</p> <p>Programming external devices (motors)</p>	<p>Networks</p> <p>Green Screening Earth & Space videos</p>	<p>Spreadsheets</p> <p>More complex graphs</p>	<p>Programming Own project</p>	<p>Programming</p> <p>External devices (link with DT)</p>
History		<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include- Viking raids and invasion Resistance by Alfred the Great and Athelstan, first King of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p>	<p>Local History Study - Winchester a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Mayans A non-European study that provides contrasts with British history.</p>



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Geography	Physical Geography Biomes, vegetation belts, climate zones Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.		Place Knowledge North America Understand geographical similarities and differences through the study of human and physical geography of a region of North America			
Religious Education	Submission Mohammed and the Qu'ran	Prophecy The Magi and their gifts	Pilgrimage Journeys	Suffering The Easter story	Myth Creation	Ritual Water
Art			Textiles Native American artists Dream catchers	Printing (Vikings)	Drawing Local artists Perspective/Winchester	
Design and Technology	Designing and making food Products (Healthy snack project)	3D Mechanisms, movement and frames (Land yachts)				Electronic powered



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PE	<p>Shapes and balance - Gymnastics performance – partner and individual balances</p> <p>Real PE – Unit 1 Fundamental Movement skills (Balance, coordination and agility) FUNS station 9 – ball handling and agility and cognitive skills.</p>	<p>Gestures and Movement patterns - Dance, James Bond Themed unit</p> <p>Real PE – Unit 2 Fundamental Movement skills (Balance, coordination and agility) FUNS station 2 – static balance and creative skills.</p>	<p>Responding to music – gymnastics, Chasing Cars.</p> <p>Real PE – Unit 3 Fundamental Movement skills (Balance, coordination and agility) FUNS station 5 and 7 – Dynamic balances and social skills.</p>	<p>Choreography and body control - Street dance</p> <p>Real PE – Unit 4 Fundamental Movement skills (Balance, coordination and agility) FUNS station 1 and 6 – Dynamic balances and physical skills.</p>	<p>Water safety and swimming technique</p> <p>Real PE – Unit 5 Fundamental Movement skills (Balance, coordination and agility) FUNS station 4 and 10 – coordination and health and fitness.</p>	<p>Athletics – running, jumping, throwing techniques</p> <p>Real PE – Unit 6 Fundamental Movement skills (Balance, coordination and agility) FUNS station 8 and 11 – coordination, agility and personal goals.</p>
PSHE	<p>We're all different <i>SCARF- Valuing Difference</i></p>	<p>Being involved in my community Be the best you can be <i>SCARF- Caring for the Environment</i></p>	<p>Who decides? <i>SCARF- Healthy Relationships</i></p>	<p>It's my body SRE Life Bus <i>SCARF-Growing and Changing</i></p>	<p>Risks and pressures E-SAFETY <i>SCARF- Keeping Safe</i></p>	<p>Looking at the world Be the best you can be <i>SCARF- Rules, Rights and Responsibilities</i></p>
SMSC	<p><i>Mutual Respect</i></p>	<p><i>Citizenship</i> <i>Co-operation</i></p>	<p><i>Tolerance</i> <i>Individual Liberty</i></p>	<p><i>Self-Knowledge</i> <i>Self-Esteem</i></p>	<p><i>Rule of Law</i></p>	<p><i>Democracy</i></p>
Spanish	<p>Classroom instructions Sports <i>tener</i></p>	<p>Weather Hobbies Pets Poems</p>	<p>Story telling Verbs Numbers Dates</p>	<p>Story telling Transport Classroom items Easter</p>	<p>Possessive adjectives Prepositions Pronunciation</p>	<p>Simple future tense Revision Assessment</p>



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	Story telling Masculine and feminine forms	Christmas	Spanish Maths School subjects			The Day of the Dead tradition
Music	Stomp ←		→ Keyboard ←		→ Singing	
	<p><i>Improvise and compose their own rhythms. Creating STOMP music using word patterns and an awareness of performance Control complex rhythm patterns. Rehearse and present in independent groups, showing awareness of own part in relation to others</i></p>		<p><i>Develop an understanding of notation (from middle C) and begin to follow standard notation. Play with both hands together. Describe and compare music by influential classical composers. Create pieces inspired by Beethoven by using keyboard features such as tone, tempo & rhythm to create an effect</i></p>		<p><i>Maintain a part as a member of a group. Sing with an increasing awareness of pitch Sing more complex rhythmic patterns and sequences, Sing simple part songs with awareness of pitch and balance. Develop ability to rehearse and present performances in independent groups, showing awareness of their own part in relation to others</i></p>	