



St Alban & St Stephen Catholic Primary School & Nursery



Curriculum Map - Year 5

2021-2022

| Year 5         |   |   |  |   |  |  |
|----------------|---|---|--|---|--|--|
| Subject        | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| <b>R.E</b>     | <p><b>Ourselves</b> – Created in the image and likeness of God</p> <p><b>Life Choices-</b> Marriage, commitment and service</p> | <p><b>Life Choices-</b> Continued</p> <p><b>Judaism-</b> Passover</p> <p>Hope –</p> <p><b>Advent:</b> waiting in the joyful hope for Jesus, The Promised One.</p> | <p><b>Mission – Continuing Jesus’ mission</b></p> <p><b>Memorial Sacrifice-</b> Eucharist as the living memorial of Christ’s sacrifice</p> | <p><b>Memorial Sacrifice</b> –Continued</p> <p><b>Sacrifice -</b> Lent: A time of aligning with the sacrifice made by Jesus</p> | <p><b>Transformation-</b> Celebration of the Spirit’s transforming power.</p> <p><b>Sikhism-</b> The 5ks</p> <p><b>Freedom and Responsibility-</b> Commandments enable Christians to be free and responsible</p> | <p><b>Freedom and Responsibility-</b> Continued</p> <p><b>Stewardship</b> – The Church is called to the stewardship of creation.</p> |
| <b>English</b> | <p><b>Myths and Legends</b></p> <p><b>Greek Myths</b> – Geraldine McCaughrean, Emma Chichester Clark</p>                        | <p><b>Poetry/Non-fiction</b></p> <p><b>Where the Poppies Now Grow</b> - Hilary Robinson and Martin Impey;</p> <p><b>In Flanders Field</b> - John McRae</p>        | <p><b>Mystery and Suspence</b></p> <p><b>Boy in the Tower</b> – Polly Ho-Yen</p>   | <p><b>Historical Fiction</b></p> <p><b>Viking boy</b> – Tony Bradman</p>  | <p><b>Literary Heritage</b></p> <p><b>Macbeth</b> – William Shakespeare</p>  | <p><b>Modern Fiction</b></p> <p><b>Holes</b> – Louis Sachar</p>  |

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| <p><b>Maths</b></p>   | <p>Place value &amp; rounding, interpret negative numbers<br/>Multiply &amp; divide by 10, 100, 1000<br/>Prime &amp; composite numbers</p>   | <p>Written methods for addition, subtraction, multiplication &amp; division<br/>Equivalent fractions<br/>Compare &amp; order fractions<br/>Add &amp; subtract fractions</p>   | <p>Multiply fractions<br/>Convert units of measurement<br/>Area, volume &amp; capacity</p>  | <p>Percentages<br/>3d shapes from 2d representations<br/>Reflection &amp; translation<br/>Perimeter<br/>Estimate, measure &amp; draw angles</p>  | <p>Formal methods for division &amp; multiplication<br/>Scaling by simple fractions<br/>Conversion of imperial &amp; metric measures<br/>Fractions, percentage &amp; decimal problems<br/>Reading timetables</p>                           | <p>Regular &amp; irregular polygons<br/>Statistics – line graphs<br/>Roman numerals</p>  |
| <p><b>Science</b></p> | <p><b>Let's get moving Forces</b><br/><i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i><br/><i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</i><br/><i>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p> | <p><b>Material World Properties and changes of materials</b><br/><i>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. Know that some materials will dissolve in liquid to</i></p> | <p><b>Out of this world Earth and space</b><br/><i>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</i></p> | <p><b>Amazing Changes Properties and changes of materials</b><br/><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i><br/><i>Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new</i></p> | <p><b>Circle of Life Living things and their habitats</b><br/><i>Describe the difference 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.</i></p> | <p><b>Growing up and growing old Animals including humans</b><br/><i>Describe the changes as humans develop to old age</i></p> |

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|                              |   | <i>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.</i> |   | <i>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.</i>   |   |  |
| <b>Computing</b>             | <b>E Safety</b><br><b>Computing systems and networks 1:</b><br>Search engines   | <b>Programing 1:</b><br>Music  | <b>E Safety</b><br><b>Data handling:</b><br>Mars Rover 1  | <b>Programing :</b><br>Micro bit   | <b>E Safety</b><br><b>Creating media:</b><br>Stop motion animation  | <b>Skills showcase:</b><br>Mars Rover 2  |
| <b>History and Geography</b> | <b>Desert lands – hot and cold</b><br>What deserts are and where in the world and why – location using a world map or atlas – Hot and Cold Deserts Weather & climate of deserts.<br>Sahara, Gobi, | <b>WW1 1914-1918</b><br>The causes of the war – why it was called ‘The Great War’.<br>British soldiers – recruitment – on the Western Front – life in the trenches- major battles. Impact of the War                         | <b>Spain</b><br>Spain as major European country<br>Physical geography, landscape<br>Major rivers, mountains, regions, Human geography – major cities – Rome (capital) | <b>Vikings</b><br>Who were the Vikings? -Where they come from and why. As invaders, explorers, traders. Family Viking life as settlers.<br>Viking place names – Danelaw<br>Alfred the Great - Gods & myths | <b>Mapping London</b><br>Why people choose to live & settle in one place rather than another.<br>Growth of London as English capital.<br>Rebuilding after World War II - regeneration | <b>Ancient Greece</b><br>Three main periods -Archaic, Classical, Hellenistic.<br>Difference between Athens and Sparta.<br>Greek warfare, beliefs, mythology, daily life, democracy Ancient Olympics, Marathon. |

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|                         |  |   | <p>History, culture, industry etc.</p> <p><b>Famous people linked to space-</b><br/>Research Emilio Herrera – Inventor of the first spacesuit.<br/>Learn about Zero 2 Infinity <a href="#">aerospace engineer</a> Jose Mariano López-Urdiales</p> <p>Learn also about Stephen Hawking – St Albans Boys School</p> |  |   |  |
| <b>Art &amp; Design</b> | <p><b>Collage</b><br/>Desert scenes painting and collage materials</p> | <p><b>Painting / Collage</b><br/>World War 1 war silhouettes war scenes.</p> <p><b>Drawing / Painting</b><br/>Poppy Pictures – Watercolour poppies</p> <p><b>Drawing</b><br/>WW1 soldiers photos/portraits–</p> | <p><b>Painting</b><br/>Globe paintings (AA) Using ink and watercolours and water to create planet.</p> <p>Artist Study – Miro Collage and Sculpture (AA)</p> <p>Gaudi – Study of the architecture</p>   | <b>3D Form – Viking</b><br>faces/ Viking pinch pots with lids (AA) | <p><b>Artist Study –</b><br/>William Morris – London Textile designer.</p> <p><b>Printing</b><br/>Making Collagraphs (AA)</p> | <p><b>3D Form</b><br/>Making a Ancient Greek Lyre (AA) Plastic/ Wire and Modroc</p> <p><b>OR</b> Superzise jewellery (AA) Use modroc and wire to create large 3D form</p> <p><b>OR</b> Make a festival feast (AA). Use</p> |

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|                                |   | Graphite, charcoal and chalk   | recreate using oil pastels<br><br>Picasso – Recreate own images using oil pastels.<br>/Magazine cuttings of faces.<br><br><b>Painting / Collage</b><br>-Salvador Dali – Magazine cuttings unusual items recreate Dali’s pictures |   |  | Modroc to create an Ancient Greek feast and all its items. |
| <b>Design &amp; Technology</b> | <b>Structure –</b><br>Shelter building to survive in hot/ cold environment. | <b>Textiles</b><br>Stuffed toys<br>Learn about the German Steiff Bear in WW1 – Create own stuffed toys<br><br><b>Electrical –</b><br>Electronic greeting cards- Christmas cards. | <b>Food and Nutrition</b><br>Tapas- What could be healthier?<br>( KAPOW)<br><br>Albondigas- Spanish meatballs<br>- Adapt a recipe to make it healthier.  |   | <b>Mechanism</b><br>Pop up book of London’s famous landmarks       |  |
| <b>P.E</b>                     | <b>Invasion:</b><br>Football<br><br><b>Invasion:</b>                        | <b>Invasion:</b><br>Tag rugby  | <b>Gymnastics :</b><br>Counter Balance & Counter Tension   | <b>Striking &amp; Fielding:</b><br>Cricket<br><br><b>Dance:</b> | <b>Net / Wall:</b><br>Tennis<br><br><b>Striking &amp; Fielding</b> | <b>Athletics:</b><br><br><b>OAA:</b>                       |

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|                          | Netball   | Health related exercise   | <b>Invasion:</b><br>Basketball  | Class topic  | Rounders  | Communication  |
| <b>Music</b>             | <p><b>Perform</b><br/>Create a class accompaniment to a piece of music on tuned and untuned instruments.</p> <p>Begin to improvise using repeating patterns (ostinato).</p> | <p><b>Young Voices</b><br/>To sing with increasing control and confidence with accurate breathing and pitch control</p> <p>To learn songs of different styles to perform as an ensemble in parts and in unison.</p> | <p><b>History of music</b><br/>To appreciate different style of music and appreciate recorded music from a different time.</p> <p>(Holsts suite of planets)</p> | <p><b>Composition</b><br/>Compose a Viking longboat song – introducing meter</p> <p>To understand how music is structured and how it can be arranged to create a desired effect.</p> | <p><b>Drumming/Rhythm and Pulse</b><br/>Begin to layer rhythms to create different effects</p> <p>Performing own rhythmic ostinato on an instrument. (Kaboom)</p> | <p><b>Improvising and Composing</b><br/>Improvising melodic and rhythmic phrases as part of a group performance using Stravinsky’s ‘firebird’ as a starting point.</p> |
| <b>PSHE</b>              | Being Me in my World  | Celebrating Difference  | Dreams and Goals  | Healthy Me   | Relationships and RSE- Life to the Full   | Changing Me and RSE- Life to the Full  |
| <b>MFL</b>               | <p><b>Phonics 3</b><br/><b>As-tu un animal?</b><br/>(see French Curriculum Coverage Map Y2-Y6 for detail)</p>   | <p><b>Quelle est la date aujourd’hui?</b><br/>Significance of 11/11. Link to France in WW1 (see French Curriculum Coverage Map Y2-Y6 for detail)</p>  | <p><b>Chez-moi</b><br/>(see French Curriculum Coverage Map Y2-Y6 for detail)</p>  | <p><b>Les vêtements</b><br/>(see French Curriculum Coverage Map Y2-Y6 for detail)</p>  | <p><b>Au café</b><br/>(see French Curriculum Coverage Map Y2-Y6 for detail)</p>   | <p><b>Les Jeux-Olympiques</b><br/>Link to History Topic: Ancient Greece (see French Curriculum Coverage Map Y2-Y6 for detail)</p>                                      |
| <b>Trips / Workshops</b> |   | VR Workshop<br>WW1 Trenches<br>Visit to local cemetery  | VR Workshop<br>Outer Space<br>Visit to Bayfordbury Observatory  | VR Workshop<br>Viking Workshop   |   | Greek workshop   |

<https://www.primevr.co.uk/vr-workshops> Virtual reality workshops