



St Andrew's C. Of E (V.C.) Primary School – Year Five Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips	<i>Airbus Foundation Discovery Space</i>			<i>Hudnall Park Residential</i>		
Maths	Place Value Roman numerals Place value including numbers to 1,000,000 Addition and subtraction –mentally and using formal methods Multiplication and division A Properties of number – multiples, factors, prime, square, cube Multiply and divide by 10, 100 and 1000 Fractions A – equivalence, converting mixed number to improper fractions, comparing and ordering fractions, adding and subtracting fractions and mixed numbers		Multiplication and division B Formal written method for multiplication and short division Solve problems involving the four operations Fractions B – Multiply fractions by and integer, find fraction of amounts Decimals and percentages – equivalence to fractions and decimals, ordering, rounding and comparing. Equivalent fractions, decimals and percentages Area and Perimeter Statistics - Line graphs, two-way tables and timetables		Shape Angles – classifying, measuring and calculating angles Polygons and 3D shapes Position and direction Reading and plotting coordinates Translation, reflection and lines of symmetry Decimals Add and subtract decimals, sequences, multiply and divide by 10, 100 and 1000 Negative numbers, Converting units and Volume	
English	Narrative – setting and character description Inspired by the film clip 'Man on the Moon' Explanation Inspired by the book 'Curiosity: The story of a Mars Rover'	Biography writing Inspired by the book 'Hidden Figures' Cinquain Poetry Diary writing and narrative (including speech) Inspired by the book 'Clockwork'	Narrative Inspired by 'How to Train your dragon' Instruction writing	Persuasive letter Explanation writing Inspired by book 'Dragonology' Poetry	Mystery and Suspense writing Inspired by the books 'The Viewer' and 'Boy in the Tower'.	Take one book - Stormbreaker Variety of text types including diary, newspaper report Poetry – The Highwayman
Science	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting	Properties and changes of materials Compare and group together everyday materials on the basis of their properties know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Animals (including humans) Describe the changes as humans develop to old age

	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	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	Use knowledge of solids, liquids and gases to decide how mixtures might be separated Give reasons, based on evidence from comparative and fair tests Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible		Describe the life process of reproduction in some plants and animals	
RE	What does it mean if Christians believe God is holy and loving?	How and why do some people inspire others? Examples from religions <i>Christianity, Sikhism, Judaism, Islam</i>	How do festivals and family life show what matters to Jewish people?	What do Christians believe Jesus did to 'save' people?	Justice and poverty: why does faith make a difference?	How does faith enable resilience?
PSHE (SCARF)	Me and my relationships	Valuing Difference	Keeping myself safe	Rights and Responsibilities	Being My Best	Growing and Changing
Geography	European Odyssey: <ul style="list-style-type: none"> Understand similarities and differences (in both human and physical geography) between the UK and a region of Europe Locate and identify the world's countries (including Russia), focussing on the countries and cities of Europe. Explore geographical regions and key topographical features (hills, mountains, coasts and rivers and land use patterns) Explore mountains, including using models and maps to talk about contours, height and slopes. 		History focus this term		Local Geography/Field Study Draw sketch maps using symbols and a key. Use the eight points of a compass, 4 and 6 figure grid references. Use a range of viewpoints from ground photos up to satellite images. Make a plan of an area with a scale Use digital maps	History focus

					and photographs at different scales Compare maps next to aerial photos Explore how characteristics have changed over time.	
History	Geography focus this term		<p>Anglo-Saxons and Scots</p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p>Just how great was King Alfred, really?</p>	<p>Vikings</p> <p>What image do we have of the Vikings?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>What can we learn about Viking settlement from a study of place-name endings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>		<p>Maya Civilisation</p> <p>Why do you think we study the Mayan empire in school?</p> <p>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</p> <p>What was life like at the height of the Mayan civilization?</p> <p>How can we possibly know what it was like there 1,000 years ago?</p> <p>How can we solve the riddle of why the Mayan empire ended so quickly?</p>
Art	<p>Sculpture Alberto Giacometti</p>		<p>Drawing and pastels Tim Jeffs</p>	<p>Clay sculpture dragon eyes</p>	<p>Printing – screen printing – Corita Kent</p>	<p>Painting and mixed media Frida Kahlo</p>
DT	<p>Mechanical systems – Pulleys and gears investigate combinations of two different sized pulleys to learn about direction and speed of rotation</p> <p>Frame Structures skills and techniques for accurately joining framework materials</p>					<p>Food – celebrating culture (Mexican food) Follow a basic recipe to prepare and cook a savoury food product.</p>
Music (Sing Up)	What shall we do with a drunken sailor?	Why we sing Introduction to song writing	Madina tun nabi	Building a groove	Kisne banaaya	End of Year production Perform and sing a range of songs.

French	As tu un animal? To say what animal you have as a pet.	La date To say the date in French	Quel temps fait-il? To be able to describe the weather in French	Les Romains To describe what life was like as a child during Roman times in French	Les Jeux Olympiques To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire .	Les vêtements To describe what clothes you are wearing by colour
PE (Get Set 4 PE)	Tag rugby	Hockey	Dodgeball	Netball	Swimming	
	Gymnastics	Fitness	Dance	Yoga	Athletics	OAA
Computing	Coding, online safety and databases		Spreadsheets and Game Creator		Word processing with Google Docs	
Online Safety is also included within the PHSE curriculum						

Our Curriculum is based upon the children's interests and as a result the topic, trips and ideas shown above are for information only and are subject to change.