

| Y5 Curriculum Map                   |        |   |   |   |   |  |  |  |                           |                      |
|-------------------------------------|--------|---|---|---|---|--|--|--|---------------------------|----------------------|
| Term                                |        | 1   | 2   | 3   | 4   | 5  | 6  |  |                           |                      |
| Big Idea<br>(History and Geography) | Year A | Civilisations   |   |   | Sustainability  |  | Different and Equal  |  |                           |                      |
|                                     | Year B | Exploration   |   |   | Cause and Consequence   |  | Continuity and Change  |  |                           |                      |
| CST                                 | Year A | Solidarity  |   |   | Stewardship   |  | Dignity and the Human Person   |  |                           |                      |
|                                     | Year B | Family and Community  |   |   | Option for the Poor and Vulnerable  |  | Dignity of Work Rights and Responsibilities  |  |                           |                      |
| Maths Y5                            |        | Number: Place Value<br>Number: Addition and Subtraction                     | Number: Multiplication and Division   | Number: Fractions   | Number: Decimals and Percentages  | Measurement: Converting Units<br>Measurement: Perimeter, Area and Volume   | Geometry: Shape<br>Geometry: Position and Direction<br>Statistics                    |  |                           |                      |
| Writing                             |        | Oktapodi<br>Matilda<br>Tuesday<br>Narrative<br>Poetry<br>Letters<br>Adverts | Titanium<br>Who let the God's Out?<br>Diaries<br>Narrative<br>Poetry                | Friend or Foe<br>For the birds<br>Diaries<br>Narrative<br>Poetry<br>Letters<br>Newspapers   | Holes<br>The Flood<br>Narrative<br>Non-chronological report<br>Setting description<br>Informal letter | Friend or Foe<br>Shadow of Blue<br>Diaries<br>Poetry<br>Non-Chronological Report<br>Letters<br>Balanced argument | Harry Potter<br>Lost Happy endings<br>Narrative<br>Setting description<br>Job Advert |  |                           |                      |
| Reading Spine                       |        | Hansel and Gretel<br>Aquila   | Pandora's Box<br>The Week   | Who Let the God's Out<br>The sound collector  | Flood<br>Cat Began  | Oliver Twist<br>The mystery of colour  | Wonder<br>So you think you've got it bad?  | The Boy in the Girl's Bathroom<br>Lost Happy Endings | Orange's in No-Man's Land | The Boy in the Tower |
| RSE                                 | Year 5 | Module 1 Unit 1: Calming the Storm<br>Module 1 Unit 2<br>Gifts and Talents  | Module 1 Unit 2<br>Girls' Bodies<br>Boys' Bodies<br>Spots and Sleep<br>Menstruation | Module 1 Unit 3<br>Body image<br>Funny Feelings<br>Emotional Changes<br>Seeing Stuff online | Module 2 Unit 2<br>Under Pressure Do you want a piece of cake?<br>Self-talk                           | Module 3 Unit 1 and 2<br>The Trinity   | Module 3 Unit 1 and 2<br>Catholic Social Teaching                                    |  |                           |                      |
| SCIB                                |        | Substance Misuse  |   |   | Exploitation  |  | Positive Relationships   |  |                           |                      |
| Science Y5                          |        | Forces  |   | Properties and changes of materials   |   | Space  | Animals including Humans   | Living things and their habitats                     |                           |                      |
| Art                                 | Year A | Collage inspired<br>By the Temple of Apollo                                 |   | Collage<br>Artist: Andy Goldsworthy   |   | Digital art/photography<br>Artist: Frank Shepard Fairey and Banksy   |  |  |                           |                      |
|                                     | Year B | Printing and patterns, drawing<br>Artist: Li Cheng<br>Zhou Xun (1649-1729)  |   | Painting and drawing<br>Artist: Pablo Picasso and Salvador Dali                             |   | Art<br>Sculpture<br>Artist: Louis Aucoc  | Art<br>Drawing<br>Artist: John Tenniel   |  |                           |                      |
| DT                                  | Year A |   |   | Design and make a board game<br>(labyrinth )  |   | Design and make a sustainable houses   |  | Design and make a boat                               |                           |                      |
|                                     | Year B |   |   | Desing and make a flag to represent the common wealth                                       |   | Make soda bread and pea soup   |  |  |                           |                      |
| Music Y5                            |        | Rhythm Builders   |   | Music and Words   |   | Song ingredients   | Song ingredients   |  |                           |                      |
| PE Y5                               |        | Swimming  |   | Swimming Dance  |   | Cricket<br>Swimming  | Athletics<br>Fitness<br>Swimming   |  |                           |                      |

|                              |   |                                 |                                |   |   |                                      |
|------------------------------|---|---------------------------------|--------------------------------|---|---|--------------------------------------|
| Computing Y5                 | Computing systems and networks<br>Sharing information | Creating media – Vector drawing | Creating media – video editing | Data and information – flatfile databases | Programming A – Selection in physical computing | Programming B – selection in quizzes |
| French Y5                    | Phonics<br>La date                                    | At the tea room                 | Do you have a pet?             | Je me presente                            | Je vetements                                    | Le weekend                           |
| Other curriculum links eg RE |   |                                 |                                |   |   |                                      |