



## Year 5 Curriculum Map (2023-2024)

Subject	Term 1 - Land Around Us	Term 2 - War and Peace	Term 3 - Explore the World
Values	Kindness Teamwork	Respect Creativity	Perseverance Responsibility
Curriculum Enrichment	Book Fair Children in Need Cross Country STEM challenge Class assembly Celebrations Daily boost	World Book Day Sports Relief/Comic Relief Science Day Cross Country Internet Safety day Celebrations Anti-bullying Forest school Daly boost	Sports Day Fire Safety Visit Summer Fair Cooking Numeracy day Celebrations Daily boost
English	<u>Unit 1a - Biography</u> *Biography *Michelle Paver  <u>Unit 1b - Suspense Story</u> Flashback / Setting description *Shrieking Forest * Kidnapped  <u>Unit 2a - Persuasive letters</u> * Reducing Break Time * Should we have to wear school uniform?  <u>Unit 2b - Portal Story</u> *The Forgotten World * A Fantasy World	<u>Unit 3a - Flashback Story</u> *The Piano * World War linked (The Suffragettes)  <u>Unit 3b - Diary</u> *My Day at School *The Boy at the back of the class  <u>Unit 4a - Poetry</u> *Macbeth Witches poem *Historical Moment (Rhyming Couplets)  <u>Unit 4b - Non-Chronological Reports</u> *Octopuses *Animal from The Lion, The Witch & The Wardrobe	<u>Unit 5a - Journey (Myth)</u> * Norse Mythology * Viking Boy linked  <u>Unit 5b - Balanced argument</u> *Should the Vikings have invaded Britain *Vikings: Villainous Raiders or Curious Voyagers  <u>Unit 6a - Wishing Tale</u> *Stanley's great great grandfather (to get stronger) *Stanley wishing  <u>Unit 6b - Information Text</u> *Camp Green Lake (During Kate Barlow's time) *Camp Green Lake (During Stanley's time)

PaG	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Learn the grammar for Year 5</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p><i>Review any of the Y4 objectives as necessary</i></p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use hyphens to avoid ambiguity</p> <p><i>Review Year 4 objectives as necessary</i></p>	<p>Use the perfect form of verbs to mark relationships of time and clause</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Use and understand the grammatical terminology to discuss their writing and reading</p> <p><i>Review year 4 objectives as necessary</i></p>
Spelling	<p>1. Spelling Rules: Words ending in -ious</p> <p>2. Spelling Rules: Words ending in -cious</p> <p>3, 4 &amp; 5. Spelling Rules: words ending in -cial and -tial</p> <p>6. challenge words</p> <p>7. Spelling Rules: Words ending in -ant</p> <p>8. Spelling Rules: Words ending in -ance</p> <p>9. Spelling Rules: Words ending in -ent</p> <p>10.. Spelling Rules: words ending in -able and -ible</p> <p>11. Spelling Rules: words ending in -ably and -ibly</p> <p>12. Challenge words</p> <p>13. Spelling Rules: Words ending in -able</p> <p>14. Spelling Rules: adverbs of time</p> <p>15. Spelling Rules: Adding suffixes beginning with vowel letters</p>	<p>16. Spelling Rules: Words with silent letters at the start</p> <p>17.. Spelling Rules: words with silent letters</p> <p>18.. Challenge Words</p> <p>19. Spelling Rules: words spelled with 'ie' after c</p> <p>20. Spelling Rules: words with the 'ee' sound spelt 'ei' after c</p> <p>21. Spelling Rules: Words containing 'ough' for the sound /aw/</p> <p>22. Spelling Rules: Words containing 'ough' for the sound /o/</p> <p>23.. Spelling Rules: adverbs of possibility</p> <p>24.. Challenge Words</p> <p>25. Spelling Rules: homophones or near homophones</p> <p>26. Spelling Rules: homophones or near homophones</p>	<p>27. Spelling Rules: homophones or near homophones</p> <p>28.. Spelling Rules: homophones or near homophones</p> <p>29. Spelling Rules: homophones or near homophones</p> <p>30. Challenge words</p> <p>31. Spelling Rules: hyphens to join prefixes</p> <p>32. Challenge words</p> <p>33 - 37 - revision of spelling rules learnt in Year 5</p>
Quality Texts	<p>Whole class reading: Wolf Brother / Kensuke's Kingdom</p> <p>Classic Text: The Railway Children / Tom's Midnight Garden</p>	<p>Whole class reading: The Boy at the back of the Class / The Lion, The Witch and The Wardrobe</p> <p>Classic shared reading text: The Arabian Nights / Macbeth</p>	<p>Whole class reading: Viking Boy / Holes</p> <p>Classic shared reading text: Jungle Book / The Hobbit</p>

Maths	<b>Number</b> - Place Value <b>Number</b> - Addition and Subtraction <b>Number</b> - Multiplication and Division <b>Number</b> - Fractions	<b>Number</b> - Multiplication and Division <b>Number</b> - Fractions <b>Number</b> - Decimals & Percentages <b>Measurement</b> - Perimeter and area <b>Statistics</b>	<b>Geometry</b> - Properties of Shape <b>Geometry</b> - Position and direction <b>Number</b> - decimals <b>Number</b> - negative numbers <b>Measurement</b> - Converting units <b>Measures</b> - Volume
Computing	Online safety Spreadsheets Game Creator	3D modelling Coding	Database Concept Maps
Science	Properties of and changes in materials Forces	Earth and Space Animals including humans	Living things and their habitats SRE
History	<b>Early Civilisation</b> <u>Stone Age to Iron Age</u> How did the lives of Ancient Britons change during the Stone Age?	<b>Local History Study</b> <u>The Suffragettes</u> How significant was the Suffragette movement in Leicester?	<b>Invaders and Settlers</b> <u>The Vikings</u> What did the Vikings want in Britain and how did Alfred help to stop them getting it?
Geography	<b>Mountains &amp; Hills</b> Why do mountains matter?	<b>Oceans and climate</b> Why do oceans matter?	<b>Rainforests</b> Why are rainforests important to us?
Art	<b>Clay Relief</b> Stone Age Cave Art	<b>Texture</b> Van Gogh	<b>Collage: overlapping (Pattern, colour, texture)</b> Gustav Klimt
DT	<b>Cams and Levers</b> Moving pictures space for story	<b>Sewing</b> Make do and mend: Sock Monkey	<b>Cooking</b> Viking soup
PE	<b>Gymnastics</b> <b>Dance</b> <b>Swimming</b>	<b>Hockey</b> <b>Basketball</b> <b>Swimming</b> <b>Forest school (OAA)</b>	<b>Athletics</b> <b>Rounders</b> <b>Swimming</b>
Music	Pulse & Voice	Rhythm & Pitch	<b>Technology, structure and form</b> <b>20<sup>th</sup> Century music</b>
PSHCE	<b>Myself &amp; my relationships</b> My emotions	<b>Rights, Rules &amp; Responsibilities</b> Diversity and communities	<b>Healthy &amp; Safer lifestyles</b> Managing risk

RE	<b>Christianity</b> Festivals and Celebrations	<b>Judaism</b> Festivals and Celebration	<b>Judaism (continued for Depth)</b> Festivals and celebration
French	Phonetics (3 lessons) Clothes	Heathy lifestyles  Weather	Link to deforestation unit Weather Clothes Food Animals Compare to France (Y3) and Monaco (Y4)