Curriculum Map 2024-25   Year 5 – Mrs Parsonage and Mrs Kidd

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Mixtures and Separation	Materials: Properties and Changes	Forces: Earth and Space	Living things and their habitats: Life Cycles and Reproduction	Forces and Space: Unbalanced Forces	Animals: human timeline
Computing	Programming 2: Micro: bit	Computer Systems and Networks: Search Engines	Mars Rover 1	Skills Showcase: Mars Rover 2	Online Safety	Stop Motion Animation
History		How did the achievements of the Maya Civilisation influence their society and beyond?		British History: How was life like in Tudor England?		Who should go on the bank note?
Geography	What is life like in The Alps?		Why do oceans matter?		Would you like to like in the desert?	
DT		Textiles: Making a stuffed toy		Structure: Bridges		Food: Developing Recipe
Art	Drawing: I need space.		Sculpture: Interactive Installation.		Painting and Colour: Mixed Media. Painting Portraits.	
RE	Do Sikhs need the Guru Granth Sahib?	Does God communicate with Humans?	Do Muslims need the Qu'ran?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What is best for our world? Does religion help people decide?
Music	The Blues	Musical Theatre	South and West Africa	Composition to represent the festival of Holi	Composition Notation (Ancient Egypt)	Looping and Mixing
PE	Invasion Games: Rugby and Badminton	Invasion Games: Football and Fitness (Circuits)	Invasion Games: Netball and Gymnastics	Invasion Games – Hockey and Dance	Striking and Fielding: Rounders and Swimming	Striking and Fielding: Athletics and Swimming
PSHE	Safety and the Changing Body	Health and Wellbeing	Families and Relationships	Citizenship	Economic Wellbeing	Transition
Mfl	Hello What is your name?	Numbers Colours	Months My family	Animals Clothes	Food What do you like doing?	What time it is? The Weather In my town / city

Science Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Mixtures and Separation	**Forces: Earth and Space**	**Forces and Space: Unbalanced Forces**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Define the term 'mixture' and name some common examples. Define the term 'sieving' and explain how sieving separates mixtures. Define the term 'filtering' and explain how filtering separates mixtures. Define the terms 'solution' and 'dissolve' and name some common examples of solutions. Recall some factors that affect the time taken to dissolve. Describe the effect of temperature on the time taken to dissolve. Define the term 'evaporating' and explain how evaporating separates solutions. Identify when sieving, filtering and evaporating should be used.	Describe the geocentric and heliocentric models. Name and describe the shape of celestial bodies. Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. Describe the orbit of the Moon around the Earth and its phases. Explain how day and night occur. Explain how the seasons occur. Explain how a sundial works. List some of the uses of satellites and explain why space junk poses a problem to them.	Describe gravity and its effects. Describe the relationship between mass and gravity. Describe air resistance and its effects. Describe friction and its effects. Describe water resistance and its effects. Describe the relationship between surface area and air and water resistance. Explain how to make an object aerodynamic or streamlined. Describe the effects of levers, pulleys and simple machines on movement.
When working scientifically pupils who are **secure** will be able to:	When working scientifically, pupils who are **secure** will be able to:	When working scientifically, pupils who are **secure** will be able to:
Research a mixture to find out what substances it is made from. Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. Identify and justify which type of enquiry to use to answer my testable question. Identify solutions by observing and describing their appearance. Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve.	Pose and identify testable questions about the movement of the celestial bodies in our Solar System. Use a model to represent the Solar System. Design and draw a table to record data on moons. Accurately draw day and night and seasons diagrams. Calibrate a sundial using a compass and torch and use it to measure time. Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future.	Analyse predictions, data and anomalies to write a conclusion. Plan a fair test to investigate air resistance. Write a method. Evaluate a method and judge the degree of trust. Design a results table. Calculate the mean average from repeat data. Draw and annotate a diagram. To draw an accurate line graph.

Choose which measurements to take and how long to take them for.

Key Vocabulary	**Key Vocabulary**		**Key Vocabulary**	
- control variable - crystallising - dissolve - evaporation - evaporation method - filtering - insoluble - mixture - particle - sieve - sieving - soluble - solution - variable	- artificial satellite - axis - calibrate - celestial bodies - climate change - day - daytime (daylight) - data - Earth - elliptical - face - first quarter moon - force - full moon - gnomon - gravity	- phase - planet - Pluto - orbit - our Solar System - reflect - rotate - Saturn - season - shadow - Solar System - space - space junk - spherical - star - summer - sundial - sunrise - sunset - table - the Sun - the Moon	- aerodynamics - air resistance - amplify - balanced - contact force - distance - effort - force - friction - gear - gravity - lever	- load - machine - mass - matter - non-contact force - pivot - pulley - streamlining - surface area - unbalanced - water resistance

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Autumn Term 2:	Spring Term 2:	Summer Term 2:
Materials: Properties and Changes	**Living things and their habitats: Life Cycles and Reproduction**	**Animals: Human time line**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Determine the hardness of different materials and link this to their uses.	Describe the life cycle of a plant, including the reproductive stage.	Order the stages in growth and development from birth to old age.
Determine the transparency of different materials and link this to their uses.	Describe the life cycle of a mammal.	Describe physical and developmental changes from a baby through to old age.
Determine the thermal and electrical conductivity of different materials and link this to their uses.	Describe the life cycle of a bird and compare it with that of a mammal.	Describe changes that occur in males and females during puberty.
Demonstrate, identify and describe reversible and irreversible changes.	Describe the life cycle of an amphibian.	Suggest ways to manage the changes that occur during puberty.
	Describe the life cycle of an insect and compare it with that of an amphibian.	Recall what is meant by a gestation period.
When working scientifically pupils who are **secure** will be able to:	Describe asexual reproduction in plants.	Describe how gestation varies across animals and compare this to humans.
Evaluate the hardness test to determine the degree of trust in the results.	When working scientifically, pupils who are **secure** will be able to:	When working scientifically, pupils who are **secure** will be able to:
Plan and draw a table of results.		
Write a detailed, organised and easy to follow method.	Observe and compare equivalent parts in different flowers.	Use data to describe growth from baby to adult.
Write a prediction using prior knowledge of the states of matter.	Research the life cycles of different mammals.	Identify where on the graph the rate of growth changes.
Analyse observations about rusting and use them to support a conclusion.	Pose questions to compare the life cycles of different birds.	Use a line graph to make predictions about height.
Measure accurately in centimetres.	Suggest how one temperature may affect egg hatching.	Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph.
	Use data to describe a relationship and make predictions.	
	Represent root growth over time on a line graph.	

Key Vocabulary	**Key Vocabulary**		**Key Vocabulary**
• burning	• adolescence	• insect	• adolescence
• change of state	• adult	• juvenile	• adolescent
• circumference	• amphibian	• larva	• adult
• condensing	• asexual reproduction	• leaf growing stage	• adulthood
• conductor	• bird	• life cycle	• child
• dissolve		• line of best fit	• childhood
		• lungs	
		• mammal	
		• mating	

• electrical conductivity • evaporating • freezing • hard • hardness • insulator • irreversible change • light intensity • light meter • melting • mixture • opaque • property • reversible change • rust • rusting • soft • states of matter • trustworthy • thermal conductivity	• birth • bulb • carnivore • characteristic • chrysalis • cocoon • cuttings • egg • estimating • extrapolating • fertilisation • fledgling • flowering stage • four-legged tadpole • four-stage life cycle • frog	• metamorphosis • nest • nestling • newborn • nymph • offspring • ovule • pollen • pollination • pupa • reproduction • seed dispersal • seed stage • seedling stage • seed • sexual reproduction	• foetus • gestation period • hormones • infant • life cycle • newborn • old age • period (menstruation) • puberty • toddler

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Computing Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Programming 2: Micro: bit	**Mars Rover 1**	**Online Safety**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch. Create their own images to make the animation and recognise the difference between 'on start' and 'forever'. Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work. Choose appropriate blocks to complete the program and attempt the challenges independently. Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.	Identify some types of data the Mars Rover could collect (for example, photos). Explain how the Mars Rover transmits the data back to Earth and the challenges involved. Read any number in binary, up to eight bits. Identify input, processing and output on the Mars Rovers. Read binary numbers and grasp the concept of binary addition. Relate binary signals (Boolean) to a simple character-based language, ASCII.	Understand that passwords need to be strong and that apps require some form of password. Recognise some types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and well-being are being affected in either a positive or negative way through online use. Offer some advice and tips to combat the negative effects of online use.

Key Vocabulary		**Key Vocabulary**		**Key Vocabulary**	
- Load - Loop - Micro:bit - Outputs - Pairing - Pedometer - Polling - Predict - Program - Repetition - Reset	- Sabotage - Scoreboard - Screen - Systematic - Tablet - Tinkering - USB - Variables - Wifi - Wireless - Wires	- binary code - boolean - byte - CPU - data - data transmission - decimal numbers - discovery - distance - Hexadecimal - input - Mars Rover	- the Moon - numerical data - output - planet - radio signal - RAM - scientist - sequence - signal - simulation - space - subtraction	- accurate - advice - app - application - app permissions - biography - bullying - communication - emojis - health - in-app purchases - information - judgement	- mindfulness - negative contribution - online - online communication - opinion - organisation - password - personal information - positive contribution - real world

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Autumn Term 2:	Spring Term 2:	Summer Term 2:
Computer Systems and Networks: Search Engines	**Skills Showcase: Mars Rover 2**	**Stop Motion Animation**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.	Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data.	Create a toy with simple images with a single movement.
Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.	Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data.	Create a short stop motion with small changes between images.
Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.	Explain the 'fetch, decode, execute' cycle in relation to real-world situations.	Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters.
Choose appropriate blocks to complete the program and attempt the challenges independently.	Create a profile with a safe and suitable username and password and begin to use 3D design tools.	Make small changes to the models to ensure a smooth animation and delete unnecessary frames.
Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program.	Independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly.	Add effects such as extending parts and titles.
		Provide helpful feedback to other groups about their animations.

Key Vocabulary		**Key Vocabulary**		**Key Vocabulary**	
• Load	• Sabotage	• 3D	• JPEG	• Animation	• Fluid movement
• Loop	• Scoreboard	• Algorithm	• Memory	• Animator	• Frames
• Micro:bit	• Screen	• Binary image	• Online community	• Background	• Model
• Outputs	• Systematic	• CAD	• Operating system	• Character	• Moving images
• Pairing	• Tablet	• Compression	• Output	• Decomposition	• Onion skinning
• Pedometer	• Tinkering	• CPU	• Pixels	• Design	• Still images
• Polling	• USB	• Data	• RAM	• Digital device	• Stop motion
• Predict	• Variables	• Drag and drop	• Responsible	• Edit	• Storyboard
• Program	• Wifi	• Fetch, decode, execute	• RGB	• Evaluate	• Thaumatrope
• Repetition	• Wireless	• ID card	• ROM	• Flip book	• Zoetrope
• Reset	• Wires	• Input	• Safe		

History Learning Objectives:

Autumn Term 2: *For Year 5 in 2024 and 2025 only. From then onwards it will be a Vikings Kapow topic*	Spring Term 2 :		Summer Term 2:
How did the achievements of the Maya Civilisation influence their society and beyond? Pupils who are **secure** will be able to: Describe the key physical features of the Maya civilisation. Sequence the key periods in the Maya civilisation. Identifying periods that were happening in Britain at the same time. Name the features of the rainforest. Explain the challenges facing the Maya in the rainforest. Explain how the Maya settled in the rainforest. Name the features of Maya houses. Identify the similarities and differences between Maya and Anglo-Saxon houses. Explain the Maya creation story. Identify the characteristics of important gods or goddesses. Make deductions about cities. Name the features of Maya cities. Create a plan of a Maya city, including the main features. Explain the reasons for the decline of the Maya civilisation. Evaluate the reasons for the decline of the Maya civilisation. Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.	**British History: How was life like in Tudor England?** Pupils who are **secure** will be able to: Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. Explain how inventories are useful to historians and create a realistic inventory.		**Who should go on the bank note?** Pupils who are **secure** will be able to: Name the features of a banknote. Make inferences about a person using a banknote. Explain the significance of historical figures. Make inferences from sources. Apply criteria to decide if a person is historically significant and explain why. Explain the significance of William Tuke. Research important aspects of a person's life. Explain what makes a person significant.
Key Vocabulary • abandon • city-state • Classic period • creation story	**Key Vocabulary** • Anne Boleyn • Catherine of Aragon	• audience • purpose • accuracy • creator • reconstruction	**Key Vocabulary** • Alan Turing • criteria • issuing bank • historically significant

- decline - deforestation - drought - hieroglyphics - pyramid - rainforest - slash and burn - tropical rainforest	- Jane Seymour - Anne of Cleves - Katherine Howard - Katherine Parr - heir - evidence - Royal Progress - propaganda - image - litter - historical deductions - reliability	- inventory - valuation - merchant - pewter - John Blanke - Cattelena of Almondsbury - free - enslaved - tournament	- Jane Austen - Joseph William Turner - remarkable - remembered - watermark - Winston Churchill - Lily Parr - Betty Snowball

Geography Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
What is life like in The Alps?	**Why do oceans matter?**	**Would you like to live in the desert?**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Locate the Alps on a world map and identify and label the eight countries they spread through.	Describe the water cycle.	Identify the lines of latitude where hot desert biomes are located.
Locate three physical and three human characteristics in the Alps.	Describe how the ocean is used for human activity.	Describe the characteristics of a hot desert biome.
Research and describe the physical and human features of Innsbruck.	Explain how the ocean helps to regulate the Earth's climate and temperature.	Locate the largest deserts in each continent.
Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.	Identify the Great Barrier Reef as part of Australia.	Describe ways the Mojave Desert is used.
	Describe the benefits of the Great Barrier reef.	Name and describe the physical features found in a desert.
Compare the human and physical geography of their local area and Innsbruck.	Describe how humans impact the oceans and the consequences of this.	Identify how humans use the desert.
Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Explain some actions that can be taken to help support healthy oceans.	Explain how human activity may contribute to the changing climate and landscape of a desert.
	Explain which data collection method would be best for marine fieldwork and why.	Recognise that the Mojave Desert has a different time zone to the UK.
	Collect data using a tally chart, photographs and a sketch map.	Describe some of the threats to deserts.
	Safely navigate the fieldwork environment.	Give the benefits and drawbacks of living in a desert environment.
	Make suggestions for how to improve a marine environment.	Identify characteristics of two contrasting biomes and compare land use.
	Present data using a tally chart and pie chart.	Discussing if a desert environment is hospitable and why.

Key Vocabulary		**Key Vocabulary**		**Key Vocabulary**	
	• mountain climate		• geology		• national park
	• mountain range		• habitat		• natural arch
	• OS map		• human footprint		• nature reserve
• atlas	• physical feature	• atmosphere	• marine	• agriculture	• rainfall
• climate	• population	• biodegradable	• microplastics	• airstrip	• ranching
• climate change	• questionnaire	• buffer	• natural disaster	• arid	• renewable energy
• coniferous trees	• sea level	• coral bleaching	• ocean current	• barren	• salt flat
• data		• coral reef	• policy	• biome	• sand dune

• deciduous trees • enquiry • fold mountain • glacier • hemisphere • human feature • land height • latitude • leisure • longitude • method	• recreational land use • risk • route • scale • temperate • temperate forest • tourism • tourist • vegetation	• decompose • digital map • disposable • ecology • ecosystem • erosion	• renewable energy • single use plastic • species • water cycle	• climate • desert • desertification • drought • flash flood • mesa • mining • mushroom rock	• sparse • time zone • tourist attraction • vegetation • weather

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Design & Technology Learning Objectives:

Autumn Term 2:	Spring Term 2:	Summer Term 2:
Textiles: Making a stuffed toy Pupils who are **secure** will be able to: Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement.	**Structures: Bridges** Pupils who are **secure** will be able to: Identify stronger and weaker shapes. Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. Use triangles to create simple truss bridges that support a load (weight). Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. Follow each stage of the truss bridge creation as instructed by their teacher. Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.	**Food: Developing a recipe** Pupils who are **secure** will be able to: Describe the process of beef production. Research a traditional recipe and make changes to it. Add nutritional value to a recipe by selecting ingredients. Prepare and cook a version of bolognese sauce.

| **Key Vocabulary**

- accurate
- annotate
- appendage
- blanket-stitch
- design criteria | **Key Vocabulary**

- beam bridge
- arch bridge
- truss bridge | - mark out
- hardwood
- softwood
- wood file/rasp
- sandpaper/glasspaper
- bench hook/vice | **Key Vocabulary**

- abattoir
- adaptation
- balanced | - grate
- hygiene
- ingredients
- label
- measure
- nutrient |

• detail • evaluation • fabric • sew • shape • stuffed toy • stuffing • template	• strength • technique • corrugation • lamination • stiffness • rigid • factors • stability • visual appeal • aesthetics • joints	• tenon saw/coping saw • assemble • material properties • reinforce • wood sourcing • evaluate • quality of finish • accuracy	• beef • brand • cook • cross-contamination • cut • design • enhance • equipment • evaluate • farm	• nutrition • nutritional value • preference • press • process • recipe • safety • theme

Art Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Drawing: I need space	**Sculpture: Interactive Installation**	**Painting and Colour: Mixed media. Painting Portraits.**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Understand and explain what retrofuturism is.	Group images together, explaining their choices.	Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
Participate in discussions and offer ideas.	Answer questions about a chosen installation thoughtfully and generate their own questions.	Try a variety of materials and compositions for the backgrounds of their drawings.
Evaluate images using simple responses, sometimes using formal elements to extend ideas.	Show that they understand what installation art means.	Communicate to their partner what kind of photo portrait they want.
Provide plausible suggestions for how a piece was created.	Justify their opinions of installation artworks.	Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
Comfortably use different stimuli to draw from.	Evaluate their box designs, considering how they might appear as full-sized spaces.	Create a successful print.
Use past knowledge and experience to explore a range of drawing processes.	Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.	Use some Art vocabulary to talk about and compare portraits.
Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.	Create an installation plan, model or space.	Identify key facts using a website as a reference.
Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.	Describe their creations and the changes they made as they worked.	Explain their opinion of an artwork.
Generate a clear composition idea for a final piece that shows how it will be drawn.	Describe how their space conveys a particular message or theme.	Experiment with materials and techniques when adapting their photo portraits.
Apply confident skills to make an effective collagraph print.	Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.	Create a self-portrait that aims to represent something about them.
Independently select tools and drawing techniques, with some guidance.	Show they have considered options for how to display their installation best e.g. lighting effects.	Show they have considered the effect created by their choice of materials and composition in their final piece.
Demonstrate growing independence, discussing ways to improve work.	Present information about their installation clearly in the chosen format.	
	Justify choices made, explaining how they improve the viewer experience or make it interactive.	

Key Vocabulary		Key Vocabulary		Key Vocabulary	
• cold war	• printmaking	• analyse	• interact	• art medium	• monoprint
• collagraph	• process	• art medium	• interactive	• atmosphere	• multi media

• collagraphy • composition • culture • decision • develop • evaluate • futuristic • imagery • printing plate	• propaganda • purpose • repetition • Retrofuturism • revisit • space race • stimulus • technique	• atmosphere • concept • culture • display • elements • evaluate • experience • features • influence • installation art	• location • mixed media • performance art • props • revolution • scale • scaled down • special effects • stencil • three dimensional	• background • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media	• paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer

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Religious Studies Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Do Sikhs need the Guru Granth Sahib? Pupils will know about the key teachings of the Guru Granth Sahib, especially the Mool Mantra and what Sikhs understand about God from that prayer; pupils will link the treatment of the book with the respect offered to the human gurus. They will evaluate the impact of the teachings of the Guru Granth Sahib on Sikh daily life and practice; They will know how the Sikh religion came in to existence and consider the importance of Guru Nanak in the establishment of the faith.	**Do Muslims need the Qur'an?** Pupils will know that people who learn the Qur'an by heart are called Hafiz; the will know that the Hadith is a different text, with different intentions and treated differently. They will know how the Qur'an is treated and some of the key teachings. They will evaluate the impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice; they will make links between the revelation of the Qur'an and the respect with which it is treated. They will make comparisons with other sacred text they have encountered.	**Are you inspired?** Pupils will know how the disciples were changed at Pentecost and the teachings of the church and the beliefs that follow on from this. They will be able to articulate the work of the Spirit as that of the third person of the Trinity and they will be able to explain how Christians believe that the Spirit influences them today. They will know some of the Bible references that explain the character of the Holy Spirit and evaluate the role the Spirit play in the church today.

Autumn Term 2:	Spring Term 2:	Summer Term 2:
Does God communicate with Humans? Pupils will know the specific prophecies that Christians link to the birth of Jesus and they will evaluate their contribution to understanding of the Christmas story; they will know the ways that God communicates to people during the Christmas narrative and the impact of people's responses; they will know the different ways that Christians believe God communicates with them and the difference that makes to their lives; they will understand the Christian view of the Bible as the words of God.	**Was the death of Jesus a worthwhile sacrifice?** Pupils will know that Christians believe that Christ died for a purpose and that He gave his life for others. They will see the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement. They will know that Jesus had the freedom not to die, but chose to and that the words of forgiveness spoken in the cross can be understood to apply to all humans. They will know the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.	**What is the best for our world? Does religion help people decide?** Pupils will be able to explain using some religious texts why Christians and Muslims give to other people and help those in need. Pupils will know about Zakat, and the motivation for Muslims to give to the needy. Pupils will identify some of the things that the world needs and identify ways in which charities, both religious and secular aim to meet those needs and the motivation for doing so. They will know about the principle of tithing and discuss the implications for the giver and the receiver.

Music Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
The Blues	**South and West Africa**	**Composition Notation (Ancient Egypt)**
Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:	Pupils who are **secure** will be able to:
Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.	Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.
Key Vocabulary • Blues • chord • 12-bar Blues • bar • scale • Blues scale • bent notes • ascending scale • descending scale • improvisation	**Key Vocabulary** • a cappella • call and response • dynamics • performance • chord • improvisation • ostinato • break • poly-rhythms • master drummer	**Key Vocabulary** • features • notation • repeating • unison • composition • structure • repetition • melody • tempo • compose • ensemble

	• syncopation • metronome	• minor key

Autumn Term 2:	Spring Term 2:	Summer Term 2:
Musical Theatre Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	**Composition to represent the festival of Holi** Pupils who are **secure** will be able to: Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.	**Looping and Mixing** Pupils who are **secure** will be able to: Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.

Key Vocabulary		Key Vocabulary	Key Vocabulary	
• Action song • Backdrop • Book musical • Character song • Choreographer • Composer • Comic opera • Costumes • Designer • Dialogue • Director • Duet • Ensemble • Hip-hop musical • Jukebox musical	• Librettist • Libretto • Lyricist • Musical director • Musical theatre • Opera • Operetta • Performers • Props • Rock musical • Scene • Solo • Tempo • Timbre • Transitions	• synaesthesia • dynamics • Holi • graphic score • vocal composition • performance	• accuracy • backbeat • body percussion • fragment • layers • loop • looped rhythm	• melody • melody line • notation • ostinato • remix • rhythm • riff • structure

Curriculum Map 2024-25   Year 5 – Mrs Parsonage and Mrs Kidd

Physical Education Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Invasion Games – Rugby and Badminton **Rugby** • Show ways to keep ball away from defenders. • How to shield the ball. • Change speed, direction with ball to get away from defender. • Shoot accurately in a variety of ways. • Watch and evaluate the success of the games they play in. • Identify parts of the game that are going well and parts that need improving. • Explain how confident they feel in different positions. • Suggest what they need to practice to enjoy game more. • Change pitch size to make games better. **Badminton** • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand rules about the games.	**Invasion Games – Netball and Gymnastics** **Netball** • Mark an opponent. • Watch and evaluate the success of the games they play in. • Can use attack and defence tactics. • Can play games using throwing and catching skills. **Gymnastics** • Explore range of symmetric and asymmetric actions, shapes and balances. • Control actions and combine them fluently. • Be aware of extension, body tension and control. • Move from floor to apparatus, change levels and move safely. • Combine movements with other in a group (matching and mirroring). • Watch a performance and evaluate its success.	**Striking and Fielding – Rounders and Swimming** **Rounders** • Can use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. • Can develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. • Thinks about when to use an over and under arm throw. **Swimming** • Swim between 10m and 20m unaided in shallow water, using one stroke. • Begin to swim 10m-15m unaided using a second stroke. • Can put face in water and breath correctly when swimming in one identifiable stroke. • Use a float to aid their swimming and confidence in deeper water. • Use a float to develop leg and arm techniques.
Autumn Term 2:	Spring Term 2:	Summer Term 2:
Invasion Games – Football and Fitness (Circuits) **Rugby** • Show ways to keep ball away from defenders. • How to shield the ball. • Change speed, direction with ball to get away from defender. • Shoot accurately in a variety of ways.	**Invasion Games – Hockey and Dance** **Hockey** • Mark an opponent. • Watch and evaluate the success of the games they play in. • Can use attack and defence tactics. • Can play games using throwing and catching skills.	**Striking and Fielding – Athletics and Swimming** **Athletics** • Outdoor and adventurous activity during year 5 residential trip • Choose their favourite ways of running, jumping and throwing. • Choose the best equipment for different activities.

- Watch and evaluate the success of the games they play in.
- Identify parts of the game that are going well and parts that need improving.
- Explain how confident they feel in different positions.
- Suggest what they need to practice to enjoy game more.
- Change pitch size to make games better.

Circuits

- Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.
- Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises.
- Knows why exercise is good for their fitness, health and well-being

Dance

- Can explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.
- Can explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships.
- Can remember and perform a dance routine to any audience with 20+ steps.

- Know how to plan a run so they pace themselves evenly or unevenly.
- Plan to cover distances as a team to get the best results possible.
- Mark a run up for jumping and throwing.

Swimming

- Swim between 10m and 20m unaided in shallow water, using one stroke.
- Begin to swim 10m-15m unaided using a second stroke.
- Can put face in water and breath correctly when swimming in one identifiable stroke.
- Use a float to aid their swimming and confidence in deeper water.
- Use a float to develop leg and arm techniques.

Curriculum Map 2024-25 — Year 5 – Mrs Parsonage and Mrs Kidd

Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Safety and the Changing Body Pupils who are **secure** will be able to: Understand what is safe to share online and what to do before sending a message. Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Accurately name all the relevant parts of the body. Understand the changes their own gender will go through during puberty. List the range of changes they will go through during puberty. Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. Understand that other people can influence our decisions but we have the right to make our own choices.	**Families and Relationships** Pupils who are **secure** will be able to: Describe what qualities a good friend should have and recognise which of these they have and which they could develop. Recognise that friendships have ups and downs and this is normal. Understand what marriage is and know that it is a choice people make. Understand that we all have a range of attributes that make us who we are and we should be proud of these. Understand that sometimes families can make children feel unhappy or unsafe. Understand why someone might bully others. Understand that attitudes and laws around gender equality have changed over time. Understand that stereotypes exist and these can lead to discrimination.	**Economic Wellbeing** Pupils who are **secure** will be able to: Prioritise needs over wants. Manage a weekly budget. Understand the responsibilities and consequences of borrowing and loaning. Recognise the risks and considerations associated with spending money online. Explain why workplace stereotyping needs to be challenged. Describe how interests and skills align with future careers.
Key Vocabulary - Influence - Labia - Menstruation	**Key Vocabulary** attributes	**Key Vocabulary** allocate

Curriculum Map 2024-25   Year 5 – Mrs Parsonage and Mrs Kidd

• Attraction • Bladder • Breasts • Cervix • Clitoris • Decision • Egg or ova • Ejaculation • Erection • Fallopian tube • Friend	• period • Nipples • Ovary/ovaries • Private • Puberty • Pubic hair • Scrotum • Testicles/testes • Vagina • Vulva	• bullying • bystander • cyberbullying • marriage • secret • wedding	• borrow • commitment • expenditure • impact • income • loan • prioritise • repayment • risk

Autumn Term 2:	Spring Term 2:	Summer Term 2:
Health and Wellbeing Pupils who are **secure** will be able to: Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel. Describe how they can get a good night's sleep and explain why this is important. Describe why they should embrace failure. Describe a strategy to help manage feelings of failure and to help them to persevere. Set themselves goals and consider how they will achieve them. Describe a range of feelings and suggest two ways of dealing with a difficult situation. Demonstrate an understanding of what calories are and how to use them to help plan healthy meals. Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.	**Citizenship** Pupils who are **secure** will be able to: Understand what happens when someone breaks the law. Understand what rights are and that freedom of expression is one of these rights. Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. Understand how people contribute to society and how this is recognised. Understand the role of pressure groups. Understand the basics of how parliament works including the parts of parliament.	**Transition** Children think about the responsibilities and opportunities that they might take on when moving into Year 6, including head boy/girl, school council, prefects, monitors and peer mentors.

Key Vocabulary

- fail
- goal
- protect
- relaxation
- responsibility
- steps

Key Vocabulary

- Defendant
- Environment
- Freedom of expression
- Government
- House of Commons
- Human rights
- Judge
- Jury
- Member of Parliament (MP)
- Parliament
- Pressure group
- Prime Minister
- Trial

Key Vocabulary

- Skill
- Responsibility
- Role achievement

Modern Foreign Languages Learning Objectives:

Autumn Term 1:	Spring Term 1:	Summer Term 1:
Spanish: • Hello • What is your name?	Spanish: • Months • My family	Spanish: • Food • What do you like doing?
Autumn Term 2:	**Spring Term 2:**	**Summer Term 2:**
Spanish: • Numbers • Colours	Spanish: • Animals • Clothes	Spanish: • What time is it? • The Weather • In my town / city