

Music

‘Living on a Prayer’: Understanding the dimensions of Rock music- Bon Jovi ‘Classroom Jazz 1’

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

R.E

Creation and Covenant
Advent to Christmas
Catholic Social Teaching
Collective worship daily

Science

Autumn 1: Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting 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.

Autumn 2 – Space and Global warming

- 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
- 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.
- explore the impacts of global warming

History

Autumn 2

- investigating key figures or events from historical periods; examining how aspects of life have developed over time
- understanding how historical periods interconnect, overlap and impact each other.
- recurring themes, key concepts and fundamental elements of historical knowledge, such as invasion and settlement.
- learning how historians investigate the past and how they construct historical claims.
- experiencing the process that historians use; navigating historical concepts by questioning, investigating, interpreting, evaluating, concluding and communicating.

English

Reading Quality Text:

Fiction: The Tear Thief - Carol Ann Duffy (Picture book for older children)
Kensuke’s Kingdom- Michael Morpurgo (Modern Fiction- Adventure)

Non-Fiction text: Jungle Survival Handbook

Writing outcomes

Fiction: Narrative, Descriptive writing, Writing in Role,

Non-Fiction: Recount, Instructional/Information Text, Biography,

Poetry: Haiku (Japanese link), Dark Sky Park- Philip Gross

Daily Whole class reading with a content domain focus.

Spelling patterns: tious, cious, tial, cial, ence, ance and 5/6 words.

Year 5 Curriculum Map

Autumn Term 2025

Mrs Chodnicki and Mr Hall

Maths

Place value and negative numbers

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above.

Addition/Subtraction

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication/Division by 10, 100, 1000, Common factors, multiples and prime numbers, square and cube numbers

Multiply and divide numbers mentally drawing upon known facts.

Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Recognise and use square numbers with the same denominator and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19

Number –Fractions

Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 25 + 45 = 65 = 1 15]

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions [for example 0.71 = 71/100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

PE

Basketball
Hockey
Gymnastics
Swimming

MFL

Italian

ART/DT

DT: Mechanical systems - Pop- up Book

ART: Depth, emotion and movement
Exploring mark making for showing depth, emotion and movement.

Computing

Purple Mash

Autumn 1 – Quizzing, Database

Autumn 2 – Database/Game creator

Geography

Autumn 1

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Computing

Quizzing

- To explore different types of quizzes and identify their features, strengths and weaknesses.
- To explore the features of 2Quiz and experiment with creating quiz questions.
- To explore additional features of quizzes, such as title screens and content pages.
- To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.
- To be able to refine, test and share completed quizzes.

Database

- To understand what a database is.
- To design and create a database.
- To build queries to find information.
- To solve problems using a database.

Game creator

- To evaluate the features of a successful video game.
- To plan a game in 2DIY3D.
- To design and use game sprites.
- To add features to a game world and check playability.
- To evaluate games created by others.

ART/DT

Autumn 1

- To design a pop-up book
- To follow my design brief to make my pop-up book
- To use layers and spacers to cover the working of mechanisms
- To create a high-quality product suitable for a target user

Autumn 2

- To apply an understanding of expressive and gestural lines to capture movement
- To understand how lines and marks can communicate emotion.
- To apply an understanding of composition to plan a print.
- To understand how artists use mark making and shading to create depth.
- To explore how portraits can show expression and emotion and affect how we see the artwork.
- Christmas art – textiles.

PE – Get Set 4 PE

Hockey

To develop dribbling with control.
To develop dribbling to beat a defender.
To develop sending the ball using a push pass.
To develop receiving the ball with control.
To be able to move into space to support a teammate.
To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.
To use space effectively in game situations.
To apply the rules and skills you have learnt to play in a hockey tournament.

Basketball

To be able to dribble the ball abiding by the double dribble and travelling rules.
To develop protective dribbling against an opponent.
To use a variety of passes in a game situation.
To be able to move into a space to support a teammate.
To be able to choose when to pass and when to dribble.
To be able to track an opponent and use defensive techniques to win the ball.
To be able to perform a set shot and a jump shot.

To be able to apply the rules and tactics you have learnt to play in a basketball.

Gymnastics

To be able to perform symmetrical and asymmetrical balances.
To develop the straight, forward, straddle and backward roll.
To develop the straight, barrel, forward, straddle and backward roll.
To be able to explore different methods of travelling, linking actions in both canon and synchronisation.
To be able to perform progressions of inverted movements.
To be able to perform progressions of a handstand.
To explore matching and mirroring using actions both on the floor and on apparatus.

Year 5 Curriculum Map

Autumn Term 2025

Learning Intentions

Science

Forces

To revise what we know and what we want to find out.
To explore the concept of friction and its effects
To understand how air resistance affects moving surfaces by planning a parachute experiment.
To explore the effects of water resistance.
To investigate the force of gravity and understand the relationship between mass, weight and gravity.
To explore different types of mechanisms and how they make a small force have a greater effect.
Space and Global Warming
To revise what we know and what we want to find out.
Identifying scientific evidence that has been used to support or refute ideas or arguments.
To explain the effect of gravity on unsupported objects.
To investigate the force of gravity and understand the difference between weight and mass.
To explore the effects of water resistance. To investigate the effects of friction.
To explore and design mechanisms.

Music

How rock music developed from the Beatles onwards. Analysing performance.
History of music - Jazz in its historical context.

Autumn 1

1. Listen and Appraise the song 'Livin' On A Prayer'. Begin to understand the basic style indicators of classical rock music. Begin learning to sing the song.
2. Listen and Appraise the song 'We Will Rock You'. Sing and play instruments to Livin on a Prayer.
3. Listen and Appraise the song 'Smoke on the Water'. Sing and improvise using voices/instruments - Livin on a Prayer.
4. Listen and Appraise the song 'Rockin' all over the world'. Sing + perform compositions - Livin on a Prayer.
5. Listen and Appraise the song 'Johnny B. Goode'. Choose to perform with vocal or instrumental improvising to Livin on a Prayer.
6. Listen and Appraise 'I saw her standing there'. End of unit performance of Livin on a Prayer.

Autumn 2

1. Listen/appraise 'The Three Note Bossa' - Ian Gray. 1. Learn to play/performance the Tune/Head. 2. Introduce improvisation with the Tune/Head.
2. Listen/appraise 'Speaking Desafinado' - Antonio Carlos Jobim. Learn to play/performance 'The Three Note Bossa'. 1. Play the whole tune/head 2. Build on improvisation.
3. Listen/appraise 'Cotton Tail' by Duke Ellington. Learn to play/performance 'The Three Note Bossa'. 1. the whole Tune/Head 2. Continue to improvise.
4. Listen/appraise 'Five Note Swing' by Ian Gray. 1. Play the Tune/Head and middle 8 - Five Note Swing. 2. Improvise with the Tune/Head. 3. Perform - Five Note Swing.
5. Listen/appraise 'Perdido' by Tizol. Learn to play/performance 'Five Note Swing'. 1. Continue to play the tune/head and middle 8. 2. Improvise/Perform.
6. Listen/appraise 'Things ain't what they used to be' by Ellington and Parsons. Learn to play/performance 'Five Note Swing'. 1. Continue to play the tune/head and middle 8. 2. Improvise/Perform.

Geography

What is life like in the Alps

- To locate the Alps on the map
- To locate the key physical and human characteristics of the Alps
- To describe the human and physical characteristics of the Alpine region.
- To investigate what there is to do in the local area using data collection.
- To understand the similarities and the differences between the local area and Alpine area.
- To understand the human and physical geography of the Alps.

History

Were the Vikings raiders, traders or something else?

- To explain when and why the Vikings came to Britain.
- To evaluate ideas about the Vikings using sources.
- To investigate the importance of Viking trading routes.
- To compare different versions of Viking sagas.
- To evaluate the impact of Viking invasions and settlements using primary sources and case studies.
- To evaluate achievements of the Vikings.