

## Music

### Charanga:

Dancing in the Street  
Reflect, rewind and replay

## R.E

From the Ends of the Earth  
Discipleship

## Science

### Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

### Animals including Humans

- describe the changes as humans develop to old age

## English

### Reading Quality Text:

Beowulf- Michael Morpurgo (Legend/Literary Heritage)

The Journey – Francesca Hanna (Other Cultures)

Non-Fiction text: Anglo-Saxon Information Texts (used in History)

### Writing outcomes:

Fiction: Narrative (Beowulf), Descriptive Writing

Non-fiction: Newspaper Report and Discussion/Debate. Opportunities for free writing and writing in role

## PE

Tennis  
Athletics  
Rounders

## MFL

Italian

## ART/DT

DT: Textiles – Stuffed Animals.  
DT: Seasonal Cooking

## Computing

Finish Game Creator  
3D Modelling  
Concept Maps

## Year 5 Curriculum Map

## Summer Term 2025

## Mrs Chodnicki and Mrs Lapinska

### Maths

#### Number: Decimals

Solve problems involving number up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

#### Geometry: Properties of Shape

Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Draw given angles, and measure them in degrees (o)

Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180o) other multiples of 90o

#### Geometry: Position and direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

#### Measurement: Converting Units

Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Solve problems involving converting between units of time.

#### Measurement: Volume

Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

Use all four operations to solve problems involving measure

### History

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Viking raids and invasion

resistance by Alfred the Great and Athelstan, first king of England

further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

## Computing

Finish Game creator:

To evaluate their and peers' games.

3D Modelling 4 weeks

To be introduced to 2Design and Make.

To explore the effect of moving points when designing.

To understand designing for a purpose.

To understand printing and making

Concept Maps 4 weeks

To understand the need for visual representation when generating and discussing complex ideas.

To understand and use the correct vocabulary when creating a concept map. To create a concept map

To understand how a concept map can be used to retell stories and information.

To create a collaborative concept map and present this to an audience.

## ART/DT

### Summer 1 (DT)

- 1.To design a stuffed toy..
2. To practise using the running stitch.
3. To be able to sew a blanket stitch.
4. To create and add decorations to fabric.
5. To use blanket stitch to assemble the components of a stuffed toy.
- 6.To evaluate my finished toy against the design criteria.

### Summer 2 (DT)

1. To understand where food comes from.
2. To understand the term 'healthy'.
3. To adapt a traditional recipe.
4. To complete a food product. Assessment – Cooking and nutrition Quiz.

## PE – Get Set 4 PE

### Tennis

- To develop the forehand groundstroke.
- To develop returning the ball using a forehand groundstroke.
- To develop returning the ball using a backhand groundstroke.
- To work cooperatively with a partner to keep a continuous rally.
- To develop the underarm serve and understand the rules of serving.
- To develop the volley and understand when to use it.
- To use a variety of strokes to outwit an opponent.
- To work collaboratively with a partner to compete against others.

### Athletics

- To be able to apply different speeds over varying distances.
- To develop fluency and coordination when running for speed.
- To develop technique in relay changeovers.
- To develop power, control and consistency in jumping for distance.
- To develop technique and coordination in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.
- To develop officiating and performing skills.

### Rounders

- To throw and catch with accuracy under pressure.
- To develop the bowling action and understand the role of the bowler.
- To develop batting technique.
- To make decisions about where and when to send the ball to stump a batter out.
- To develop a variety of fielding techniques and when to use them in a game.
- To develop long and short barriers in fielding and understand when to use them.
- To develop decision-making and tactical awareness when playing competitively.
- To apply the rules and skills you have learnt to play in a rounders tournament.

## Year 5 Curriculum Map

## Summer Term 2025

## Learning Intentions

## Science

### Living things and their habitats

#### To be able to:

- Describe how some plants reproduce.
- describe the life cycles of different mammals
- explain what Jane Goodall discovered about chimpanzees
- Compare the life cycles of amphibians and insects.
- compare the life cycles of plants, mammals, amphibians, insects and birds

### Animals including humans

#### To be able to:

- Describe the stages of human development.
- Explain how babies grow and develop.
- Describe and explain the main changes that occur during puberty.
- Identify the changes that take place in old age.
- Report findings from enquiries.
- I can record complex data using graphs and models.

## Music

Style: Motown

Style: Western Classical Music and your choice from Year 5

### Summer 1

- 1.Listen and Appraise - Dancing In The Street by Martha And The Vandellas: Listen and Appraise (recognise the style indicators of Motown)  
Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Sing the song.
  - 2.Listen and Appraise - I Can't Help Myself (Sugar Pie Honey Bunch) Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. You can sing and play instrumental parts within the song, you decide.
  - 3.Listen and Appraise - I Heard It Through The Grapevine Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.
  - 4.Listen and Appraise - Ain't No Mountain High Enough Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.
  - 5.Listen and Appraise - You Are The Sunshine Of My Life Performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.
  - 6.Listen and Appraise - The Tracks Of My Tears End of unit performance - Dancing In The Street: Perform and share what has taken place in today's lesson. Choose what you perform today.
- Summer 2 – Reflect, Rewind and Replay**
1. **Reflect** Music For Compline - traditional (Early Music) **Rewind** Johnny B. Goode by Chuck Berry. **Replay** Prepare for a performance of songs and activities from the year.
  2. **Reflect** Dido And Aeneas: Overture by Henry Purcell (Baroque era) **Rewind** Things Ain't What They Used To Be by Ellington and Persons. **Replay** Prepare for a performance of songs and activities from the year.
  - 3.**Reflect** Symphony No 5 in C minor Opus 67 (allegro con brio) by Ludwig van Beethoven (Romantic era) **Rewind** Hello by Lionel Richie. **Replay** Prepare for a performance of songs and activities from the year.
  4. **Reflect** Minute Waltz in D flat major Opus 64 No 1 by Chopin (Romantic era) **Rewind** U Can't Touch This by MC Hammer. **Replay** Prepare for a performance of songs and activities from the year.
  - 5.**Reflect** - Central Park In The Dark by Charles Edward Ives (Early 20th Century) **Rewind** I Heard It Through The Grapevine by Marvin Gaye. **Replay** Prepare for a performance of songs and activities from the year.
  6. **Reflect** Clapping Music by Steve Reich (Contemporary) **Rewind** Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops. **Replay** Prepare for a performance of songs and activities from the year.

## History

Pupils will learn about and explore:

- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066