BIRCH HILL PRIMARY SCHOOL AND NURSERY
Learn, Believe, Achieve Together

MAIDEN ERLEGH TRUST

# Curriculum Map – Year 5
# September 25/26

| Topic Focus | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | **Are we alone?**<br><br>**Science and History focus**<br>Earth rotation, day and night, movement of Earth relative to the Sun, and Moon relative to Earth, solar system.<br><br>Friction, gravity, drag and resistance. | **Where would we be without the Greeks?**<br><br>**History focus**: achievements as well as making connections with sport, art, philosophy, architecture and theatre. Ideas of government and democracy.<br><br>**For 2025-26 only (26-27 will be Vikings)* | **Global geography & key geographical features of global trade** | **Anglo-Saxons** | **How do life cycles vary?**<br><br>**Science focus:** life cycles appreciating variety of life and how it can be supported. | **Why has Bracknell changed?**<br><br>**Geography focus:** Locate and names counties and cities within the United Kingdom; human & physical characteristics of Berkshire and how it has changed; Compare Berkshire with elsewhere. |
| **English** | **Genre:**<br>**Narrative**<br>Write a narrative setting description. Figurative language and sentence construction for effect. | **Genre:**<br>**Narrative – Myths**<br>Understanding the narrative structure of a traditional Greek myth. Explore and write Greek myths, using drama and role play. | **Genre:**<br>**Poetry**<br>Identify key features of poetry – limericks, haiku, tanka, Rhyming couplets and free verse. Focus on literary devices used within poetry.<br><br>. | **Genre:**<br>**Non-Fiction**<br>**Knowledge Organiser**<br>Learn many different aspects of the Mayan civilization through non-fiction texts.<br>Convert information found into a formal report. | **Genre:**<br>**Ignite Speeches**<br>Leaning persuasive techniques to write a speech.<br>Using oracy skills to present speech to an audience. | **Genre:**<br>**Poetry:**<br>**Highwayman**<br>**Oracy**<br>Interpreting and performing the poem.<br><br>Writing a recount in the style of an internal monologue. |

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| **Guided Reading** | Everest | Who Let the Gods Out? | The Lost Words | Water Tower | Talking History | The Nowhere Emporium |
| **Daily Read** | When the mountains roared – Jess Butterworth | The Boy who Harnessed the wind- William Kamkwamba, | Cloudbusting – Malorie Blackman | The Infinite Lives of Maisie Day – Christopher Edge | The Last Bear – Hannah Gold | Walls – Emma Fischel |
| **Maths** | **Place Value**<br>Number to 10,000<br>Roman numerals to 1,000<br>Round to nearest 10, 100 and 1000<br>Number to 100,000<br>Compare and order number to 100,000<br>Round number within 100,000<br>Numbers to a million<br>Counting in powers of 10<br>Compare and order numbers to a million<br>Round numbers to a million<br>Negative numbers<br><br>**Addition and subtraction**<br>Add whole number with more than 4- | **Multiplication and division**<br>Multiples<br>Factors<br>Common factors<br>Prime numbers<br>Square numbers<br>Cube numbers<br>Multiplying by 10, 100 and 1000<br>Dividing by 10, 100 and 1000<br>Multiples of 10, 100 and 100<br><br>**Geometry**<br>Measure and calculate perimeter of composite rectilinear shapes.<br>Calculate area of rectangles<br>Calculate area of compound shapes<br>Calculate the area of irregular shapes | **Multiplication and division**<br>Multiply 4-digits by 1-digit using a formal written method<br>Multiply 2digits (area model)<br>Multiply 2-digits by 2-digits using a formal written method<br>Multiply 3-digits by 2-digits<br>Multiply 4-digits by 2digits<br>Divide 4 digits by 1-digit using a formal written method<br><br>**Fractions**<br>Equilvalent Fractions<br>Improper fractions to mixed numbers<br>Mixed numbers to improper fractions<br>Number sequences | **Fractions contd**<br>As outlined in Spring 1<br><br>**Decimals and percentages**<br>Decimals up to 2 decimal places<br>Decimals as fractions (1)<br>Decimals as fractions (2)<br>Understand thousandths<br>Thousandths as decimals<br>Rounding decimals<br>Order and compare decimals<br>Understand percentages<br>Percentages as fractions and decimals<br>Equivalent fractions, decimals and percentages | **Decimals**<br>Adding decimals within 1<br>Subtracting decimals within 1<br>Complements to 1<br>Adding decimals – crossing the whole<br>Adding decimals with the same number of decimal places<br>Subtracting decimals with the same number of decimal places<br>Adding decimals with a different number of decimal places<br>Subtracting decimals with a different number of decimal places<br>Adding and subtracting wholes and decimals<br>Decimal sequences<br>Multiplying decimals by 10, 100 and 1000<br>Dividing decimals by 10, 100 and 1000<br><br>**Geometry- Properties of Shape** | **Geometry – Position and Direction**<br>Position in the first quadrant<br>Reflection<br>Reflection with co-ordinates<br>Translation<br>Translation with co-ordinate<br><br>**Measurement**<br>Convert Kilograms and kilometres<br>Milligrams and millilitres<br>Metric units<br>Imperial units<br>Understand and use equivalences between metric and common imperial units |

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| | digits (column method)<br>Subtract whole numbers with more than 4 digits (column method)<br>Round to estimate and approximate<br>Inverse operations (addition and subtraction)<br>Multi-step addition and subtraction problems<br><br>**Fractions**<br>Adding, subtracting, converting improper and mixed number fractions. | | Compare and order fractions less than 1<br>Compare and order fractions greater than 1<br>Add and subtract fractions<br>Add fractions within 1<br>Add 3 or more fractions<br>Add fractions<br>Add mixed numbers<br>Subtract fractions<br>Subtract mixed numbers<br>Subract – breaking the whole<br>Subtract two mixed numbers<br>Multiply unit fractions by an integer<br>Multiply non-unit fractions by an integer<br>Multiply mixed numbers by integers<br>Fraction of an amount<br>Using fractions as operators | | Measuring angles in degrees<br>Measuring with a protractor (1)<br>Measuring with a protractor (2)<br>Drawing angles accurately<br>Calculating angles on a straight line<br>Calculating angles around a point<br>Calculating lengths and angles in shapes<br>Regular and irregular polygons<br>Reasoning about 3-D shapes | Converting units of time<br>Timetables<br><br>**Volume**<br><br>What is volume?<br>Compare volume<br>Estimate volume<br>Estimate capacity |

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| **Science** | **Forces**<br>Examining and measuring forces, the actions of gravity, friction, air resistance and up-thrust and their practical application. | **Materials – Reversible Irreversible Changes**<br>A stand-alone science week topic - Investigate dissolving to form a solution and explore various ways of separating mixtures, depending upon size of particle and whether or not it has dissolved. | **Earth and Space**<br>Learning about the solar system, the importance of the Sun, the rotation and revolution of the Earth and moon.<br><br>Throughout the year the children will be encouraged to develop their ability to think like scientists and improve their scientific processing skills: planning, predicting, observing, recording and concluding. | **Materials – Properties of Materials**<br>A stand-alone science day topic. Describing properties of different materials, comparing the uses, exploring extraction from natural resources, exploring thermal conductivity and looking at Spencer Silver & Ruth Benerito. | **Living Things and their Habitat**<br>Explore the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Compare the life cycles and identify similarities and differences. | **Animals, including humans**<br>Children will look at and understand the six stages of human lifecycle: gestation, baby, childhood, adolescence, adulthood and old age. |
| **History** | | **The Greeks**<br>Why is ancient Greece society so important to modern day people? Learning of the achievements as well as making connections with sport, art, philosophy, architecture, politics and theatre. Understanding the lifestyle and culture of Ancient Greek civilisation. | **The Space Race**<br>How the Space Race started<br>Effect on the modern world<br>Achievements of both countries<br>Primary and secondary sources | **Mayans**<br>How people past and present manage scarce resources such as fresh water, and about innovative and sustainable farming techniques used by ancient civilisations. Trading of precious resources in the ancient world and in our own | . | |

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| **Geography** | **Mountains**<br>Explore maps, atlases and globes to explore the wider world. Focus on comparing the features and size of the mountains from around the world, whilst learning about mountain formations.<br>The children will learn about the Grampians in the winter and assess dangers that are faced by climbers. | | | | | **Local Area**<br>Locate and names counties and cities within the United Kingdom; human & physical characteristics of Berkshire and how it has changed; Compare Berkshire with Bracknell in Tasmania |
| **Art / D&T** | **Art and Design:**<br>Creating a mountain scene with a focus on perspective and mark making for texture. | **Art and Design:**<br>Greek Pottery design and make their own clay pots which will be fired.<br><br>**D&T:**<br>Christmas Bazaar | **Art and Design:**<br>Space Art : Exploring famous and modern artists in the field of Abstract Art<br><br>Shading, blending and size | **D&T**<br>Design and create Mayan masks using papier maché. | **Art and Design:**<br>Botanical drawing : Explore the work of Margaret Mee and the use of water colour techniques | **D&T:**<br>Dragonfly cushions<br>Textiles<br>Learning running stitch and different ways to join materials |
| **PSHE / SRE** | **PSHE**<br>Jigsaw – Being Me in My World<br>I can face new challenges positively and know how to set personal goals. I understand my rights and | **PSHE**<br>Jigsaw – Celebrating Differences<br>I understand that cultural differences sometimes cause conflict, I understand what racism is. I understand how | **PSHE**<br>Jigsaw – Dreams & Goals<br>I understand some money will help me achieve my goals, I have explored jobs of people I know and explored how | **PSHE –**<br>Jigsaw – Healthy Me<br>I know the health risks of smoking and alcohol and the effect it has on the heart, liver and lungs.<br>I know and can put into practice basic | **PSHE –**<br>Jigsaw – Relationships<br>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know if an online | **PSHE –**<br>Jigsaw – Changing Me<br>I am aware of my own self-image and how my body image fits into that<br>I can explain how a girl's body changes |

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| | responsibilities as a citizen of my country and as a member of my school, I can make choices about my own behaviour because I understand how rewards and consequences feel, Democracy | rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with someone in a different country and understand their culture | much people earn in different jobs, I can identify a job I'd like to do and what I need to do to achieve this.I have explored a different culture and looked at how their dreams and goals may differ from mine and how I can support them. | emergency aid procedures (including recovery position) and know how to get help in emergency situations.<br>I understand how the media, social media and celebrity culture promotes certain body types. I know what makes a healthy lifestyle and the choices i need to make. I also know how people have different attitudes to foods and how this can affect me | community is safe or unsafe<br>I understand there are rights and responsibilities in an online community or social network and that gaming sites have the same.<br>I can recognise when I am spending too much time on devices<br>I can explain how to stay safe when using technology to communicate with my friends | during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made<br>I also understand that sometimes people need IVF to help them have a baby<br>I can identify what becoming a teenager may mean. I can talk about moving on to my next class |
| **RE** | | Christianity – Is the Christmas story true? | | Christianity - Did God intend Jesus to be crucified? | | Sikhism – Prayer & worship (commitment) |
| **French** | Seasons<br>to consolidate work on the seasons and weather<br><br>Use definite and indefinite articles | | My Family<br>Learning names for family members<br>correct determiners | | My Home<br>Describe where you live and what your home is like<br><br>Oral and written | |

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| | Il y a –<br><br>Subject/Verb agreement | | | | | |
| **Music** | | **Greek music**<br>Children will look at traditional Greek music. Then, they will explore pulse, dynamics and storytelling in music | | | **Life cycles**<br>Children will understand time signatures, use Djembe drums and practise singing in a round | **History of Music**<br>Children will understand a timeline of music and consider how music has changed through history. |
| **Computing** | Teach Computing:<br>Computing systems & network<br><br>E-Safety lesson:<br>Commonsense - My Media Choices | Teach Computing:<br>TBC<br>Data & information – flat file databases<br><br>E-Safety lesson:<br>Commonsense – Be a super digital citizen | Teach Computing:<br>Programming – physical computing<br><br>E-Safety lesson:<br>Commonsense – Keeping games friendly & fun | Teach Computing:<br>E-Safety lesson:<br>Creating media - Video Production<br><br>Commonsense – A creator's rights & responsibilities | Teach Computing:<br>Creating media – vector graphs<br><br>E-Safety lesson:<br>Commonsense – Private & personal information | Teach Computing:<br>Programming – selection in quizzes<br><br>E-Safety lesson:<br>Commonsense – Our Online Tracks |
| **P.E. Festivals enrichment** | Real P.E. Unit 1<br>FUNS 9 & 12<br><br>Netball | Real P.E. – Dance<br><br>Rugby | Real PE Unit 3<br>FUNS 5 & 7<br><br>Swimming | Real P.E. – Unit 4<br>FUNS 1 & 6<br><br>Golf<br><br>Swimming continued | Real P.E. Unit 5 FUNS 4 & 10<br><br>Cricket | Real P.E. Unit 6<br>FUNS 11 & 8<br><br>Athletics<br><br>Triathlon<br>*Cricket Festival*<br>*Sports Day* |
| **TRIPS/ Enrichment** | | Launch Day – Greek Olympic Games<br>Ufton Court | Take One Picture<br>Swimming | Mayan Day<br>Swimming | Fire safety visit | |