Year Five Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	**Creation and Covenant** To hear scripture from The Moses story, focusing on the two key events of the call and the covenant: The Burning Bush (Ex 3:1-15) The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) Jesus' summary of the law (Matt 22:36-40) Children will learn about the several covenants that God made through history. Children will also learn that through God's grace we can enjoy the theological virtues of faith, hope, and love. Children will also explore examples of acting with great love.	**Prophecy and promise** Scripture passages that speak of David's life and importance: 1 Samuel 16:1-13: anointing of David (a great king) 1 Samuel 17:1-11, 32-54: David and Goliath 2 Samuel 5:1-5: David becomes king 2 Samuel 7: 8-15 God's covenant with David 1 Kings 2:1-4, 10-12: David's death Psalm 21:1-7, Psalm 23 Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33). Children will learn that God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. They will learn about the importance of psalms and that they are an ancient way of praying. They will specifically explore Psalm 23.	**Galilee to Jerusalem** The Beatitudes from the Sermon on the Mount (Matt 5:1-12) Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) The Transfiguration (Matt 17:1-13) Our Father prayer (Matt 6:7-13). Children will learn The Beatitudes describe how faithful Christians should aim to live their lives and how they can make links to charity. Children will also learn that a petition is a form	**Desert to garden** A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 Temptation in the Wilderness (Matt 4:1-11) The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57).Children will also learn a sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.	**To the ends of the Earth** Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) Pentecost (Acts 2:1-8, 14-18) The gifts of the Spirit Paul (1 Cor 12:4-11) Baptism in the Spirit (Acts 8:14-16) Children will explore the sacrament of confirmation and the importance of the holy spirit. Children will learn the actions, signs, prayers, and symbols of the	**Dialogue and encounter** Children will learn that many different writers of the Bible were inspired by the Holy Spirit. What Christians call the Old Testament originates in Hebrew scriptures. Children will also learn the Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.

			of prayer. Children will explore artwork.		Catholic rite of Confirmation.	
English	See English Curriculum Map					
Maths	See Maths Curriculum Map					
Science GMA	**Animals in Humans: Gestation, Growth & Development**. Children will understand the lifecycles of different animals linking their needs to the environment in which they live. Pupils will study a range of animals making deep comparisons between the growth and development of the different animals compared to humans	**Materials: Particles, melting & boiling.** Within this unit children will be able to describe the properties of materials. They will be able to describe the effect heating and cooling has on materials. They will also explore and explain why ice melts and how it changes the particle structure.	**Energy:Space** Children will explore the names of planets and understand the relationship between the distance of the planets from the sun. Children will also describe the movement of the Earth, and other planets, relative to the Sun in the solar system	**Habitats** Children will explore different habitats and where animals and plants live where they obtain food, water , shelter. Children will develop their understanding that all living things fit into the MRSGREN model.	**Forces** Children will learn about different forces including gravity, air resistance, water resistance and friction	**Plants - Roots** Children will recall different parts of the plant and they will develop their understanding of those parts of the plants. Children will learn how roots spread over large areas.
History		**Early Tudors (1485-1603)** Children will learn that the Tudor period began in 1485 when Henry VII became the first Tudor monarch, followed by Henry VIII, who is remembered for his six wives and for changing England's religion by breaking from the Catholic Church. They will also learn how Henry VIII's		**Elizabethans (1558-1603)** Children will learn that Elizabeth I became queen in 1558 during a time of major religious change and attempted to		**Stuarts (1603-1714)** Children will learn that the Stuart period began in 1603 when the King of Scotland became King of England after Elizabeth I died without an heir. They will explore key events such

		children, Edward VI and Mary I, continued to cause religious change and conflict through their Protestant and Catholic beliefs.		maintain peace through a religious settlement. They will also explore life in Elizabethan England, including differences between rich and poor, key events such as the Spanish Armada, and how Elizabeth's death ended the Tudor dynasty.		as the Gunpowder Plot, the English Civil War and execution of Charles I, the restoration of Charles II, and the impact of events like the plague on people's lives.
Geography	**Trade (focussing on food)** Children will learn that trade involves countries buying and selling goods, with exporting meaning selling to other countries and importing meaning buying from them. They will understand that while much UK food is produced locally, some foods must be imported due to climate and geography, and that Fair Trade aims to promote equality and address global food inequality.		**Biomes** Children will learn that a biome is a large area of land with a particular climate, plants, and animals, and includes six main types: rainforest, temperate deciduous forest, coniferous forest, tundra, savannah, and desert. Biomes are influenced by latitude, longitude, and ocean currents, and human activities		**Maps** Children will learn that different types of maps are used for different purposes, with small-scale maps showing large areas and large-scale maps showing more detail. Symbols represent key geographical information and vary by area, and pupils learn	

			like overfarming, overfishing, and mining can also impact them.		to navigate maps using 4-figure and 6-figure grid references, including some OS map symbols.	
Art		**Typography and maps** **Print Surface Text** Children will know that designers use fonts and layout, called typography, with different fonts serving different purposes, and that techniques like cross-hatching, stippling, and soft pencils can create shade, tone, and bold lines. They will also learn how artists, such as Grayson Perry, combine text, maps, and imagery to make their work more engaging.		**Making monotypes** **Print Colour Collage** Children will know that a monotype is a printmaking process for creating individual prints, and that tools, pressure, speed, and intention affect the marks made. They will also learn to mix acrylic paints to create a colour palette and use overlay techniques to produce their own monotype prints with ink.		**Architecture – Dream Big and Small** **Working in 3D** Children will know that architects design buildings responsibly, make models to test ideas, and use visual notes and drawings to record forms, structures, and materials. They will also learn to apply perspective to show distance and form and understand scale as a comparison of size between objects.
Design Technology	Frame Structures Children will design, make		Bread Children will		Toy Design Children will	

	and evaluate a frame structure using a range of materials. They will investigate different structures for strength.		design, make and evaluate a bread product. They will learn about leavened and unleavened bread and excite their taste buds with a variety of flavours.		design, make and evaluate a moving toy with pulleys or gears. They will learn about how pulleys and gears make movement more efficient and how they are used in everyday objects.	
Computing	Computing systems and networks: Search engines Children will understand how search engines work and develop searching skills to find relevant and accurate information online.	Programming 1: Music Children will use programming skills to plan and create a soundtrack for a particular genre. They will use a variety of triggers (inputs) and loops.	Data Handling Children will learn about how the Mars Rover collects different types of data and transmits this back to Earth using binary code. They will learn how to compress images to reduce the data sizes.	Programming 2: BBC micro:bit Children will explore how to program the BBC micro:bit, to create interactive projects to develop an understanding of how coding brings digital devices to life.	Stop-motion animation Children will generate storyboarding ideas, taking photographs and editing to create a video animation.	Skills showcase: Mars Rover 2 Children will learn about pixels and binary, creating a pixel picture and saving a JPEG and bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications.
PE	Athletics Children will learn to use more throw techniques (sling and heave) along with performing a combination of jumps. Children will also learn about pacing over longer	Dance Children will create and participate in unison, canons groups to a range of music. They will work in groups to improve their sequences.	Gymnastics Children will use a range of counter-balances in both unison and canon with a partner. They will use a range of height,	Badminton Children will learn the rules of this sport along with techniques - such as racket holding and using forward and backhand	Netball Use consistent and accurate passes (chest, bounce and shoulder). They will also learn techniques to	Cricket Children will learn how to bowl overarm consistently at a target. They will learn skills to field with accuracy and consistency and also learn batting skills.

	distances		direction and speed in their sequences.	shots.	shoot the ball and game tactics.	
Music	**Melody and Harmony** Children will explore the foundational elements of music through the Musical Spotlight - Getting Started with Music Technology, using technology to support their musical learning across the unit. They will learn that technology has always played an important role in the development of music, from early instruments such as the piano to modern digital tools.	**Sing and play in a different style.** In this unit, children will explore how emotions are expressed through different musical styles while continuing to develop their understanding of all the foundational elements of music. They will listen, respond, and perform music, recognising how it communicates and helps us understand feelings and experiences.	This unit places the musical spotlight on how chords and harmony create the foundation for music. Pupils explore how two or more notes played together can support a melody and produce different moods. They will learn to combine musical ideas to create their own short compositions, developing both technical and creative skills	This unit highlights the excitement of exploring a wide range of musical styles**.** Pupils develop listening, performing, and compositional skills by comparing different genres and discovering how music can express mood, culture, and character. The spotlight is on understanding, appreciating, and experimenting with music from around the world and across history.	This unit puts the Musical Spotlight on creativity and musical independence**.** Pupils explore how to improvise melodies and rhythms, experimenting with musical ideas. The focus is on expressing personal ideas while listening and responding to others in a group, building confidence, collaboration, and creativity.	This unit highlights ensemble performance, creativity, and collaboration. Pupils work together to compose, arrange, and perform music in a "band" context. The Musical Spotlight is on combining rhythm, melody, and harmony to produce engaging, expressive performances while developing confidence and teamwork
MFL	**Je me presente Introducing myself** In this unit we learn how to introduce ourselves in	**As-tu un animal? Do you have a pet** In this unit we learn to use the vocabulary for a variety of animals in French. Pupils will be able to say and	**En classe In class** In this unit we learn how to say and write about what	**Habitats (science link)** In this unit we learn to speak and	**Ma Famille My family** In this unit we learn the	**Ma Famille My family** In this unit we learn the knowledge and skills needed to present our

	spoken and written French. Pupils will begin to create sentences of their own to give information such as their name, age, where they live and their nationality.	write sentences about which pets they have and do not have. They will also begin learning how to create longer sentences by saying what their pets are called, and using a range of conjunctions.	we have and do not have in our pencil cases and/or school bags. We will revisit previously learned grammar and use it with new vocabulary, and also develop our understanding of the negative form.	write about plants and animals that live in different habitats. Pupils will also start to decode more complex sentences and longer texts in this unit.	knowledge and skills needed to present our own or a fictitious family in spoken and written French. Pupils will start to show an increasing ability to manipulate language, enabling them to give more personalised responses.	own or a fictitious family in spoken and written French. Pupils will start to show an increasing ability to manipulate language, enabling them to give more personalised responses.
PSHEE/HRSE	In this unit we will learn about families and friendships, safe relationships	In this unit we will learn about respecting ourselves and others. This include equality; responding respectfully to a wide range of people; recognising prejudice and discrimination and ways to challenge these.	In this unit we will learn about belonging to a community and media literacy and digital resilience.	In this unit children will learn about money and work and they will make links between future careers.	In this unit the children will learn about physical health and mental wellbeing.	In this unit children will learn about growing and changing and keeping safe including responding to emergencies.