



## Shotton Hall Primary School

Working together to

**SHINE**

**Successful, Happy, Inspired and Nurtured towards Excellence**



### Year 5 Curriculum Map 2024 2025

	Autumn	Spring	Summer
<b>English</b>	<p><b>Writing Genres</b>            Stories with Historic Settings            Playscripts</p> <p><b>Core Texts</b>            Sky Hawk by Gill Lewis            Holes by Louis Sachar            Carrie's War by Nina Bawden            The Promise by Nicola Davies            Rose Blanche by Ian McEwan            Varmints by Helen Ward            The Magic Box (poetry)</p> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>When listening, can evaluate the contributions of others, respectfully making observations that challenge or pose alternative viewpoints.</li> <li>Uses Standard English in formal situations.</li> <li>Can use effective rhetorical questions in debates and discussions.</li> <li>Combines vocabulary choices with gestures and movement to take on and maintain a role.</li> <li>Uses and gives feedback to make improvements to performances.</li> <li>Can and perform a poem off by heart individually, considering expression, pace, intonation and volume.</li> </ul>		
<b>Maths</b>	Place Value Addition and Subtraction Problem Solving Multiplication and Division Fractions	Multiplication and Division Fractions Problem Solving Decimals Perimeter and Area Statistics	Shape Problem Solving Position and Direction Decimals Negative Numbers Converting Units Volume
<b>Science Group A</b>	<p><b>Can you feel different forces?</b> (Forces)</p> <p><i>Autumn 1 &amp; 2</i></p>	<p><b>Why are material properties important?</b> (Properties and changes of materials).</p> <p><b>How do humans change during a lifetime?</b> (Animals, including humans.)</p>	<p><b>Can you tell a lifecycle story about our amazing nature?</b> (Living Things and Their Habitats)</p> <p><b>What happens in our Solar System?</b> (Earth and Space)</p>
<b>Science Group B</b>	<p><b>Why are some living things endangered?</b> (Living things and habitats)</p> <p><b>How can we change the sounds we hear?</b> (Sound)</p>	<p><b>Can you feel different forces?</b> (Forces)</p> <p><i>Spring 1 &amp; 2</i></p>	<p><b>How can we investigate the way materials change?</b> (Materials)</p> <p><b>Who would win Scientist X-Factor?</b> (Work of significant scientists)</p>

<b>History</b>	<b>What were the wonders of Ancient Egypt?</b>	<b>How did women's, men's and children's experiences of WW2 differ?</b>	<b>How have leisure and entertainment changed since my grandparents' time? (Historical research project)</b>
<b>Geography</b>	<b>Can I create a biome in a bag?</b>  Fieldwork – A visit to a local biome (e.g. dene, pond) and make observations/ collect data.	<b>Why do oceans matter to us all and how can they be protected?</b>  Fieldwork: Carry out a fieldwork enquiry – Are there enough bins/recycling bins in our local area? Chn to collect data, present data and analyse it.	<b>Why are the Rainforests under threat and what is being done to protect them?</b>  Fieldwork: Create an 8-way thinking poster about the rainforest.
<b>DT</b>	<b>Can I make a working model of an Egyptian shaduf? (Mechanism)</b>	<b>Can I create WW2 recipe using rationed ingredients? (Food)</b>	<b>Can I design and make a mobile phone case? (sewing)</b>
<b>Art</b>	<b>Can I create my own version of a canopic jar? (Sculpture)</b>	<b>What is Street Art?</b> (Inspirational artists: Banksy, Keith Haring, Camille Walala)	<b>Can I create my own still life painting?</b> (Inspirational artists Paul Cezanne, Henri Matisse)
<b>Music</b>	<b>Melody and Harmony in Music</b>  <b>Sing and Play Different Styles (glockenspiels)</b>	<b>Recorder stage 1</b>  <b>Enjoy musical styles</b>	<b>Freedom to improvise</b>  <b>Battle of the Bands!</b>
<b>R.E.</b>	<b>1. Buddhism:</b> Can the Buddha's Teachings make the World a Happier Place?  <b>2. Christianity: Meaning of Truth</b> Is the Christmas Story True?	<b>1. Christianity: Northern Saints U</b> Who was the most significant Northern Saint?  <b>2. Christianity: Destiny</b> Did God intend for Jesus to be Crucified?	<b>1. Islam: Motivation</b> Does belief in Akhirah (life after death) help Muslims lead good lives?  <b>2. Religious Diversity – An investigation into 'Celebration' (links to Islam)</b>
<b>P.E.</b>	<b>1 – Handball</b>  <b>2 – Gymnastics</b>	<b>1 – Dance</b>  <b>2 – OAA - orienteering</b>	<b>1 – Cricket</b>  <b>2 – Athletics</b>
<b>PSHE/ RSE</b>	<b>1. What makes up a person's identity?</b>  <b>2. What decisions can people make with money?</b>  <b>Inclusive School Texts:</b>  <a href="#">The Great Big Book of Families.</a> –families and life together <a href="#">Sitti's Secret.</a> <a href="#">One Hen</a> - sustainable development.	<b>1. How can we help in an accident or emergency?</b>  <b>2. How can friends communicate safely?</b>  <b>Inclusive Schools Texts:</b> <a href="#">We Are All Born Free-</a> Importance of human rights.  <a href="#">Aurora's Gift (autism)</a> <a href="#">My Autism and Me</a> <a href="https://www.bbc.co.uk/newsround/15655232">https://www.bbc.co.uk/newsround/15655232</a>	<b>1. How can drugs common to everyday life affect health?</b>  <b>2. What jobs would we like?</b>  <b>Inclusive Schools Texts:</b> <a href="#">Tusk Tusk by David McKee-</a> race, diversity, reconciliation. <a href="#">If the World Were A Village-</a> World Mindedness

<b>Computing</b>	<p><b>Computing systems and networks</b> - Systems and searching</p> <p><b>Creating media</b> - Video production</p>	<p><b>Programming A</b> – Selection in physical computing</p> <p><b>Data and information</b> – Flat-file database</p>	<p><b>Creating media</b> – Introduction to vector graphics</p> <p><b>Programming B</b> – Selection in quizzes</p>
<b>French</b>	<p><b>Talking about us/school subjects</b> -</p> <p>Extended feelings, recap personal information, introduce a friend, subjects and opinions</p> <p><b>Time in the city</b> -</p> <p>French city, buying a ticket, directions, descriptions, shopping, festive jumper</p>	<p><b>Healthy eating, going to market</b> -</p> <p>Fruit and veg nouns, class survey, prices, market dialogue, recipe</p> <p><b>Clothes</b> -</p> <p>Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write</p>	<p><b>Out of this world</b> -</p> <p>ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations</p> <p><b>Going to the seaside</b> -</p> <p>Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach</p> <p><b>Language Puzzle*</b></p>
<b>Independent Learning Projects</b>			