



St. Mary's Catholic Primary School - Year 5 Curriculum Map.

The themes/topics shown may change according to the children's needs and interests.

PLEASE read the weekly email (also available on the school website) which will provide you with an updated guide to your child's learning week by week.

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
Class Story Books/ Author	Wolf Brother	Coasts The Smugglers of Mourne	Anglo Saxons.	Australian Dream Time Stories	Street Child.	Far from home
Reading (may be taught in different order based on AFL)	Word Recognition Understands meaning of new words by using a growing knowledge of root words, prefixes and suffixes (morphology and etymology) Retrieves records and presents information from non-fiction; knows how to use contents and index	Increase familiarity with wide range of texts including myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions Read books selected independently	Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas Recognise themes such as heroism or loss	Check that book makes sense to the reader; discuss individual's understanding and exploring the meaning of words in context Compare characters, settings, themes	Participate in discussions about books that are read to the individual and those that can be read independently Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect	Provide reasoned justifications for their views about a book Understand the conventions of different genres such as the use of the first person in diaries/auto- biography

Composition Writing (May be taught in different order based on AFL)	Linked to Wolf Brother <u>Genre</u> Narrative English- Wolf brother Application : Topic Stone age <u>Focus</u> Cohesion (fronted adverbials, topic sentences etc.) <u>Genre</u> Narrative quest English- w/t criteria Application: Topic books <u>Focus</u> description of settings & character <u>Genre</u> Diary writing Application: In role as a character <u>Focus</u> Metaphors, similes, <u>Extra applications</u> Across other subjects: <u>Genre</u> Diary in Topic Report in RE <u>Focus</u> Punctuation, description	Linked to Smugglers: <u>Genre</u> Persuasion English: In role <u>Focus</u> Persuasive language, emotive language, <u>Genre</u> Diaries English: picture book/ poem Application: In role as Tom from the story <u>Focus</u> Emotive language, description <u>Genre</u> Narrative English: One off to assess learning Application: Leeson house <u>Focus</u> Adverbs, verbs, adjectives <u>Extra applications</u> Across other subjects: <u>Genre</u> Recount of Leeson <u>Focus</u> Description, tense <u>Genre</u> Explanation- Science investigation	Linked to Beowulf <u>Genre</u> Narrative: English: Creating own monster and introducing it in a story Application: Within a story <u>Focus</u> Paragraphs, sentence structure <u>Genre</u> Letter: English: persuade Beowulf to kill the monster Application: Topic work on Anglo Saxons <u>Focus</u> Characterisation, description <u>Extra applications</u> Across other subjects: <u>Genre</u> Diary in topic Narrative in RE <u>Focus</u> Description, sentence structure	Linked to traditional tales <u>Genre</u> Poetry English: based around an existing poem <u>Focus</u> Description, metaphor, simile, <u>Genre</u> Non-Chronological reports English: Australian animal <u>Focus</u> Structure, vocabulary, <u>Genre</u> Narrative: writing about how something came about English: tales/myths Application: Story to read to KS1 <u>Focus</u> Description, sentence structure, <u>Extra applications</u> Across other subjects: <u>Genre</u> News report in RE Narrative in Topic <u>Focus</u> Range of punctuation & sentence structure	Linked to Victorian children <u>Genre</u> Letter: Application: Informal letter in role as Jim <u>Focus</u> Informal, <u>Genre</u> Letter English : based around story Application: formal letter in role as Victorian teacher <u>Focus</u> <u>Genre</u> Discussion texts : Application : <u>Focus</u> <u>Extra applications</u> Across other subjects: <u>Genre</u> Persuasive letter in RE Argument in Topic <u>Focus</u> Tenses, vocabulary, conjunctions	Linked to Victorian children <u>Genre</u> Newspaper report Application: Report on Jim finding his lost sister <u>Focus</u> Reported/ direct speech, punctuation, tense <u>Genre</u> Explantation report English : Pictures of futuristic designs Application: Explain how a shoe is made <u>Focus</u> All learning from year, expected criteria <u>Genre</u> Narrative : assess learning Application : One off story writing <u>Focus</u> <u>Extra applications</u> Across other subjects: <u>Genre</u> Narrative in topic Letter in RE <u>Focus</u> Sentence structure, expected criteria
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Phonics, Spelling, Punctuation and Grammar	<p>Brackets for parenthesis Connectives to build cohesion Relative clauses to add detail (who, which, where, when, whose, that) Speech in inverted commas Prepositional phrases Indefinite pronouns. Compound and complex sentences. Inverted commas, co-ordinating conjunctions, commas for lists, apostrophe for contraction & possession</p> <p><u>Spellings</u></p> <p>Spellings – ‘ough’, silent letters, ‘able’ and ‘ible’, homophones. <u>Sentence types</u> MC ____, ____ and ____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p> <p><u>Punctuation</u> Full stops, commas, question marks, exclamation marks</p>	<p>Linking ideas across paragraphs using adverbials, time, place and sequence (Drop-in –ed clauses) Rhetorical questions for persuasion</p> <p><u>Spellings</u></p> <p>Spellings – plurals –s, es, ies; use of hyphen, use of dictionaries Paragraphs, relative clauses, model verbs, expanded noun phrases, subordinating conjunctions,</p> <p><u>Sentence types</u> MC – SC MC: __, __ and __. MC, SC, MC MC : MC MC; MC</p> <p><u>Punctuation</u> Inverted commas, brackets, commas, apostrophes</p>	<p>Future tense verbs Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might/should/will/must)</p> <p><u>Spellings</u></p> <p>Spellings – apostrophes for possession, words ending in ‘ably’ and ‘ibly’; homophones</p> <p>Adverbs, cohesive devices, brackets, dashes, commas, commas for clarity, using dialogue</p> <p><u>Sentence types</u></p> <p>Revise: MC ____, ____ and ____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p> <p><u>Punctuation</u> Commas for lists, using dialogue, revision of autumn term</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause Moving parts of sentences around to create different effects</p> <p><u>Spellings</u></p> <p>Spellings: proof-reading, building words from root words; homophones, ‘ei’ and ‘ie’ words</p> <p>Revision of working towards and expected criteria</p> <p><u>Sentence types</u></p> <p>Revise: MC – SC MC: __, __ and __. MC, SC, MC MC : MC MC; MC</p> <p><u>Punctuation</u> Commas for clarity, brackets, apostrophes,</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause Moving parts of sentences around to create different effects</p> <p><u>Spellings</u></p> <p>Spellings: strategies for personal spelling lists; proof-reading; homophones</p> <p>Adverbial phrases, prepositional phrases, formal, informal language,</p> <p><u>Sentence types</u></p> <p>Revise: MC ____, ____ and ____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p> <p><u>Punctuation</u> Colon, semi-colon, brackets, dashes</p>	<p>Brackets, dashes, commas to indicate parenthesis Editing sentences by either expanding or reducing for meaning and effect</p> <p><u>Spellings</u></p> <p>Spellings: proof-reading; strategies; homophones</p> <p>Sentence structure- subordinate clauses</p> <p><u>Sentence types</u></p> <p>Revise: MC – SC MC: __, __ and __. MC, SC, MC MC : MC MC; MC</p> <p><u>Punctuation</u> Revision of all punctuation taught</p>
Mathematics	<p>Number and Place value Read, write and</p>	<p>Addition and subtraction- +/-</p>	<p>Multiplication and division Identify</p>	<p>Fractions- compare and order fractions</p>	<p>Geometry- draw given angles and</p>	<p>Measurement- convert between</p>

	order numbers to at least 1,000,000 Know value of each digit Number patterns Rounding numbers	whole numbers with more than 4 digits, including using formal written methods	multiples and factors including finding all factor pairs of a number and common factors of two numbers	whose denominators are all multiples of the same number. Read and write decimals as fractions. Solve problems knowing percentage, decimal and fraction equivalents	measure in degrees Distinguish between regular/ irregular polygons	different units of metric measure. Measure and calculate perimeter. Calculate and compare the area of rectangles
Science	Space	Sound	Changing states.	Healthy Living.	Flowering plants.	Life Cycles.
Computing	Multimedia and Word processing	Digital media	Programming 2 forms/ languages	Communication and Collaboration	Data	E-Safety
Geography		Local environmental study/coasts.		Mountains		Britain's National Parks.
History	Stone age and Neolithic homes.		Anglo Saxon life.		Victorian child labour	
Art		Environmental art.	Pastel paintings – landscapes.		Fabric dying and printing.	
DT	Solar System models.			Constructing shelters.		Pizza making.
PE	Gymnastics – bridges. Invasion games – Hand ball.	Dance – Tango. Invasion games – tag rugby.	Gymnastics – flight, jumping. Invasion games – hockey.	Dance – the river. Multi skill fitness and circuits.	Gymnastics – spinning and turning. Athletics.	Net and wall games – Volley ball. Striking and fielding games.
PHSE/SMSC	Celebrating differences – bullying.	Celebrating differences – prevention techniques.	Dreams and goals – of a person in an alternate culture and relate to my own experiences.	Healthy Me – the role of food in life and valuing my body.	Relationships – e-safety.	Changing me – body changes.
Music	Accompaniments – Ensemble performance.	Space Music – Listening & composing work based on classical music and music from	12 bar blues - Learning about the structure of the style, chords and simple improvisations.	12 bar blues - Learning about the structure of the style, chords and simple improvisations.	Stomp – Using everyday objects to create music and drama. Focus on rhythm and group	Stomp – Using everyday objects to create music and drama. Focus on rhythm and group

		film.			work.	work.
French	Moi et mon école: oracy, literacy, Knowledge about Language, Language Learning Strategies (school subjects, opinions, sentence building, conjunctions, phonics, Christmas, adjectives)	Moi et mon école: oracy, literacy, Knowledge about Language, Language Learning Strategies (school subjects, opinions, sentence building, conjunctions, phonics, Christmas, adjectives)	Qu'est-ce que tu veux? oracy, literacy, KAL, LLS (Epiphany, asking for drinks and snacks, using euros, dates and names of festivals, Easter)	Qu'est-ce que tu veux? oracy, literacy, KAL, LLS (Epiphany, asking for drinks and snacks, using euros, dates and names of festivals, Easter)	Les Sports: oracy, literacy, KAL, LLS (parts of body, sports, verbs, noun groups, questions, July 14th)	Les Sports: oracy, literacy, KAL, LLS (parts of body, sports, verbs, noun groups, questions, July 14th)