



## 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
<b>RE</b>	Creation Prayers, Saints & Feasts	Advent Sacraments	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments Other faiths
<b>Class Story Books/ Author</b>	Wolf Brother	Alone on a wide wide sea	Non fiction books on plants	Cosmic	Highway man Treasure island Moonfleet Famous five	Street Child
<b>Reading (may be taught in different order based on AFL)</b>	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

<p><b>Composition Writing</b> (May be taught in different order based on AFL)</p>	<p>Suspense writing linked to Wolf Brother– Narrative. Quest stories- story where the character is hunting for something</p> <p>Focus: setting, developing metaphors and similes, developing characters by show not tell</p> <p>Sentence Types: MC ____,____and____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p>	<p>Persuasive Writing- in role as character. Diary Writing- in role as Arthur from the story</p> <p>Non chronological report</p> <p>Focus: persuasive language, rhetorical questions Focus: emotive language, recall</p> <p>MC – SC MC:____,____and____. MC, SC,MC MC : MC MC; MC</p>	<p>Non chronological report on plants News report</p> <p>Focus: characterisation</p> <p>Revise: MC ____,____and____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p>	<p>Narrative connected to story News report</p> <p>Focus: plot Focus: conclusive writing</p> <p>Revise: MC – SC MC:____,____and____. MC, SC,MC MC : MC MC; MC</p>	<p>Poetry Narrative</p> <p>Focus: formal and informal language</p> <p>Revise: MC ____,____and____. MC, SC MC, Co-co, MC MC, Sub-Co, SC SC, MC</p>	<p>Narrative-assess Year 5 learning. Discussion Texts- Letter writing- informal in role as Jim. Formal letter in role as teacher Slow write- using expected criteria</p> <p>Focus: quotations, fact vs opinion</p> <p>Revise: MC – SC MC:____,____and____. MC, SC,MC MC : MC MC; MC</p>
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<b>Phonics, Spelling, Punctuation and Grammar</b>	<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 &amp; possession</p> <p>Spellings – ‘ough’, silent letters, ‘able’ and ‘ible’, homophones.</p>	<p>Linking ideas across paragraphs using adverbials, time, place and sequence (Drop-in –ed clauses Rhetorical questions for persuasion</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>Future tense verbs Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might/should/will/must)</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>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>Spellings: proof-reading, building words from root words; homophones, ‘ei’ and ‘ie’ words</p> <p>Revision of working towards and expected criteria</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>Spellings: strategies for personal spelling lists; proof-reading; homophones</p> <p>Adverbial phrases, prepositional phrases, formal, informal language,</p>	<p>Brackets, dashes, commas to indicate parenthesis Editing sentences by either expanding or reducing for meaning and effect</p> <p>Spellings: proof-reading; strategies; homophones</p> <p>Sentence structure- subordinate clauses</p>
<b>Mathematics</b>	<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
<b>Science</b>			Flowering plants. Life cycles	Changing states. Earth and Space		Sound & light
<b>Computing</b>	Multimedia and Word processing	Programming 2 forms/ languages	Digital media	Communication and Collaboration	Data	E-Safety
<b>Geography</b>		Comparisons between UK and Australia	Habitats Map skills		Local environmental study/coasts.	
<b>History</b>	Stone age and Neolithic homes.	Early links with Australia				Victorian child labour
<b>Art</b>	Charcoal drawings Clay pots Bead jewellery Pencil sketches	Aboriginal art work	Pastel paintings – Observational drawings		landscapes.	
<b>DT</b>	Constructing shelters.			Solar system STEM project		Cake making Victorian toys
<b>PE</b>	Gymnastics – bridges. Invasion games – Hand ball.	Dance – Tango. Invasion games – tag rugby.	Gymnastics – flight, jumping. Invasion games – hockey.	Dance – the river. Multiskill fitness and circuits.	Gymnastics – spinning and turning. Athletics.	Net and wall games – Volley ball. Striking and fielding games.
<b>PHSE/SMSC</b>	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.
<b>Music</b>	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.
<b>French</b>	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)