

**BOUSFIELD PRIMARY SCHOOL CURRICULUM MAP
YEAR GROUP: 5**

	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Texts studied:</p> <ul style="list-style-type: none"> • The Game (narrative based on an oral story) • Fantastic Beasts and Where to Find Them (non-chronological report) • Persuasive letters • Jabberwocky (poetry) • Victorian 'Artefact' story (flashback story) <p>Writing outcomes: Innovated version of oral story using effective description Innovated non-chronological report Performance recital & rhyme, repetition and language Innovated version of a flashback story using a range of sentence types and dialogue</p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> • Revise grammar and punctuation from Years 3 and 4 • Use relative clauses (who, which, where, when, whose, that) • Evaluate and edit writing by assessing the effectiveness of own and others' writing • Perform own compositions using appropriate intonation, volume and movement so that meaning is clear • Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) • Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) • Use commas to separate phrases and clauses in sentences • Prepare poems to read aloud and to perform • Deduce the meaning of unknown words from their context • Indicate degrees of possibility using modal verbs 	<p>Texts studied:</p> <ul style="list-style-type: none"> • The Highwayman (poetry) • The Highwayman (suspense narrative) • Journalistic report • Sayers Croft (recount) <p>Writing outcomes: Performance recital & rhyme, repetition and language Innovated version of a known poem Innovated version of a suspense story using a description and dialogue Innovated instructions</p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> • Revise grammar and punctuation from Years 3 and 4 • Use relative clauses (who, which, where, when, whose, that) • Evaluate and edit writing by assessing the effectiveness of own and others' writing • Perform own compositions using appropriate intonation, volume and movement so that meaning is clear • Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>) • Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) • Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) • Use commas to separate phrases and clauses in sentences • Use brackets or dashes to indicate parenthesis • Prepare poems to read aloud and to perform • Deduce the meaning of unknown words from their context 	<p>Texts studied:</p> <ul style="list-style-type: none"> • The Piano (visual literacy) • Shakespeare (play scripts) • The Magic Box (poetry) <p>Writing outcomes: Writing a narrative section of a story using emotions and feelings (show not tell) Innovated sections and performance of a play Writing a narrative section of a story suspense Innovated version of poem using figurative language</p> <p>Grammar & Punctuation:</p> <ul style="list-style-type: none"> • Revise grammar and punctuation from Years 3 and 4 • Use relative clauses (who, which, where, when, whose, that) • Evaluate and edit writing by assessing the effectiveness of own and others' writing • Perform own compositions using appropriate intonation, volume and movement so that meaning is clear • Indicate degrees of possibility in writing using adverbs (<i>perhaps, surely, certainly</i>) and modal verbs (<i>might, should, will, must</i>) • Use devices to build cohesion within a paragraph (<i>then, after that, firstly, this, his, despite this</i>) • Link ideas across paragraphs using adverbials of time (<i>later / soon afterwards</i>), place (<i>nearby</i>), and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>) • Use commas to separate phrases and clauses in sentences • Use brackets or dashes to indicate parenthesis • Prepare poems to read aloud and to perform • Deduce the meaning of unknown words from their context

MATHS	Number and place value: reasoning with large numbers	Number: Fractions and decimals	Measurement: converting units
	<ul style="list-style-type: none"> Recognise Place Value of any whole number up to 1000000 (not including tenths, hundredths and thousandths – see fractions and decimals) Count forwards/backwards in steps of powers of 10 for any given number up to 1000000 Count up/down in thousandths Order whole numbers up to 1000000 Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000 Count forwards & backwards with positive & negative numbers through zero. (Calculate intervals across zero on number line – see Summer) Read Roman numerals to 1000 Recall prime numbers up to 19 <p>Number: Integer addition & subtraction</p> <ul style="list-style-type: none"> Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods Add and subtract numbers mentally with increasing large numbers, exploring strategies Add and subtract numbers with more than 4-digits using efficient written method Understand the difference between additive and multiplicative processes, e.g. using bar modelling to represent addition problems where different amounts are combined to make a whole <p>Statistics</p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables (Calculate the mean as an average – see Summer) <p>Number: Multiplication and division</p> <ul style="list-style-type: none"> Use known tables to derive other number facts Identify all multiples and factors, including finding all factor pairs Establish whether a number less than 100 is prime Multiply & divide whole numbers by 10, 100 & 1000 Multiply & divide mentally using doubling and halving and using derived facts (e.g. if I know $35 \div 5 = 7$, what is $350 \div 5$?) Use a written method to multiply 3-4-digits by 1-digit/ 2 digits by 2-digits (grid / column methods) Use a written method to divide 4-digits by 1-digit Solve problems involving division with remainders (Interpret remainders after division – see Summer) Use all four operations to solve word problems <p>Measurement: Perimeter and area</p> <ul style="list-style-type: none"> Calculate the perimeter of rectilinear shapes Use multiplication to calculate the area of rectangles and find areas of rectilinear shapes Compare the area and perimeter of different rectangles Estimate the area of non-rectilinear shapes on grids 	<ul style="list-style-type: none"> Recognise different interpretations of fractions and represent them Identify, name and write equivalent fractions Recognise equivalent tenths, hundredths and thousandths Compare and order decimals and fractions Read and write fractions as decimals up to 3 decimal places Recognise mixed numbers & improper fractions & convert from one to another Solve problems involving fractions and division Read, write and order decimal numbers with up to 3 decimal places Round decimals with 2dp to nearest whole number & 1dp <p>Geometry - angles</p> <ul style="list-style-type: none"> Classify, compare and order acute, obtuse and reflex angles Use a protractor to measure and draw acute, obtuse and reflex angles Identify angles at a point on a straight line (180 degrees total) and at a point (360 degrees total) <p>Number: Fractions and percentages</p> <ul style="list-style-type: none"> Add and subtract fractions with the same denominator and with denominators that are multiples of the same number Add and subtract improper fractions Multiply fractions, improper fractions and mixed numbers by whole numbers Find fractions of quantities Use percentage to describe proportions of a set of any size Identify percentages of amounts and use percentages to compare Relate %, decimals and fractions (in particular, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25) <p>Geometry - transformations</p> <ul style="list-style-type: none"> Use co-ordinates to describe position on a grid in all four quadrants Identify, describe and represent the position of a shape on a grid following reflection or translation, including using co-ordinates Use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> Solve problems involving converting between units of time (seconds, minutes, hours, then larger time units) Convert between metric units of length, mass and capacity To convert between metric and imperial units: km to miles; kg to lbs <p>Number: calculating with whole numbers and decimals</p> <ul style="list-style-type: none"> Represent decimals in a variety of ways Multiply & divide by 10, 100 & 1000 involving decimals Derive + / - / x facts involving decimals from known facts (<i>If I know that $5 + 7 = 12$, then I know $0.5 + 0.7 = ?$ (Careful - not 0.12!!) / If I know $5 \times 7 = 35$, then I know $0.5 \times 7 = ?$)</i>) Use a range of strategies to add and subtract decimal numbers and solve addition and subtraction problems involving decimals Use a written method to multiply decimal numbers Explore strategies to multiply decimal numbers and solve multiplication problems involving decimals Multiply a whole number using long multiplication (various models) <p>Geometry: 2-D and 3-D shape</p> <ul style="list-style-type: none"> Identify, describe and classify 2-D shapes (including, in particular, triangles and quadrilaterals) based on their properties Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Describe the properties of diagonals of quadrilaterals Identify, describe and classify 3-D shapes based on their properties To recognise 2-D representations of 3-D shapes Recognise, describe and build simple 3-D shapes Illustrate and name parts of circles (radius, diameter, circumference) <p>Measurement: volume</p> <ul style="list-style-type: none"> Identify and use cube numbers and cubed notation Use centimetre cubes to estimate volume Visualise and estimate volume of solids and liquids (e.g. using 1cm³ blocks and water) Convert metric units of volume <p>Number: calculating with whole numbers and decimals (2)</p> <ul style="list-style-type: none"> Calculate intervals across zero using number lines (may be included in first unit Autumn with counting forwards and backwards through zero, then consolidated in Summer) Interpret remainders after division (may be included in multiplication and division unit (Autumn) with counting forwards and backwards through zero, then consolidated in Summer) Calculate the mean as an average (may be included in Statistics unit (Autumn) then consolidated in Summer) Use all 4 operations to solve problems, including involving money <p>Revision</p>

<p>SCIENCE</p>	<p>Topic: Earth and Space</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies <p>Topic: Materials</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Topic: Properties and Changes of Materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Topic: Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Topic: Circle of Life</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age <p>Topic: Relationships and Sex Education (PSHE)</p> <ul style="list-style-type: none"> Identify the physical and emotional changes in puberty Explore the impact of puberty on physical hygiene and growing up
<p>COMPUTIN</p> <p>G</p>	<p>Online safety: Online Tracks & Super Digital Citizen</p> <p>Topic: Programming, Gaming and Modelling</p> <ul style="list-style-type: none"> Write and debug programmes that accomplish specific goals Solve problems by decomposing them into smaller parts Use sequence and repetition in programmes <p>Topic: Design a poster</p> <ul style="list-style-type: none"> Can combine resources from different sources into a digital presentation, showing a clear sense of intended purpose and 'audience'. <p>Topic: Let's design in 3D</p> <ul style="list-style-type: none"> Can use software effectively to create, design and manipulate for purposeful outcomes, such as DT, art or music projects. 	<p>Online safety: Media Choices</p> <p>Topic: What is the internet?</p> <ul style="list-style-type: none"> Exploring what the internet is and what it is used for <p>Topic: Searching Searching</p> <ul style="list-style-type: none"> How do search engines work? <p>Online safety: Rights and Responsibilities</p> <p>Topic: Can you finish my story?</p> <ul style="list-style-type: none"> Use software effectively to create, design and manipulate for purposeful outcomes. Communicate and collaborate online demonstrating respectful and safe behaviours. <p>Topic: Blogging</p> <ul style="list-style-type: none"> Create blog about Sayers Croft 	<p>Online safety: Private and Personal Information</p> <p>Topic: Stop Check</p> <ul style="list-style-type: none"> Understand simple steps to 'validate' information found on the Web. Find specific and valid information using sensible keywords / search terms, from online web content. <p>Topic: Simply Delicious</p> <ul style="list-style-type: none"> Create spreadsheets to plan a menu <p>Online safety: Keeping games fun and friendly</p> <p>Topic: Logo</p> <ul style="list-style-type: none"> Create model block of flats

HISTORY	<p>Topic: Victorians</p> <ul style="list-style-type: none"> • Understand the terms 'AD' and 'BC' and how centuries relate to numbered years • Use sources to research events and understand that the past can be represented and interpreted in many ways • Place events on a timeline • Research what the Victorian era was famous for • Understand how workhouses were used for the poor • Understand the differences between Victorian and present day England 		<p>Topic: Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Describe characteristic features of a Viking invasion • Describe some of the main events, people and changes during Alfred the Great's reign
GEOGR- APHY		<p>Topic: Rivers</p> <ul style="list-style-type: none"> • Investigate a variety of sources of information • Record findings • Know the key features of rivers • Describe the key features of rivers • Understand key river vocabulary • Identify how rivers erode, transport and deposit materials • Explain how oxbow lakes are formed • Create the features of a river in modal form • Understand how physical features can impact on the people who live there <p>Topic: Ewhurst/Earls Court Local Area Comparison</p> <ul style="list-style-type: none"> • Use knowledge, understanding and sources of evidence to respond to a range of geographical questions • Carry out a fieldwork survey using simple pieces of equipment and draw graphs • Start to use precise geographical words to describe processes and communicate their findings • Use atlases to find places using the index • Use use maps/atlas at a range of scales • Draw own detailed sketch maps • Use OS style symbols • Introduce 4 figure grid references to locate features • Describe and compare the physical and human features of localities, and to offer some explanations for some of the noticed features • Begin to recognise how places are linked • Understand the impact characteristics of places can have on the lives of the people who live there • Identify ways they can help look after their own and other environments 	
DESIGN TECHN- OLOGY	<p>Topic: Stockings</p> <ul style="list-style-type: none"> • Generate ideas by collecting and using information about designs have been seen • Produce step-by-step plans for designs • Share alternative ideas using words, labelled sketches and models • Reflect on designs, whilst thinking about the final outcome • Identify what is working well and what could be improved to make the final design even better • Use needles safely and effectively • Learn various stiches • Cut fabric accurately • Learn technique of applique and sewing on buttons and sequins 		<p>Topic: Moving Toys</p> <ul style="list-style-type: none"> • Measure and mark out accurately • Use tools for cutting safely and effectively • Use a drill to make an off-centre hole in a wheel • Follow instructions to make a moving mechanism • Design and plan a moving toy • Draw on their own experiences to generate ideas • Use appropriate vocabulary to describe equipment and materials • Make models which reflect their ideas, and to evaluate and adapt them as they develop • Record stages of design process retrospectively, and set next steps • Evaluate the outcomes of work

<p>ART</p>		<p>Topic: Sculpture – Carving Clay</p> <ul style="list-style-type: none"> • Skill - cutting & carving 	<p>Topic: Drawing/Painting</p> <ul style="list-style-type: none"> • Discuss similarities & differences in texture, colour, size etc • Discuss lightness & darkness – tone • Pattern • Talk about background/foreground • Composition • Look at relationships between objects • Investigate spaces between objects • Discuss overlapping of shapes • Measure & compare sizes • Analysing symmetry in shapes • Blend different media together to create texture & tone <p>Sketch images</p> <p>Topic: Macbeth (Painting)</p> <ul style="list-style-type: none"> • Discuss similarities & differences in texture, colour, size etc • Investigate spaces between objects • Measure & compare sizes • Use paint to create texture & tone • Discuss lightness & darkness 		
<p>PHYSICAL EDUCATION</p>	<p>Topic: Fitness/circuits</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Take part in outdoor and adventurous activity challenges, both individually and within a team <p>Topic: Netball</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team <p>Topic: Tag rugby</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team 	<p>Fitness continued</p> <p>Topic: Handball</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team 	<p>Fitness continued</p> <p>Topic: Hockey</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team 	<p>Fitness continued</p> <p>Topic: Athletics</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team <p>Topic: Cricket</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team 	<p>Fitness continued</p> <p>Topic: Tennis</p> <ul style="list-style-type: none"> • Play competitive games, and apply basic principles for attacking and defending • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges, both individually and within a team

DANCE	Topic: New Beginnings /Victorians <ul style="list-style-type: none"> Confidently and imaginatively respond to and research a range of dance ideas Select appropriate action/space/dynamics to create motifs and phrases that express thoughts, ideas and feelings Perform a range of actions with control and co-ordination Perform expressively using dynamic qualities to illustrate a dance idea Give feedback to others that's reflects success criteria Describe, interpret and evaluate what they see, do and feel using appropriate dance language 		Topic: The Highway Man <ul style="list-style-type: none"> Respond appropriately to a range of sound accompaniment showing awareness of subtle changes in tempo, rhythm and instrumentation Link actions to create a dance phrase and short and short dances in response to a range of dance ideas Show increased spatial awareness and sensitivity to other dancers Respond to feedback and know how to improve performance and composition Describe, interpret and evaluate aspects of production 		Topic: The Piano / Shakespeare <ul style="list-style-type: none"> Show clear beginnings, middles and endings and the use of repetition, climax and contrast in composition Contribute dance ideas in twos, threes and small groups and listen to other peoples' ideas Remember phrases and dances and be able to perform them with focus and projection, for an audience Understand why they need to warm up/cool down and move safely in the space Be able to lead appropriate warm up/cool down activities in small groups 	
MUSIC	Topic: Whole Class Ukulele <ul style="list-style-type: none"> Playing chords C, F, G7 and Am Strumming techniques and rhythms Singing and rhythm development 	Topic: Victorian music and songs <ul style="list-style-type: none"> Develop an awareness of how music developed in the 19th century Singing songs from operettas of Gilbert and Sullivan 	Topic: The Highway Man <ul style="list-style-type: none"> Song version of literacy topic Compound rhythm – notation and composition. 	Topic: The Moldau <ul style="list-style-type: none"> Listening to a classical orchestral description of a river Singing 'The Rivers Tale' a description of a rivers' journey linked to geography topic 	Topic: Shakespeare Project <ul style="list-style-type: none"> Use a confident, clear singing voice Rehearse and improve performances 	Topic: Jazz improvisation <ul style="list-style-type: none"> Perform improvisations using sets of notes (ranging from 2 to 8 notes) Play with awareness of beat and phrase
PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE) inc. RHE + RSE	Me and My Relationships We start the school year with a unit that focuses on the children's feelings, emotions, friendships and ways to resolve conflict. Self-assess learning skills Develop independence and a 'growth mindset' Self-assess Talk Partner skills Set personal targets for the term Create class Code for Effective Learning Valuing Differences Our second unit of the year focuses on the importance of cohesion within our diverse community. Links to Black History Month Discuss British Values, e.g. respect, tolerance, democracy, rule of law		Keeping Myself Safe Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Rights and Responsibilities Understand that they can make a difference. Identify how they can care for their home, school and family. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.		Being My Best Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Growing and Changing Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe	
RELIGIOUS EDUCATION	Topic: Sacred Texts <ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles and experiences Make links between them, and describe some similarities and differences both within and between religions Describe the impact of religion on people's lifestyles; Suggest meanings for a range of forms of religious expression Raise and suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments Apply their ideas to their own and other people's lives; describe what inspires and influences them and others 				Topic: Creation Stories <ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles and experiences Make links between them, and describe some similarities and differences both within and between religions Describe the impact of religion on people's lifestyles; Suggest meanings for a range of forms of religious expression Raise and suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments Apply their ideas to their own and other people's lives Describe what inspires and influences them and others 	

<p>SPANISH</p>	<p>Topics :</p> <ul style="list-style-type: none"> • Rules in the classroom and teams • Places and directions in town • At school classroom vocabulary • Directions at school • Armistice day • Christmas <p>Skills in listening :</p> <ul style="list-style-type: none"> • Understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage. 	<p>Topics :</p> <ul style="list-style-type: none"> • Transport • Objects in the classroom • Subjects at school • Like or dislikes • Listening test <p>Skills in speaking :</p> <ul style="list-style-type: none"> • Take part in a simple conversation and talk about their interests. 	<p>Topics :</p> <ul style="list-style-type: none"> • Numbers 0 to 100 • The body • At the doctors • Sports • Sporting events <p>Skills in reading :</p> <ul style="list-style-type: none"> • Understand the main points and some of the details from a short written passage. <p>Skills in writing :</p> <ul style="list-style-type: none"> • Write two to three short sentences using reference material with the support of a peer.
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