

Longmoor Community Primary School – Year 5 Curriculum Map

Updated September 2020



The Core Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
English (Liverpool)	Focus	Noah's Ark – inference and deduction Poetry – Classic Poems, Poetic Style and Performance (The Lost Words)	Stories by Significant Children's Authors (The Unforgotten Coat) Recounts	Stories from Other Cultures (Oranges in No Man's Land)	Film Narrative (Carrie's War) Dramatic Conventions	Older Literature (The Railway Children) Persuasive Writing – Contrary Argument	Legends Instructions		
	Spelling (NNS)	<ul style="list-style-type: none"> Strategies at the point of writing Plurals (adding -s, -es and -ies) Words with 'silent' letters Words with the letter string -ough Words ending in -able and -ible Homophones Use of the hyphen Proofreading – personal lists Practising of Year 5/6 spellings		<ul style="list-style-type: none"> Strategies at the point of writing Year 5/6 words with rare GPCs Words with the /i:/ sound, spelt 'ei' after 'c' Word matrices Words ending in -ably and -ibly Homophones Proofreading – checking from another source Practising of Year 5/6 spellings		<ul style="list-style-type: none"> Strategies at the point of writing Homophones Suffixes – problem suffixes Proofreading – Year 5/6 misspelt words Morphemic and etymological strategies Practising of Year 5/6 spellings			
	GPS	<p><u>Year 4 objectives will be revisited</u></p> <p>Word</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes Verb prefixes Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 		<p>Sentence</p> <ul style="list-style-type: none"> Relative clauses, beginning with which, where, when, whose, that or omitted relative pronoun Indicating degrees of possibility using adverbs or modal verbs Passive verbs to affect the presentation of information in a sentence Perfect form of verbs to mark relationships of time and cause Expanded noun phrases to convey complicated information concisely 		<p>Text</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number or tense choice 		<p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently. 	
	Oracy	Ongoing opportunities to develop children's skills in speaking & listening, including (but not limited to) debating, performance, drama and film-making.							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Lancashire)	Place Value Decimals Written addition & subtraction Measures (area and perimeter) Statistics – addition and subtraction	Mental multiplication and division Division Fractions (compare, order, equivalence) Multiplication and measures (area) Statistics and measures (time) Assess and review	Place value – counting and negative numbers Addition and subtraction Mental and written multiplication Measures (length, mass and capacity) Geometry (reflection and translation) Geometry (angles) (Aut 1 planning as well)	Mental and written division 2D and 3D shape sorting Calculating with fractions Measures (area and volume) Statistics & measures calculation Assess and review	Place value – decimals Fractions Measures (time) and statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions and percentages Measures (mass, volume and capacity) Area and volume of shapes Assess and review
Science	Living Things and Their Habitats <i>(life cycles)</i>	Animals, Including Humans <i>(heart and circulation, diet and exercise)</i>	Forces <i>(gravity, friction, air resistance, levers, pulleys and gears)</i>	Earth and Space <i>(Earth, sun and moon)</i>	Properties and Changes of Materials <i>(dissolving, reversible and irreversible changes)</i>	

The Foundation Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Computing skills	Digital Literacy You Tuber		Computer Science Steam Challenges		Information Technology Making AR Games	
		Throughout the curriculum, children will be given ample opportunity to use technology to enhance learning. This includes (<i>but is not limited to</i>) using the internet and online communication for different purposes, recognising and evaluating types of information, understanding why computer networks are important and deciding which technology is best for a given purpose.					
		Through wider-curriculum subjects, children will use multimedia (including text, photo, video and sound) to present information in a variety of ways. They will select, use and combine appropriate technology tools (both online and offline) to create and share ideas – they will review and improve their own work and the work of others.					
Music	Classroom Jazz <i>(learning to play particular pieces of music, improvisation)</i>	Livin' on a Prayer <i>(dimensions of music, singing, playing instruments)</i>	Specialist Singing Tuition	Bamboo Tamboo <i>(playing an instrument)</i>	The Fresh Prince of Bel Air <i>(appraisal, improvisation, composition)</i>	Dancing in the street	
Humanities	History – Vikings and Anglo Saxons	Geography – Megacities	Geography - New York	History – Local History Study (Liverpool Home Front)	Geography – Energy	Study History - Shackleton	
Foreign Languages	Spanish <i>(taught by language specialist – Miss McGee)</i>						
PE	Specialist Coaching by EiTC (Everton in the Community) as part of Enriched Curriculum						
	Dance/ Games (attacking and defending)		Games/ Swimming (implement and kicking)		Swimming/Gymnastics/ Athletics / Games		
RE	Christianity, Islam, Judaism <i>What makes a good leader? Sacred Texts.</i>	Christianity <i>What writings and stories are important to Christianity? Traditions and Teachings.</i>	Christianity, Islam, Judaism <i>How does what people believe affect their worship?</i>	Christianity, Islam, Judaism <i>Comparing festivals in each of the three faiths.</i>	Christianity, Islam, Judaism <i>Inspirational figures. What can we learn from them?</i>	Christianity, Islam, Judaism <i>Rights and Responsibilities – fasting and charity.</i>	
Art	Drawing, painting and printing Surrealism – Salvador Dali and Frida Kahlo Abstract Expressionism – Jackson Pollock		Collage and Textiles Man Ray		3D Salvador Dali		Photography Man Ray

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Structures

Design and make a bird hide for the school grounds.

Cooking and nutrition

Design and make soup, focusing on an understanding of seasonality.

Electrical Systems

Design and make a moving model triggered by a motion sensor.

The Keeping Safe & Healthy Curriculum

The 'Keeping Safe & Healthy' curriculum incorporates PSHE along with relationships education, elements of safeguarding and eSafety. It also has strong links to SMSC and the understanding & promotion of British Values. We take advantage of opportunities to deliver this curriculum with other curriculum subjects wherever possible and use the services of other professionals, theatre companies and charitable organisations to help develop these vital messages.

Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<p>Cross Curricular Links</p> <ul style="list-style-type: none"> • PE: Swimming <p>Drugs and Alcohol (CW)</p> <ul style="list-style-type: none"> • Legal and Illegal Drugs <p>Digital Citizenship (ES)</p> <ul style="list-style-type: none"> • Awareness of online risk and reducing the risk in their online behaviour. • Social Networking and how to stay safe. <p>CSE/Gangs (AT)</p> <ul style="list-style-type: none"> • Safe Skills: Module 1 • Probation Officer from Broad Square discussing gang culture. <p>SRE (CW)</p> <ul style="list-style-type: none"> • Talking About Puberty <p>Mental Health and Wellbeing</p> <p>Whole School Foci</p> <ul style="list-style-type: none"> • Anti-Bullying Week • Road Safety Week • Fire Safety 	<p>Drugs and Alcohol (CW)</p> <ul style="list-style-type: none"> • Attitudes to Drugs <p>Digital Citizenship (ES)</p> <ul style="list-style-type: none"> • Who to speak to if you feel you are a victim of cyberbullying? • Who should you chat to online? <p>CSE/Gangs (AT)</p> <ul style="list-style-type: none"> • Safe Skills: Module 1 <p>SRE (CW)</p> <ul style="list-style-type: none"> • Male and Female Changes <p>Relationships</p> <p>Whole School Foci</p> <ul style="list-style-type: none"> • Safer Internet Day • CSE Awareness Day (PANTS Underwear Rule) • Children's Mental Health Week 	<p>Cross Curricular Links</p> <ul style="list-style-type: none"> • Cycling Proficiency <p>Drugs and Alcohol (CW)</p> <ul style="list-style-type: none"> • Peer Pressure <p>Digital Citizenship (ES)</p> <ul style="list-style-type: none"> • Copyright and Plagiarism • Is everything on the internet true? • Risks of online gaming and how to protect yourself. <p>CSE/Gangs (AT)</p> <ul style="list-style-type: none"> • Safe Skills: Module 2 – Ways to ask for help • Safe Skills: Module 3 – Bystanders / supporting peers <p>SRE (CW)</p> <ul style="list-style-type: none"> • Puberty and Hygiene <p>Living in the wider world</p> <p>Whole School Foci</p> <ul style="list-style-type: none"> • Railway Safety • Beach Safety • Sun Safety • Healthy Lives Week