Riverside Primary School
Year 5 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cornerstones Topic	Dynamic Dynasties Driver: History • Art and Design • Geography		Sow, Grow and Farm Driver: Geography Companions: • History • Science • Art and Design • Design and Technology		Groundbreaking Greeks Driver: History • History • Geography	
Companion Projects	• Taotie • Forces and Mechanisms • Earth and Space • Tints, Tones and Shades • Investigating Our World • Moving Mechanisms • Colour in Landscapes		• Eat the Seasons • Human Reproduction and Ageing • Line, Light and Shadows • Nature's Art		• Architecture • Properties and Changes of Materials • Mixed Media • Expression	
Maths	• Decimal Fractions • Money	• Negative Numbers • Short Multiplication and Short Divison	• Area and Scaling	• Calculating with Decimal Fractions • Factors, Multiples and Primes	• Fractions	• Converting Units • Angles
English	**Poems** Narrative Poem – Bamboo and the Turtle **Letter** Persuasion – Advisors asking Cheng Tang to be the new king **Narrative** Different culture – Shang Surprise	**Description** Character – Warrior Queen Fu Hao **Non-Chronological** Bronze Age **Auto/biography** Cheng Tang	**Chronological** Explanation – Citrus farming in California **Reviews** Riverside dining experience review/food critic **Narrative** Story opening based on The Secret Garden	**Diary/Journal Entry** Diary – A day in the life of a farmer **Balanced and One-sided arguments** Balanced - veganism **Recount** Stepney Green Farm	**Poems** Ode – Greek history or mythology **Description** Ancient Greek theatre **Narrative** Greek myth – The First Labours of Heracles	**Persuasion** Online ad – Visit Greece **Literary Non-fiction** Blog – expressionism
PE	**Invasion Games – Basketball** • Understand the rules of dribbling and begin to practice • Dribble and turning skills performed with confidence. • Be able to add an end product such as passing after dribbling skill has been performed. • Understand the different types of passing; chest pass, shoulder pass and bounce pass. • Understand and practice shooting skills • Be able to combine dribbling, passing and shooting skills and	**Dance** • To create and structure motifs and dance phrases • To compose dances by using, adapting and developing steps from the dance style • To begin to use basic compositional principles when creating their dances • To structure and perform sections and whole dances on their own, with a partner and in a group	**Gymnastics** • To perform actions, body shapes and balances accurately and consistently • To use symmetrical and asymmetrical body shapes • To adapt sequences to new situations • To perform counterbalances and incorporate them into their sequence • To perform movements in canon and unison and incorporate them into their sequence	**Tag Rugby** • To begin to evade and tag opponents • To begin to pass and catch a rugby ball • To begin to pass in a game situation • To begin to use attacking and defending skills in game situations • To begin to use tactics in game situations • To use skills in a game environment	**Hockey** • To be able to control the ball by dribbling and using a stick. • To pass to the right and left whilst travelling. • To pass the ball whilst travelling up the court and to shoot with speed from appropriate positions. • To use tackling to take possession of the ball. • To refine passing and shooting skills. • To practise and refine skills learned so far.	**Athletics** • To experiment with different running styles. • To develop the consistency of their running technique • To improve the accuracy of their throwing technique. • To develop techniques for basic discus throwing. • To improve the consistency of their actions • To recall and practice jumping styles • To take part in relays

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	incorporate them into a game situation. • Able to work as a team to score					
Computing	**Quizzing** • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes. **Databases** • To understand what a database is. • To design and create a database. • To build queries to find information. • To solve problems using a database.	**Game Creator** • To evaluate the features of a successful video game. • To plan a game in 2DIY3D. • To design and use game sprites. • To add features to a game world and check playability. • To evaluate games created by others.	**Spreadsheets** • To refresh and extend understanding of formulae and functions from previous learning. • To use formulae in 2Calculate to convert measurements between different units. • To use 2Calculate to create and interpret line graphs that show how data changes over time. • To analyse weather data by using spreadsheets to identify patterns. • To use spreadsheets to plan and budget for an event. • To use a spreadsheet to plan a holiday.	**Coding** • To understand some ways that code can be simplified so that it is easier to read and runs more efficiently. • To program a computer simulation using 2Code. • To know what decomposition and abstraction are in Computer Science. • To understand what a function is and how functions work in code. • To understand what datatypes are and how they are used when coding with variables. • To read code, predict outcomes and identify and fix bugs.	**Word Processing** • To format text in a new Word document and then save it. • To learn how to edit text and apply more advanced formatting. • To learn how to adjust the layout of a Word document. • To learn how to insert and format images in Word. • To use tables in Word to organise information. • To combine Word skills to create and review a factsheet.	**Concept Maps** • To understand what a concept map is and why they can be useful. • To understand the different ways that concept maps can be used. • To plan and create a non-fiction concept map. • To present a concept map on a specific topic to an audience.
PSHE (Jigsaw)	**Being Me in My World** • To know how to set personal goals and face new challenges • To understand my rights and responsibilities as a citizen of my country • To empathise with others whose life is different to my own • To understand how my behaviour choices are impacted by rewards and consequences • To understand how an individual's behaviour can impact on a group • To understand the importance of having a voice and democracy	**Celebrating Difference** • To understand that cultural differences sometimes cause conflict • To understand what racism is • To understand that rumour-spreading and name-calling can be bullying behaviours • To explain the difference between direct and indirect bullying behaviours • To be able to compare my life with others in the developing world • To understand different cultures from my own	**Dreams and Goals** • To understand how money could help me achieve some of my dreams and goals • To research a range of different job roles and understand how much people earn in different jobs • To identify a job I would like to do when I am older, and understand the steps needed to get there • To describe the dreams and goals of young people in a culture different to mine • To appreciate the similarities and differences in aspirations between myself and young people from another culture	**Healthy Me** • To know the health risks of smoking, and understand how this affects the heart, liver and lungs • To know the risks of misusing alcohol, including anti-social behaviour, and understand how this affects the liver and heart • To be able to practice basic emergency aid procedures and know how to call for help in emergency situations • To understand how the media, social media, and celebrity culture promote certain body types • To describe the different roles food plays and explain how	**Relationships** • To have an accurate picture of myself in terms of characteristics and personal qualities • To understand that belonging to an online community can have positive and negative consequences • To understand the rights and responsibilities involved in an online community or social network • To recognise when I am spending too much time using devices (screen time) • To explain how to stay safe when using technology to communicate with friends	**Changing Me** • To know how to develop my own self esteem • To understand the processes of puberty on a girl's body • To understand how to look after yourself during puberty both physically and emotionally • To be able to express how I feel about the changes that will happen during puberty • To understand that sexual intercourse can lead to conception, and this is how babies are usually made • To understand that sometimes people need IVF to help them have a baby

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			• To be able to encourage and support others in achieving their goals	people can develop eating disorders relating to body image pressures • To understand what contributes to a healthy lifestyle		• To identify what I am looking forward to about becoming a teenager, and understand that this brings growing responsibilities (age of consent) • To begin thinking about what changes I want to make next year and how I can go about this
Music	**Melody and Harmony in Music** Unit Musical Spotlight: A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	**Sing and Play in Different Styles** Unit Musical Spotlight: Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.	**Composing and Chords** Unit Musical Spotlight: If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	**Enjoying Musical Styles** Unit Musical Spotlight: There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	**Freedom to Improvise** Unit Musical Spotlight: Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	**Battle of the Bands!** Unit Musical Spotlight: Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!