



Lynch Hill Primary Academy Curriculum Map for Year 5

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhprimaryacademy.org.uk/curriculum/subject-overviews>

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	"Fantastic Forces" "Here, now, there and then"	"We are investigators" "Here, now, there and then"	"Space" "Victorians"	"Space" "Time Tunnel"	"Bake It" "Time Tunnel"	"Roots, Shoots and Fruits" "What a wonderful world" "Global Warming"
Key Texts	Tuesday Titanium Jungle Book	Harry Potter Jungle Book	Almond Cookies Oliver Twist	Alma Perseus and the Gorgon's Head Oliver Twist	Highwayman The Boy in the Girl's Bathroom	Midsummer Night's Dream Floodland
English Writing	<p>Recounts, reports, newspaper articles: Planning by identifying audience & purpose</p> <p>Using appropriate grammar & vocabulary</p> <p>Correct subject/verb agreement</p> <p>Consistent & correct use of tense</p> <p>Extended Writing: Narrative writing Setting description</p>	<p>Character/setting descriptions, narrative, character interaction: Consider how authors have created characters & settings</p> <p>Describe characters, settings & atmosphere</p> <p>Integrate dialogue to convey character & advance action</p> <p>Assess & evaluate effectiveness of own & others writing</p>	<p>Narrative from another culture, autobiography, balanced argument, persuasive letter writing: Note & develop initial ideas</p> <p>Wide range of devices used to build cohesion – includes organisational & presentational</p> <p>Proof read for spelling & punctuation errors</p> <p>Explain & discuss understanding – formal</p>	<p>Suspense, narrative writing, setting description: Consider how authors have created characters & settings</p> <p>Describe characters, settings & atmosphere</p> <p>Integrate dialogue to convey character & advance action</p> <p>Assess & evaluate effectiveness of own & others writing</p> <p>Extended Writing:</p>	<p>Poetry writing: Perform own compositions</p> <p>Intonation, volume & movement</p> <p>Extended Writing: Narrative writing Character description School report Newsletter Persuasive letter writing</p>	<p>Biography, character description, character interaction, witness recount, play script: Consider how authors have created characters & settings</p> <p>Describe characters, settings & atmosphere</p> <p>Integrate dialogue to convey character & advance action</p>

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		<p>Extended Writing: Narrative writing Character description</p>	<p>presentations & debates</p> <p>Extended Writing: Narrative writing Character description Letter Police report</p>	<p>Narrative writing Writing a sequel to the novel</p>		<p>Assess & evaluate effectiveness of own & others writing</p> <p>Perform own compositions – intonation, volume & movement</p> <p>Extended Writing: Character/setting descriptions Narrative writing Character interaction</p>
<p>English Reading</p>	<p>Word Reading and decoding</p> <p>Decode unfamiliar words and words with prefixes and suffixes Comment on impact of punctuation and sentence construction in a text</p>	<p>Comprehension – retrieval</p> <p>Retrieve key details Identify explicit details Identify text types Comment on the impact of organisational devices Inference – characters' feelings, thoughts & motives from their actions, justifying with evidence Prediction from details stated & implied Provide reasoned justifications for views</p>	<p>Comprehension – Making Inferences</p> <p>Prediction based on evidence Summarise a text Prove, disprove statements Support answers with evidences Empathies with a character Inference – characters' feelings, thoughts & motives from their actions, justifying with evidence Prediction from details stated & implied Provide reasoned justifications for views</p>	<p>Comprehension – Language in context and choice of language</p> <p>Explain effect of vocabulary choices Recognise descriptive devices Comment on the language choices</p>	<p>Comprehension – responding to the text.</p> <p>Select information from across a text. Compare behaviour and feelings of different character. Inference – characters' feelings, thoughts & motives from their actions, justifying with evidence Prediction from details stated & implied Provide reasoned justifications for views</p>	<p>Comprehension – Themes and conventions</p> <p>Identifies key themes and styles Explain the importance of cultural or historical settings Consider how authors have developed characters and settings. Describe characters, settings and atmosphere. Integrate dialogue to convey character</p>

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			<p>Identify & discuss themes</p> <p>Identify how language, structure & presentation contribute to meaning</p> <p>Check that text makes sense by discussing meaning of words in context</p>		<p>Discuss & evaluate author's use of language impacts reader</p> <p>Fact & opinion</p> <p>Ask questions to improve understanding</p> <p>Summarise main ideas from >1 paragraph, identifying key details</p> <p>Participate in discussions</p>	<p>and advance the action.</p> <p>Precise longer passages.</p> <p>Assess and evaluate the effectiveness of their own and others writing.</p>
Maths	<ul style="list-style-type: none"> Place Value within 100,000 Place Value within 1,000,000 	<ul style="list-style-type: none"> Addition and Subtraction Graphs and tables Multiplication and division (1) Measurement – area and perimeter 	<ul style="list-style-type: none"> Measurement – area and perimeter Multiplication and division (2) Fractions (1) - types of, equivalence and comparing 	<ul style="list-style-type: none"> Fractions (2) - adding and subtracting fraction Fractions (3) - multiplying fractions Decimals and percentages 	<ul style="list-style-type: none"> Calculating with decimals Geometry – properties of shape (1) Geometry – properties of shape (2) 	<ul style="list-style-type: none"> Geometry – position and direction Measures (1) – converting units Measures (2) – volume and capacity
Science	<p>Physics Fantastic Forces</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Analysing and observing Pattern seeking 	<p>Chemistry Forensic Investigators</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Explain what forensic science is Investigate chromatography 	<p>Physics Solar System -Space Explorers</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Research and using secondary resources Planets + space station 	<p>Physics Solar System -Space Explorers Cont'd)</p> <ul style="list-style-type: none"> Phases of Moon Planning Moon landing Identifying and classifying- 	<p>Chemistry Properties and changes of Material</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Investigation properties of 	<p>Biology- Living things and their habitats & Animals including Humans</p> <p>Roots, Shoots and Fruits</p> <ul style="list-style-type: none"> Planning Enquiries

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	<ul style="list-style-type: none"> Pulleys, cogs /Levers and gears Floating and sinking Using equipment- Force meter Evaluate- Making improvement Conclusion writing and analysing result. Investigation- Levers and Pullies (different forces) Draw diagram and measure forces <p>Forces</p> <ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of air 	<ul style="list-style-type: none"> Conduct scientific investigations using appropriate equipment, fair tests, observations and draw based on evidence. Use systematic testing and observing to identify acids and alkalis <p>Investigators</p> <ul style="list-style-type: none"> To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity 	<ul style="list-style-type: none"> Shadow Investigation Interpreting results. (How the earth moves) Conclusions and evaluation <p>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 To describe the sun, Earth and moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Names, sizes and mass of different planets</p> <ul style="list-style-type: none"> Researching-Who is responsible for discovering that the planets orbit the sun? How does the light travel. Investigating craters on moon Life cycle of a star Making 3D constellations Visit Planetarium 	<p>materials-What is yeast?</p> <ul style="list-style-type: none"> What are the properties of carbon dioxide Planning enquiries – investigation + colloids Planning enquiries- Dissolving Pattern seeking Chemical reactions Collecting data, making improvements Melting investigation Using equipment – To bake bread <p>Bake it</p> <ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	<p>Observing over time</p> <ul style="list-style-type: none"> Germination investigation Grouping and classifying – leaves, plants Secondary sources Seed dispersal Research – Life cycle of a Plant Research and identify - Different life cycle of animals <p>Living things and their habitat</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals
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	<p>resistance, water resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none">• To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	<p>(electrical and thermal), and response to magnets</p> <ul style="list-style-type: none">•			<ul style="list-style-type: none">• To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating• To demonstrate that dissolving, mixing and changes of state are reversible changes• To 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	
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					bicarbonate of soda	
Computing	<p>Cultural Profiles</p> <ul style="list-style-type: none"> • Word processing • inserting images • manipulating text <p>We are artists</p> <ul style="list-style-type: none"> • Create landscapes using software 	<p>We are Bloggers</p> <ul style="list-style-type: none"> • Blog safely and responsibly 	<p>We are game developers:</p> <ul style="list-style-type: none"> • Coding 	<p>We are Web Developers</p> <ul style="list-style-type: none"> • Use search engines 	<p>We are Cryptographers</p> <ul style="list-style-type: none"> • Using codes 	<p>We are Architects</p> <ul style="list-style-type: none"> • Use 3D modelling software
History			<p>Victorians</p> <ul style="list-style-type: none"> • To compare historical periods, identifying similarities and difference between them • To access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. • To understand that historical sources can be different from and contradict one another 	<p>Time Tunnel</p> <ul style="list-style-type: none"> • To secure knowledge of chronology and be mostly accurate in placing a range of historical events from around the world on a timeline • I can draw my own timeline, generally producing accurate intervals and adding to it as I learn about new periods of history • To build an understanding of 	<p>Time Tunnel</p> <ul style="list-style-type: none"> • To remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • To use words and phrases to indicate time, talking about decades, centuries, millennium etc. 	



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			<ul style="list-style-type: none">• To describe how the history of a country affects the lives of people who live there• To communicate my knowledge and understanding of history in a variety of ways.	how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding	<ul style="list-style-type: none">• To understand some words related to history in general as well as periods of history e.g., empire, parliament, civilisation etc.• To know that the study of history is concerned with the past in relation to the present• To remember key facts and information from areas of study in Year 5 and remember information from previous areas of study	
Geography	Here, Now, There and Then <ul style="list-style-type: none">• To locate counties and cities of the United Kingdom	Here, Now, There and Then <ul style="list-style-type: none">• To use two of these three: maps, atlases, globes and digital/ computer mapping to locate				What a Wonderful World <ul style="list-style-type: none">• To describe and understand an increasing variety of key aspects of



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	<ul style="list-style-type: none">• To identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones• To identify aspects of the physical and human geography that have changed over time• To study a region of the U.K and a region within Asia and can identify similarities and differences in human and	<p>countries and describe features studied</p> <ul style="list-style-type: none">• To use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)• To use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies• To communicate my knowledge and understanding of				<p>physical and human geography</p> <ul style="list-style-type: none">• To compare similarities and differences between particular localities• To know how the features of particular localities influence the nature of human activities within them• To use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)• To use fieldwork to observe, measure, record and present the
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	physical geography	geography in a variety of ways.				<p>human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> To communicate my knowledge and understanding of geography in a variety of ways. <p>Global Warming</p> <ul style="list-style-type: none"> To know that people affect the environment
Art	<ul style="list-style-type: none"> Mehndi Patterns Sketching Painting 	<ul style="list-style-type: none"> Symmetry Shading techniques Collage 	<ul style="list-style-type: none"> Aboriginal art work Use of tone Using Earth tones/colours 	<ul style="list-style-type: none"> Clay Modelling Bayeux Tapestry Monochromatic Painting 	<ul style="list-style-type: none"> Vanishing Point String Art 	<ul style="list-style-type: none"> Measuring Skills Weaving
Design & Technology	<p>Mechanisms – pulleys and levers</p> <p>Understand how mechanical systems such as Pulleys and levers create movement</p>				<p>Baking bread - Mixing, kneading and baking</p> <p>Understand how food is processed into ingredients that</p>	<p>Fabrics - tie-dye</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and effect.</p>



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	Design, make and evaluate their product using a prototype.				can be eaten or used in cooking. Prepare and make dishes safely and hygienically	Experiment with different technique using fabrics to create a design or pattern.
Music	<ul style="list-style-type: none"> To know the correct posture and embouchure for playing the trumpet To play notes C to G with a clear tone To play in 4/4 time 	<ul style="list-style-type: none"> To play as part of an ensemble and in harmony To learn staff notation for notes c to G 	<ul style="list-style-type: none"> To improve sound and accuracy of notes C to G To understand an octave 	<ul style="list-style-type: none"> To play in 2/4, 3/4 and 4/4 time To read staff notation form C to C (an octave) To play and sing in rounds 	<ul style="list-style-type: none"> To improvise and compose melodies with an octave range To consolidate the reading of staff notation for notes C to C 	<ul style="list-style-type: none"> To be able to play a major scale To understand and play using dynamics
PSHE Jigsaw	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE Discovery	Sikhism - Belief into Action <ul style="list-style-type: none"> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? 	Christianity – Incarnation <ul style="list-style-type: none"> Do sacred texts have to be 'true' to help people understand their religion? 	Hinduism – Beliefs <ul style="list-style-type: none"> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? 	Christianity – Salvation <ul style="list-style-type: none"> Do sacred texts have to be 'true' to help people understand their religion? 	Sikhism – Prayer and Worship <ul style="list-style-type: none"> Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or 	Christianity – Beliefs and Practice <ul style="list-style-type: none"> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?



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					their faith community?	
French	All about ourselves	All about ourselves	Les Planetes (Solar Systems)	School life	That's Tasty	That's Tasty
Trips, Presentations & Events		Christmas presentation	Planetarium	Easter Church Visit Learning presentation	Gurdwara	Paulton's Park