

Class Curriculum Map – Year 5

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	<p>- Place value – within 100,000 Find the value of each digit in numbers to 100,000; Partition numbers in different ways; Round numbers; Compare and order numbers up to 100,000; Represent numbers in different ways, including with Roman numerals</p> <p>- Place value – within 1,000,000 Understand the value of any digit in a number up to 1,000,000; Compare and order numbers to 1,000,000; Round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000; Use negative numbers; Create number sequences</p> <p>- Number: addition and subtraction Add and subtract numbers with up to 5 digits; Use the column method for addition and subtraction; Round numbers to estimate answers to problems; Add and subtract mentally; Solve problems involving addition and subtraction</p> <p>- Statistics Read information from tables; Understand and create two-way tables; Read information from line graphs; Answer questions relating to the information in graphs and tables; Draw simple line graphs</p> <p>- Number: multiplication and division Recognise and find multiples and factors; Recognise and identify prime numbers; Calculate square and cube numbers; Use inverse operations; Multiply and divide by 10, 100 and 1,000; Multiply and divide by multiples of 10, 100 and 1,000</p> <p>- Measurement: area and perimeter Measure shapes to find their perimeter; Calculate the perimeter of squares, rectangles and other rectilinear shapes; Use a formula to find the area of squares and rectangles; Estimate the area of different shapes</p>	<p>- Number: multiplication and division Multiply a number up to 4 digits by a 1- or 2-digit number; Divide a number up to 4 digits by a 1-digit number; Interpret remainders; Solve problems involving multiplication, division and remainders</p> <p>- Number: fractions Find and use equivalent fractions; Convert between improper fractions and mixed numbers; Compare and order fractions; Understand fractions as division; Use fractions to show remainders; Add and subtract fractions with the same denominator; Add and subtract fractions, including mixed numbers, where one denominator is a multiple of the other; Solve word problems involving fractions; Multiply proper fractions and mixed numbers by whole numbers; Find a fraction of an amount; Understand how fractions can be operators; Solve word problems involving fractions</p> <p>- Number: decimals and percentages Read and write decimals up to three decimal places, including numbers greater than 1; Round decimals to nearest whole number and to one decimal place; Order and compare decimal numbers up to three decimal places; Write percentages as fractions and as decimals</p>	<p>- Number: decimals Add and subtract decimals with the same number of digits after the decimal point; Add and subtract decimals with a different number of digits after the decimal point; Add whole numbers to decimals; Subtract decimals from whole numbers; Solve problems involving addition and subtraction of decimals including money Problems; Multiply and divide decimals and whole numbers by 10, 100 and 1,000</p> <p>- Geometry: properties of shapes Measure angles in degrees; Learn to measure angles with a protractor; Draw lines and angles accurately; Calculate missing angles; Learn about angles in shapes; Recognise and draw parallel lines; Recognise and draw perpendicular lines; Label parallel and perpendicular lines with the correct notation; Accurately identify regular and irregular polygons; Recognise different 3D shapes from different views</p> <p>- Geometry: position and direction Learn to reflect simple 2D shapes in vertical and horizontal lines; Plot and find coordinates of a reflected point on a grid; Use coordinates to calculate new points of a reflected shape; Translate 2D shapes on grid paper; Use coordinates to find translations</p> <p>- Measurement: converting units Convert between metric units of length, mass and capacity; Recognise imperial units and understand how to convert them into metric units; Convert between units of time; Read timetables and understand the information they show; Solve problems based on measures</p> <p>- Measurement: volume and capacity Learn what the volume of a shape is; Find volumes of shapes by counting unit cubes; Draw shapes with different volumes; Compare the volume of different shapes; Estimate the capacity of different shapes</p>
English	<p>Autumn 1</p> <p>- Recount writing: diary entry</p> <p>- Text: Queen of the Falls by Chris Van Allsburg</p>	<p>Spring 1</p> <p>- Fiction writing: myths</p> <p>- Text: Arthur and the Golden Rope by Joe Todd-Stanton</p>	<p>Summer 1</p> <p>- Persuasion/information writing: leaflet</p> <p>- Text: The Paperbag Prince by Colin Thompson</p>

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Spoken language: Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Draw inferences (characters feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate author's language choice; Distinguish between fact and opinion; Participate in discussion about books; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors

Autumn 2

- Fiction writing: traditional tale
- Text: The Lost Happy Endings by Carol Ann Duffy

Spoken language: Ask relevant questions; Build vocabulary; Give well-structured descriptions, explanations and narratives; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain, maintain and monitor the interest of the listener(s); Consider and evaluate different viewpoints

Reading comprehension: Identify and discuss themes and conventions; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Participate in discussions about

Spoken language: Listen and respond; Ask relevant questions; Build vocabulary; Articulate and justify answers; Give well-structured, descriptions, explanations and narratives; Use spoken language: speculating, hypothesising, imagining and exploring ideas; Speak audibly and fluently; Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension: Identify and discuss themes and conventions; Make comparisons within and across books; Learn poetry by heart; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Summarise main ideas, identifying key details; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Proof-read for spelling and punctuation errors; Perform own compositions using appropriate intonation, volume and movement.

Spring 2

- Recount writing: formal biography
- Text: The Darkest Dark by Chris Hadfield

Spoken language: Build vocabulary; Articulate and justify answers; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers for effective communication

Reading comprehension: Identify and discuss themes and conventions; Check sense, discuss understanding and explore meaning of new words in context; Draw inferences (characters' feelings, thoughts and motives)

Spoken language: Listen and respond; Build vocabulary; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Speak audibly and fluently; Use Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints; Select and use appropriate registers for effective communication

Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Ask questions to improve understanding; Predict from details stated and implied; Identify how language structure and presentation contribute to meaning; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction; Explain and discuss understanding of reading; Provide reasoned justifications for views

Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Use organisational and presentational devices to structure texts; Use consistent and correct tense; Distinguish between the language of speech and writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors.

Summer 2

- Information writing: information text
- Text: Radiant Child by Javaka Steptoe

Spoken language: Listen and respond; Give well-structured descriptions, explanations and narratives; Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role play, improvisations and debates; Consider and evaluate different viewpoints



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	<p>books; Explain and discuss understanding of reading; Provide reasoned justifications for views</p> <p>Writing composition: Enhance meaning through selecting appropriate grammar and vocabulary; Describe settings, characters and atmosphere; Integrate dialogue to convey character and advance the action; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense</p>	<p>and justify with evidence; Predict from details stated and implied; Summarise main ideas, identifying key details; Identify how language, structure and presentation contribute to meaning; Evaluate authors' language choice; Distinguish between fact and opinion; Retrieve, record and present information from non-fiction</p> <p>Writing composition: Identify the audience for and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Précis longer passages; Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Use consistent and correct tense; Distinguish between the language of speech and writing; Proof-read for spelling and punctuation errors</p>	<p>Reading comprehension: Make comparisons within and across books; Check sense, discuss understanding and explore meaning of words in context; Draw inferences (characters' feelings, thoughts and motives) and justify with evidence; Predict what might happen from details stated and implied; Evaluate authors' language choice; Participate in discussions about books; Provide reasoned justifications for view</p> <p>Writing composition: Identify the audience and purpose of writing; Note and develop initial ideas, drawing on reading and research; Enhance meaning through selecting appropriate grammar and vocabulary; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors</p>
RE	<p>Autumn 1 God What does it mean if God is holy and loving?</p> <p>In this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p> <p>Autumn 2 What does it mean to be a Muslim in Britain today?</p> <p>In this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103</p>	<p>Spring 1 Judaism Why is the Torah so important to Jewish people?</p> <p>Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p> <p>Spring 2 Creation/Fall Creation and science; conflicting or complementary?</p> <p>In this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways.</p>	<p>Summer 1 People of God How can following God bring freedom and justice?</p> <p>Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p> <p>Summer 2 What matters most to Humanists and Christians?</p> <p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and differences between Christian and Humanist ideas about being good and how people live. They will consider what it</p>

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	<p>(Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p>	<p>Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.</p>	<p>means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>
<p>Computing</p>	<p>Autumn 1 & 2 'Computer Science: Coding 'We are game developers' Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Spring 1 - Computer Science: Computational thinking 'We are cryptographers' Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Spring 2 - Digital Literacy: Online safety 'We are web developers' Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration; Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Be discerning in evaluating digital content.</p>	<p>Summer 1 & 2 - Information Technology: Media 'We are adventure gamers' Use search technologies effectively; Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information; Use technology safely, respectfully and responsibly.</p>

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<p>Science</p>	<p>Autumn 1 - Living things and their habitats: Describe life cycle of mammal, amphibian, insect, bird; describe life process of reproduction in plants and animals.</p> <p>Autumn 2 - Forces: • 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.</p>	<p>Spring 1 - Properties of materials: • 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. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Spring 2 - Earth and Space: 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. • 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>Summer 1 - Changes of materials:</p> <ul style="list-style-type: none"> • properties and changes of materials • 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. • 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>Summer 2 - Animals, including humans • Describe the changes as humans develop to old age Animals (SRE unit science part of PSHE)</p> <p>- Forces Simple Machines</p> <p>- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
<p>Geography</p>	<p>Autumn 2 Slums What is a slum? What are the similarities between Rocinha and Dharavi? What challenges are faced by people living in the slums? What improvements can be made for people living in the slums? What next for Dharavi?</p>	<p>Spring 2 Biomes What are the Earth's biomes? Why are biomes where they are? Why are biomes under threat? What are the features of your favourite biome? How can we persuade people to protect biomes?</p>	<p>Summer 2 Energy and Sustainability What is sustainability? Are fossil fuels sustainable? What are renewable sources of energy? What can we learn from Curitiba? What can we learn from Freiburg?</p>
<p>History</p>	<p>Autumn 1 Benin Kingdom</p> <ul style="list-style-type: none"> • How did the Benin Kingdom begin? • What was life like for the Edo people in the Benin Kingdom? 	<p>Spring 1 Medieval Monarchs</p> <ul style="list-style-type: none"> • Why was there a succession crisis in 1066? • Who was responsible for the death of Thomas Becket? 	<p>Summer 1</p> <ul style="list-style-type: none"> • Changing Britain • How have people fought for civil rights in Britain? • What was the Bristol Bus Boycott?

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	<ul style="list-style-type: none"> • How were trade links established and what goods were traded? • What was the transatlantic slave trade? • What can the Benin Bronzes teach us about the Benin Kingdom? 	<ul style="list-style-type: none"> • Which king was worse, John or Richard? • What makes a great medieval monarch? • How did power change during the medieval period? 	<ul style="list-style-type: none"> • What was the Grunwick Strike? • Why were there protests about Section 28? • How did the Wheelchair Warriors fight for their rights?
Art & Design	<p>Autumn 1 - Painting; Drawing; Work in a sustained and independent way to create a details drawing</p> <p>Autumn 2 - Develop a painting from a drawing; Mix and match colours; Identify mix and use primary secondary complimentary and contrasting colours</p>	<p>Spring 1 - Sculpture; Drawing; Begin to use simple perspective in their work.</p> <p>Spring 2 - Show experience in combining pinch, slabbing and coiling to produce end pieces</p>	<p>Summer 1 - Celebration of work; Printing/ craft; Drawing; Begin to develop an awareness of composition, scale and proportion</p> <p>Summer 2 - Experiment with overprinting motifs and colours</p>
Music	<p>Autumn 1 - Compose music for a range of purposes using the inter-related dimensions: learn techniques used in soundtracks and film scores to create own film music. - Use and understand staff and other musical notations: use graphic notation to create and perform from - Play and perform in solo and ensemble contexts using musical instruments: perform sound effects to a movie</p> <p>Autumn 2 - Listen with attention to detail and recall sounds with increasing aural memory: perform melodic phrases accurately. - Compose music for a range of purposes using the inter-related dimensions of music: Use 'hit-points' and 'spotting' to create a movie soundtrack - Play and perform in solo and ensemble contexts using musical instruments: perform a movie soundtrack</p>	<p>Spring 1 - Perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression: sing songs using dynamic shape - Compose music for a range of purposes using the inter-related dimensions of music: create an ostinato accompaniment to a song thinking about timbre, rhythm and tempo. Perform, record and evaluate</p> <p>Spring 2 - Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers: identifying instrumentation and instrumental techniques, analysis of mood and character. Using these ideas to create own group composition. Rehearse, perform, record and evaluate.</p>	<p>Summer 1 - Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression: understanding and playing musical phrases using tuned instruments. - Play and perform in ensemble contexts: sing songs in up to 3-part harmony and develop singing techniques. Play a melody on tuned percussion to accompany a song.</p> <p>Summer 2 - Understand and explore how music is created and produced including through the interrelated dimensions of music: explore the structure and arrangement of songs.</p>

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<p>PE</p>	<p><u>Autumn 1</u> Invasion Games - Tag Rugby In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><u>Autumn 2</u> Invasion Games - Netball In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p><u>Spring 1</u> Dance Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p>Gymnastics In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Spring 2</u> Racket Sports - Tennis In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p><u>Summer 1</u> Bat and Ball - Cricket In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Teacher note: If playing in a reduced space use a sponge ball.</p> <p><u>Summer 2</u> Track and Field - Athletics In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.</p>
<p>DT</p>	<p>Autumn 1 - Mechanisms: Pop Up Books</p>	<p>Spring 1 - Electrical Systems:</p>	<p>Summer 1 - Digital World: Monitoring Devices</p>

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	(utilising a range of mechanisms) Autumn 2 - Textiles: Stuffed toys (blanket stitch, hidden seams, stuffing)	Electric Greetings Cards (using series and parallel circuits). Spring 2 - Structures: Bridges (working with appropriate tools and equipment)	(Applying Computing knowledge and understanding to program, CAD skills) Summer 2 - Cooking and Nutrition: What could be healthier (cooking vegetables and meat hygienically)
PSHE	Autumn 1 - Being in My World Prepare children to play an active role as citizens: being a citizen; rights and responsibilities; democracy and having a voice. Autumn 2 - Celebrating Difference Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people: racism; bullying; enjoying and respecting other cultures.	Spring 1 - Dreams and Goals Develop confidence and responsibility and making the most of pupils' abilities; Prepare children to play an active role as citizens: future dreams; jobs and careers; supporting others (charity). Spring 2 - Healthy Me Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; exercise; healthy eating; staying clean and safe.	Summer 1 - Relationships Develop confidence in talking, listening and thinking about feelings and relationships; friendships; dealing with conflict; being a good friend. Summer 2 - Changing Me Describe the life process of reproduction in some plants and animals; Describe the changes as humans develop to old age; Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty; Teach children to name parts of the body and describe how their bodies work; self and body image; puberty in boys and girls; coping with change.
French	Autumn 1 - Studying French words/word-roots/ found in the English language as well as word patterns and the circumflex accent; recognising "false friends" Autumn 2 - Develop spoken communication using common scenarios; key questions and preference statements.	Spring 1 - Develop and practise reading skills - use of liaisons, how accents affect pronunciation, the "shy "e". Spring 2 - Learning numbers to 100. Identifying them non-sequentially both into and from French.	Summer 1 - Immersion in the spoken language; responding to spoken instructions in order to produce a drawing. Identifying pre-determined vocabulary in native-speaker videos. Summer 2 - Learning key cultural elements of France such as Christmas, Easter & Bastille Day. Comparing differences.

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