

# TIME TRAVELLERS

'GROUND-BREAKING GREEKS'

# Y5

# Autumn Term Curriculum Map

**Our Big Question:**

*Why are we always looking to improve things?*

## WRITING

### Key Texts –

The Adventures of Odysseus by Hugh Lupton and Daniel Morden  
Falling out of the Sky – by Emma Wright & Rachel Piercey

### Writing Purposes –

To discuss (balanced argument)  
To entertain (narrative)  
To inform (recount)  
To entertain (poetry)  
To inform (report)

## READING

### Complete Comprehension Units:

Unit 1 – Dragonology  
Unit 2 – How to Train Your Dragon  
Unit 3 – Life in Tudor Britain  
Unit 4 – Love Letter from Mary Tudor to her Husband  
Unit 5 – The House with Chicken Legs  
Unit 6 – The Wizards of Once  
Unit 7 – The Polar Bear Explorers' Club

## RELIGIOUS EDUCATION

### Diocese of Peterborough Syllabus U2.10

What does it mean for a Jewish person to follow God? (Judaism)

### Understanding Christianity Unit:

Was Jesus the Messiah? (Incarnation)

### Key words:

Temple	Trinity
Torah	Incarnation
Passover	Messiah
Hashem	Prophecy
Yom Kippur	Saviour
Mezuzah	Anointed
Orthodox	Transformation
Kosher	Transfiguration
Trefah	Jesus
	Gospel

### Prior Knowledge:

Jewish beliefs about God and the Torah  
Know Jewish commandments and how Jews live.  
Know how Jewish people put their beliefs into practice in different ways.

Jesus was Jewish  
Jesus is God in flesh  
Identify Gospel and prophecy texts  
Jesus is the Messiah — a Saviour from God.

### British and/or School Values:

**Respect and Tolerance, Individual Liberty**  
**Fellowship**

## MATHS

### White Rose Maths Units:

Number – (Number & Place Value)  
Number – (Addition & Subtraction)  
Number – (Multiplication & Division)  
Number – (Fractions)

## SCIENCE

### Properties and Changes 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
- 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.

*\*Scientific enquiry will run alongside all science units*

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# Autumn Term Curriculum map

Our Big Question:

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looking to improve things?*

## HISTORY

**Focus: A study of Greek life and achievements and their influence on the western world.**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –

**The legacy of Greek culture** (art, architecture or literature) on later periods in British history, including the present day.

Focusses will be on:

Achievements	Food
Housing	Entertainment
Society	Beliefs

**British and/or School Values:**  
**Democracy, The Rule of Law**

## GEOGRAPHY

**Focus: Greece**

Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (**Focus on Greece and the surrounding seas**).

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.

Describe and understand key aspects of physical geography including: mountains (**Focus on Ancient Greece**).

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (**Greece**)

## PSHE

**JIGSAW – BEING ME IN MY WORLD**

Planning the forthcoming year  
Being a citizen  
Rights and responsibilities  
Rewards and consequences  
How behaviour affects groups  
Democracy, having a voice, participating

**JIGSAW – CELEBRATING DIFFERENCE**

Cultural differences and how they can cause conflict  
Racism  
Rumours and name-calling  
Types of bullying  
Material wealth and happiness  
Enjoying and respecting other cultures

**British and/or School Values:**  
**Rule of Law, Respect & Tolerance and Individual Liberty**  
**Fellowship**

## PE

**Real P.E./GYM Scheme –**

Unit 1 - Personal  
Unit 2 – Social (GYM)

**Games -**  
Autumn 1-Hockey  
Autumn 2- Tag Rugby

**British and/or School Values:**  
**Individual Liberty**  
**Joy & Fellowship**

## DESIGN & TECHNOLOGY

Funky Furnishings

Children will research, analyse, design, make and evaluate a 'funky' cushion cover, using their developing knowledge of and skills in a variety of sewing techniques for joining and decorating fabric.

**British and/or School Values:**  
**Individual Liberty**  
**Joy**

## ART

**"Typography & Maps"** – Louise Fili, Grayson Perry  
**"Making Monotypes"** – Kevork Mourad

**British and/or School Values:**  
**Individual Liberty**  
**Joy**

## MUSIC

**Charanga Music Scheme**  
Livin' on a Prayer – (classic rock songs)

Classroom Jazz 1 – (Bossa and Swing)

**British and/or School Values:**  
**Joy**

TIME  
TRAVELLERS

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Y5

# Autumn Term Curriculum map

Our Big Question:

*Why are we always  
looking to improve things?*

## MFL: SPANISH

Language Angels Scheme:  
My Home

## COMPUTING

Purple Mash Scheme –  
5.1 Coding  
5.6 3D Modelling

## Social, Moral, Spiritual, Cultural Opportunities

Remembrance Day  
Anti Bullying Week  
Christmas & the Nativity  
Harvest Festival  
Ancient Greece Workshop  
Synagogue visit

**British and/or School Values:**

**Respect and Tolerance, Individual Liberty**

**Joy, Integrity, Fellowship**

# ALL GOD'S CREATIONS

## 'INTERGALACTIC ADVENTURE'

# Y5

# Spring Term Curriculum Map

## Our Big Questions:

*What are the limits to what humans can achieve?*

### WRITING

**Key Texts** – Cosmic by Frank Cottrell-Boyce  
The Extraordinary Life of Katherine Johnson  
by Devika Jina

**Writing Purposes** –

- To entertain- description
- To persuade- brochure
- To persuade- speech
- To inform- instructions
- To discuss- balanced argument

### READING

**Complete Comprehension Units:**

- Unit 8 – The Wolf Wilder
- Unit 9 - The Wolves of Willoughby Chase
- Unit 10 – Whale Boy
- Unit 11 – SeaWorld Decides to Stop Killer Whale Breeding Programme
- Unit 12 – Beetle Boy
- Unit 13 – Beetle Boy: The Beetle Collector's Handbook
- Unit 14 – The Boy at the Back of the Class

### RELIGIOUS EDUCATION

**Understanding Christianity Unit.**

How can following God bring Freedom and Justice? (People of God)

**Understanding Christianity Unit.**

What did Jesus do to save human beings? (Salvation)

**Key words:**

Salvation  
Church  
Covenant  
Commandments  
Freedom  
Justice  
Theological  
Exodus  
Slavery  
Obedience  
Injustice  
Nomads  
Gospel

Jesus  
Salvation  
Last Supper  
Disciples  
Sacrifice  
Holy Communion  
Abraham  
Mass

### MATHS

**White Rose Maths Units:**

- Number – (Multiplication and Division)
- Number – (Fractions)
- Number – (Decimals and Percentages)
- Measurement – (Perimeter and Area)
- Statistics

### SCIENCE

**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.

**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
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

*\*Scientific enquiry will run alongside all science units*

**Prior Knowledge:**

- Make connections between the bible and how people should act.
- Story of Moses and the link to slavery.
- Identify freedom and justice that arise in the texts.
- Timeline of the big story.
- Explain the meaning of Jesus' sacrifice.
- Christians interpretations of his sacrifice.

**British and/or School Values:**

Individual Liberty, Rule of Law  
Integrity, Fellowship

# ALL GOD'S CREATIONS

## 'INTERGALACTIC ADVENTURE'

# Y5 Spring Term Curriculum Map

## Our Big Questions:

*What are the limits to what humans can achieve?*

### HISTORY

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –  
A significant turning point in British history.

#### **Focusses will be on:**

British Space Programme officially launched by the UK government (1952)  
Space Race (1955)  
First British Astronaut to visit the Mir Space Station – Helen Sharman (1991)  
Beagle 2 is launched (2003)  
Tim Peake's Trip to the International Space Station (2015)  
£30m investment in space technology announced (2019)  
Technology and science (life in the future)- review of transport through the ages.  
Examining methods of space exploration used today.  
Telescope (Galileo) and how it changed astronomy and science in Britain today.

#### **British and/or School Values:**

**Mutual Respect and Individual Liberty**

### PSHE

#### **JIGSAW – DREAMS AND GOALS**

Future dreams  
The importance of money  
Jobs and careers  
Dream job and how to get there  
Goals in different cultures  
Supporting others (charity)  
Motivation

#### **JIGSAW – HEALTHY ME**

Smoking, including vaping  
Alcohol  
Alcohol and anti-social behaviour  
Emergency aid  
Body image  
Relationships with food  
Healthy choices  
Motivation and behaviour

#### **British and/or School Values:**

**Respect and Tolerance, Mutual Respect**

**Fellowship**

### DESIGN & TECHNOLOGY

'How Fast Should Your Buggy Be?'

Children will design and make a battery-powered toy vehicle for themselves or for slightly younger children. The toy will have the basic elements of control – an on/off switch with which to control forward movement. The children may extend the context to develop other control features such as backward movement, fast and slow travelling speeds, lighting and sound effects.

### ART

**Set Design' – Rae Smith**

**'Mixed Media Land and Cityscapes' – Vanessa Gardiner**

#### **British and/or School Values:**

**Individual Liberty**

**Joy**

### GEOGRAPHY

#### **Focus: The space race between USA and USSR**

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their major cities.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (**Locate the Kennedy Space Centre in Florida**)

The Prime/Greenwich Meridian and time zones (including day and night)

### PE

**Real P.E./GYM scheme -**

Unit 3 - Cognitive (GYM)

Unit 4 - Creative

**Games -**

Spring 1- Dodgeball

Spring 2- Netball

#### **British and/or School Values:**

**Individual Liberty**

**Joy & Fellowship**

### MUSIC

**Charanga Music Scheme:**

Make You Feel my Love – (pop ballads)

The Fresh Prince of Bel Air – (old school hip hop)

#### **British and/or School Values:**

**Joy**

ALL GOD'S  
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'INTERGALACTIC  
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Y5  
Spring Term  
Curriculum Map

Our Big Questions:

*What are the limits to what  
humans can achieve?*

**MFL: SPANISH**

Language Angels Scheme:  
Habitats

**COMPUTING**

Purple Mash Scheme -  
5.3 Spreadsheets  
5.2 Online Safety  
5.7 Concept Maps

**Social, Moral, Spiritual, Cultural Opportunities**

Chinese New Year / Inter Faith / Diwali  
Online Safety Week  
World Book Day  
Mother's Day  
British Science Week  
Easter Prayer Space

**British and/or School Values:**  
**Respect and Tolerance, Individual Liberty**  
**Joy, Integrity, Fellowship**

# INTREPID EXPLORERS

'THE CIRCLE  
OF LIFE'

# Y5

## Summer Term Curriculum Map

### Our Big Question:

*If freedom is being able to  
do what you want, are  
animals freer than us?  
Whose world is it?*

### WRITING

#### Key Texts –

The Vanishing Rainforest by  
Richard Platt  
Varmints by Helen Ward

#### Writing Purposes –

To persuade- letter  
To entertain- performance poetry  
To inform- explanation  
To discuss- balanced argument  
To entertain-narrative

### READING

#### Complete Comprehension Units:

Unit 15 – The Jamie Drake Equation  
Unit 16 – Once Upon a Star  
Unit 17 – Harry Houdini  
Unit 18 – The Nowhere Emporium  
Unit 19 – Plague!  
Unit 20 – The Island at the End of Everything  
Unit 21 – The London Eye Mystery

### MATHS

#### White Rose Maths Units:

Geometry – (Properties of Shape)  
Geometry – (Position & Direction)  
Number – (Decimals)  
Number – (Negative Numbers)  
Measurement – (Converting Units)  
Measurement – (Volume)

### SCIENCE

#### Living Things and Their Habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  
(Study naturalists'/animal behaviourists: Jane Goodall  
David Attenborough)  
Describe the life process of reproduction in some plants and animals.  
Describe the changes as humans develop to old age.

*\*Scientific enquiry will run alongside all science units*

### RELIGIOUS EDUCATION

#### Diocese of Peterborough Syllabus U2.14

How do religions help people through good and bad times? (Thematic Unit)

#### Diocese of Peterborough Syllabus U2.13

Why is pilgrimage important for some religious believers? (Thematic Unit)

#### Key words:

Symbol	Holy
Community	Sacred
Holy Week	Temple
Reincarnation	Hindu
karma	Jewish
soul	Sikhs
death	Christians
spirit	pilgrimage

#### Prior Knowledge:

Know what people believe about God and how they respond to challenges in life.  
Know the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)  
Explain the spiritual significance and impact of pilgrimage.

#### British and/or School Values:

**Mutual Respect, Tolerance**  
**Fellowship**

# INTREPID EXPLORERS

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### HISTORY

**Focus: The Native Tribes of the Yanomami and the Kayapo of the Amazon.**

A non-European society that provides contrasts with British history

**British and/or School Values:**

**Individual Liberty, Mutual Respect and Tolerance of Others  
Fellowship**

### GEOGRAPHY

**Focus: Brazil/Amazon Rainforest.**

Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a South American country (Brazil).

Identify the position and significance of (briefly touched upon latitude, longitude- will need further teaching to add in time zones. (previously taught) Equator, Northern Hemisphere, Southern Hemisphere the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.

Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, river, mountains

Describe and understand key aspects of human geography: economic activity including trade links, food, and the distribution of natural resources (cocoa) minerals and water

**British and/or School Values:**

**Mutual respect and tolerance of others  
Fellowship**

### PSHE

#### **JIGSAW – RELATIONSHIPS**

Self-recognition and self-worth  
Building self-esteem  
Safer online communities  
Rights and responsibilities online  
Online gaming and gambling  
Reducing screen time  
Dangers of online grooming  
SMARRT internet safety rules

#### **JIGSAW – CHANGING ME**

Self- and body image  
Influence of online and media on body image  
Puberty for girls  
Puberty for boys  
Conception (including IVF)  
Growing responsibility  
Coping with change  
Preparing for transition

**British and/or School Values:**

**Individual Liberty, Mutual Respect  
Joy & Fellowship**

### PE

#### **Real P.E./Gym Scheme –**

Unit 5 - Physical (REAL Dance)  
Unit 6 - Health & Fitness

#### **Games -**

Summer 1-Athletics  
Summer 2-Tennis

**British and/or School Values:**

**Individual Liberty  
Joy & Fellowship**

### DESIGN & TECHNOLOGY

Global Food (South American food)

Children will have the chance to discover the exciting and diverse choice of food available around the world. The first part of the unit provides an opportunity for children to learn where in the world a variety of ingredients flourish. They will then build on their understanding of the 'Eatwell' plate, placing different ingredients into the correct food groups. Children will then have the chance to learn some basic and advanced cooking techniques. They will apply these skills when making some traditional dishes from different countries.

**British and/or School Values:**

**Mutual Respect  
Joy**

### ART

'Architecture – Dream big or small' – Shoreditch Sketcher  
'Fashion Design' – Alice Fox

**British and/or School Values:**

**Individual Liberty  
Joy**

### MUSIC

#### **Charanga Music Scheme**

Dancing in the Street – (motown)

Reflect, rewind and replay – (consolidation unit)

**British and/or School Values:**

**Individual Liberty  
Joy**



INTREPID  
EXPLORERS

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MFL: SPANISH

Language Angels Scheme:  
Planets

COMPUTING

Purple Mash Scheme –  
5.4 Databases  
5.5 Game Creator

Social, Moral, Spiritual, Cultural Opportunities

Earth Day  
Mental Health Week  
Charity Week (National)  
Rainbow (Pride) Week  
Sports Day  
Father's Day  
Synagogue visit (2024 only)

**British and/or School Values:**  
**Respect and Tolerance, Individual Liberty**  
**Joy, Integrity, Fellowship**