



**ACTON GARDENS PRIMARY SCHOOL**  
**Year 5 Curriculum Map 2022/23**

Weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative Adventure stories</b> Floodland</p> <p><b>Diaries</b> The Journey</p>	<p><b>Journalism – NewsWise Unit</b> Recount (Newspaper reports)</p> <p><b>Fantasy Stories</b> Cosmic <a href="#">Links: Science</a></p>	<p><b>Poetry</b> Poetry Pie and Cosmic Disco</p> <p><b>Instructions</b> Mummification <a href="#">Links: History</a></p>	<p><b>Science Fiction</b> The Viewer</p> <p><b>Diaries</b> Varmints <a href="#">Links: Science</a></p>	<p><b>Letter Writing</b> The Princess Blankets</p> <p><b>Biography</b> Queen Elizabeth <a href="#">Links: History</a></p>	<p><b>Debating and Persuasion</b> Wolf, Brid, Snake, Wolf</p> <p><b>Chronological Reports</b></p>
<b>Mathematics</b>	Place Value Addition Subtraction	Statistics Multiplication Division Perimeter and area	Multiplication Division Fractions	Fractions Decimals Percentages	Decimals Geometry	Geometry Shape Volume
<b>Science</b>	<p><b>Forces in Action</b> -pushing, pulling and twisting actions of forces. -forces acting on us and how this presents itself.</p> <p><b>EQ: Adaptation - How are forces in action on a journey to France?</b></p>	<p><b>Earth and Space</b> -planets in our solar system. -the moon at different times of year -relative positioning of earth during different seasons.</p> <p><b>Interdependence</b> E.Q: What if there was no moon?</p>	<p><b>Earth and Space (cont.)</b> planets in our solar system. -the moon at different times of year -relative positioning of earth during different seasons.</p>	<p><b>Animals Inc. Humans</b> -animal life cycles, mainly on humans. -how our bodies work &amp; change during exercise -components of a healthy diet and living healthily</p> <p><b>Changes and Reproduction</b> -how we change as we get older -stages of reproduction in humans &amp; animals -sexual and asexual reproduction</p> <p><b>Cycles</b> E.Q: Why is a bird and human's life cycle different/similar?</p>	<p><b>Properties / Changes of Materials</b> -soluble and insoluble materials - dissolving, heating and freezing particles in solids, liquids and gases</p> <p><b>EQ: Health/Oneness - Has our growing knowledge of materials made the world a better place? Why?</b></p>	<p><b>Properties / Changes of Materials (cont.)</b> soluble and insoluble materials - dissolving, heating and freezing particles in solids, liquids and gases</p>
<b>Art/DT</b>	<p><b>Art Still Life</b> -Look at work of David Hockney -Experiment with using different tones of pencil, charcoal and pastels</p> <p>-Practise shading techniques such as hatching, cross hatching, and contour hatching -Introduction of perspective</p>	<p><b>DT Construction/Pottery</b> Basic pot Pottery through the Planning and designing/ creating pots/ painting/ glazing.</p> <p><a href="#">Links: RE (Diwali - Divas)</a></p>	<p><b>Art Painting Landscapes</b> -Look at works by Claude Monet of Rivers, and Paul Cezanne's work on landscapes and compare. - Produce sketch of e.g. river scene or woodland scene and paint with acrylic in style of Cezanne or Monet. Alternatively, create a collage using tissue paper to colour the sketch.</p>	<p><b>DT Textiles</b> Sewing -Designing eco-friendly bags. Research, design, sewing skills, evaluation</p>	<p><b>Art Printing</b> Explore the technique of printing -print artist Andy Warhol - Pop art movement. - design a simple print/pattern, carve into polystyrene to make a printing block. Experiment printing with different colours.</p>	<p><b>DT Cooking &amp; Nutrition Making Bread</b> -where breads originate from, -researching ingredients - designing our own recipe.</p> <p><b>Health</b> E.Q: What do I need to be healthy?</p>
<b>Computing</b>	<p><b>Algorithms</b> Understand and write simple algorithms in MS Word</p>	<p><b>Coding</b> To design and write a program that accomplishes a specific goal. Children can explain what Object, Action, Output, Control and Event are in computer programming. Variables and 'If/else' statements. Children can create an 'If/else' statement. Children understand what a variable is in programming. Children can set/change the variable values appropriately. Using repetition and user input. Children can show how a character repeats an action and explain how they caused it to do so. Children can make a character respond to user keyboard input.</p>	<p><b>Online Safety</b> Create and share knowledge of online safety. Have created some online safety materials. Understand what makes a good password. How to stay safe online</p>	<p><b>Spreadsheets</b> Working with Spreadsheets How to use a spreadsheet Basic commands</p>	<p><b>Databases</b> Children can review and analyse a computer game. Children can describe some of the elements that make a successful game. Children can begin the process of designing their own game. Children can design the setting for their game so that it fits with the selected theme. Children can upload images or use the drawing tools to create the walls, floor and roof.</p>	<p><b>Modelling</b> Children know what the 2Design and Make tool is for. Children have explored the different viewpoints in 2Design and Make whilst designing a building. Children have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. Children have explored how to edit the polygon 3D models to design a 3D model for a purpose.</p>
<b>French</b>	<p><u>Salut Gustave! Hi Gustave!</u> Greetings and personal information Talking about sisters and brothers Saying what people have and don't have using <i>avoir</i> in the 3<sup>rd</sup> person Saying what people are like using the 3<sup>rd</sup> person of <i>être</i>, including negatives</p>	<p><u>A l'école At school</u> School subjects Talking about likes and dislikes at school Asking and saying the time Talking about timings of the school day</p>	<p><u>La nourriture The food</u> Asking politely for food items Describing how to make a sandwich Expressing opinions about food Talking about healthy and unhealthy foods</p>	<p><u>En ville In the town</u> Places in the town Asking the way and giving directions Saying where you're going Giving the time and saying where you're going</p>	<p><u>En vacance On holiday</u> Asking and saying where you're going on holiday Expressing opinions about holidays Talking about what you're going to do on holiday Talking about holiday plans (consolidation)</p>	<p><u>Chez moi Home</u> Rooms (places) in the house Descriptions of rooms (colour and size) Saying what people do at home Saying what people do and where</p>

<b>Religion &amp; Philosophy</b>		<b>Hinduism</b> Gods/Mandirs/Worship at Home/ Symbols in Hinduism/Diwali/ Holi celebrations		<b>Christianity</b> Easter Story/ Story of Jesus/Icons and how he is represented/Special Journeys/ What Makes a Good Leader? <b>Diversity</b> E.Q. How does Christianity differ to our own belief?	<b>P4C</b> Introduction to Philosophy, How to formulate a philosophical question Conducting a philosophical debate		
<b>PSHE and Safety</b>	British values Health and Well-being		Daring to be Different		Joining in and joining up SRE		
<b>Geography</b>	<b>Mountains, rivers and the water cycle</b> <b>Case study – South America: Peru</b> Lima and its local surroundings/ The use of the River Rimac compared to River Thames/ Water supply/Map work skills  <b>EQ: Are rivers important?</b>				<b>Local Area Study (Past and Present)</b> Features of our local area, services, data collection, maps, changes  <b>Adaptation</b> E.Q: Why has your local community developed in the way it has?		
<b>History</b>	<b>Black History</b> Windrush Book: Coming to England		<b>Ancient Egyptians</b> Chronological order/ What is a Historian/ Mummification/Howard/ Hieroglyphics/ Pyramids/Artefacts/ River Nile  <b>Oneness</b> E.Q: What can the ancient Egyptian teach us about sustainability	<b>The Victorians</b> Who were the Victorians/ Victorian Schools/ Life of a Child in the Victorian times/ Famous Victorians/ Doctor Barnado/ Victorian Toys  <b>EQ: Was the Victorian era a dark age or golden age?</b>  <b>Local Area Study (Past and Present)</b>			
<b>Music</b>	Recorder and hand bells		Keyboard skills and samba band, recorder. Music project- Rainbow Island		Keyboard and samba band music		
<b>Languages &amp; Oracy</b>	<b>MANDARIN</b> taster lessons are being delivered in Year 4 and year 5 classes in Autumn Term. Children are learning basic language, writing in Chinese script, basic numbers in Mandarin, Historical heritage and cultural aspects of China including its diverse natural beauty. We hope to expand to other year groups in the future.		<b>LATIN</b> is delivered as a club across the school, 60+ children take part during or after school. They find it very inspiring, many go on to study GCSE Latin in high school		<b>Oracy</b> is delivered in general classroom practice and also through drama (via <b>Shakespeare</b> ) and optional <b>LAMDA</b> classes		
<b>Physical Education</b>	Hockey Tchouckball	Indoor Cricket Indoor Athletics	Invasion Games Dance	Gym Net & Wall Games	Archery Netball NAK/BOCCIA	Tag Rugby OAA Cricket	
<b>Special Events</b>	Harvest Festival. Road Safety Workshop		Children in Need Remembrance Day. Christmas Black History Month	E-Safety Day	World Book Day Easter	Sports Day	
<b>British Values</b>	Democracy		Rule of Law	Respect	Tolerance	Individual Liberty	Contribution & Responsibility
<b>Character Values</b>	<b>Transcendence</b> Appreciation of Beauty Gratitude Hope Humour Spirituality		<b>Wisdom</b> Creativity Curiosity Judgement Love of Learning Perspective	<b>Moderation</b> Forgiveness Modesty Prudence Self-Control	<b>Courage</b> Bravery Persistence Honesty Zest	<b>Justice</b> Team-Work Fairness Leadership	<b>Humanity</b> Love Kindness Social Intelligence
<b>Principles of Harmony</b>	<b>Cycles</b> (Science) E.Q: Why is a bird and human's life cycle different/similar?		<b>Interdependence</b> (Science) E.Q: What if there was no moon?	<b>Oneness</b> (History) E.Q: What can the ancient Egyptian teach us about sustainability	<b>Diversity</b> (R.E) E.Q. How does Christianity differ to our own belief?	<b>Adaptation</b> (Geography) E.Q: Why has your local community developed in the way it has?	<b>Health</b> (DT) E.Q: What do I need to be healthy?

<b>Principle of Geometry</b>	Diatoms Observe the patterns and recreate (could be rotational symmetry)	Concentric circles To create the solar system	Reflective symmetry Scarab beetle Or 3D geometry - making pyramids	Victorian flower arranging Exploring geometry within flowers Or Victorian tile patterns	Butterfly symmetry Or Something relevant to your local area?	<i>Fibonacci</i> Finding the spirals in food and exploring the sequence
<b>Trips</b>	Chiswick Pier - Rivers (Geo)	Neasden Temple - Hinduism (RE)	British Museum – Ancient Egypt (History)	St Albans (Latin)	Gunnersbury Museum – Victorians (History)	

**Key:** Blue – links with other subjects

Green – Enquiry Based Questions linked to Principles of Harmony

Red – General Enquiry Based Questions