



Coates Way School Curriculum Map 2023-2024

Year 5

Term	Autumn	Spring	Summer
<b>English</b>  <b>Write Stuff</b>	<u><b>Fiction:</b></u> Adventure: Journey by Aaron Becker Story: The Snowman by Raymond Briggs  <u><b>Non-Fiction</b></u> Diary: Scott of the Antarctic by E and J Dowdeswell and Angela Seddon Non-chronological Report: Emperor Penguins	<u><b>Fiction:</b></u> Fantasy: The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios Adventure: The Explorer by Catherine Rundell  <u><b>Non-Fiction</b></u> Persuasive Letter: Kick Speech: Plastic Pollution	<u><b>Fiction:</b></u> Story: The Present by Jacob Frey Story: Rose Blanche  <u><b>Non-Fiction</b></u> Biography: David Attenborough  <u><b>Poetry</b></u> The Malfeasance by Alan Bold
<b>Reading</b>  <b>Vipers</b>	<u><b>Fiction</b></u> Street Child  <u><b>Poetry</b></u> Juggling with Jerbils	<u><b>Fiction</b></u> Lion above the Door  <u><b>Non-Fiction (Biography)</b></u> Simone Biles	<u><b>Fiction</b></u> The Odyssey (by Gillian Cross)  <u><b>Poetry</b></u> Bright Bursts of Colour
<b>Maths</b>  <b>White Rose</b>	Arithmetic Skills including times tables Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Fractions	Arithmetic Skills including times tables Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Statistics	Arithmetic Skills including times tables Geometry: Properties of Shape Geometry: Position and Directions Number: Decimals Number : Negative Numbers

					Geometry: Converting Units	
<b>Science</b>  <b>Hamilton</b>	<b>Earth and Space</b>  Children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system  Children will describe the movement of the Moon relative to the Earth  Children will describe the Sun, Earth and Moon as approximately spherical bodies  Children will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<b>Forces</b>  Children can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Children can identify the effects of air resistance, water resistance and friction, that act between moving surfaces  Children recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Properties of Materials</b>  Children will compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).  Children will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<b>Changing Materials</b>  Children will compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets.  They will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Children will their use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	<b>Living Things and their habitats</b>  Children describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Children describe the life process of reproduction in some plants and animals.	<b>Animals, including humans</b>  Children will describe the changes as humans develop to old age.

<p><b>Computing</b></p> <p><b>Purple Mash</b></p>	<p><b>Coding</b></p> <p><b>Online Safety</b></p> <p><b>Spreadsheets</b></p>	<p><b>Databases</b></p> <p><b>Game Creator</b></p> <p><b>3D Modelling</b></p>	<p><b>Concept Maps</b></p> <p><b>Word Processing</b></p> <p><b>Using External Devices</b></p>
<p><b>RE</b></p> <p><b>Kapow</b></p>	<p><b>Why do people have to stand up for what they believe in?</b> Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p> <p><b>Why doesn't Christianity always look the same?</b> Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why Christian worship looks different across the world when key beliefs are the same.</p>	<p><b>What happens when we die? Part 1</b></p> <p>Jewish, Christian, Muslim, Humanist</p> <p><b>What happens when we die? Part 2</b></p> <p>Hindu, Buddhism</p>	<p><b>Who should get to be in charge?</b></p> <p>Muslim, Sikh</p> <p><b>Why are some places in the world significant to believers?</b></p> <p>Christian, Jewish, Buddhist</p>
<p><b>MFL</b></p> <p><b>French – learning Angels</b></p>	<p><b>Phonics I am learning</b></p> <p><b>Animals</b></p>	<p><b>I am able</b></p> <p><b>I know how to</b></p> <p><b>Presenting myself</b></p>	<p><b>My family</b></p> <p><b>In the classroom</b></p>
<p><b>Art</b></p> <p><b>Kapow</b></p>	<p><b>I need space</b></p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	<p><b>Painting and mixed media: Portraits</b></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><b>Architecture:</b> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p> <p><b>Sculpture and 3D</b> Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-</p>

			Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.
<b>D&amp;T</b> <b>Kapow</b>	<b>Structures – Bridges</b> Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.	<b>Mechanical systems – Pop-up books</b> Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.	<b>Cooking – What could be healthier?</b> Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.
<b>Music</b> <b>Charanga</b>	<b>Livin’ On a Prayer – Rock</b> <b>Classroom Jazz 1 – Bossa Nova and Swing</b>	<b>Make You Feel My Love – Pop Ballads</b> <b>The Fresh Prince of Bel-Air – Old-School Hip-Hop</b>	<b>Dancing in the Street – Motown</b> <b>Reflect, Rewind &amp; Replay - Classical</b>
<b>History</b> <b>Hamilton</b>	<b>Anglo-Saxons</b> Children will understand and contextualise the Anglo-Saxon period with a timeline of Britain. Through discussion, children understand the terms ‘invaders’ and ‘settlers’ and discuss motivations for emigration. Gain historical insight into the lives of Anglo-Saxon and British people.	<b>Vikings</b> Children will learn: Where did the Vikings come from? Where did they invade and settle? Why did they leave Scandinavia and why were they successful invaders? Work on time lines, maps and creative writing.	<b>Mayans</b> Children will develop chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Understand how our knowledge of the past is constructed from a range of sources. Undertake an in-depth study of a non-European society that provides contrasts with British history.
<b>Geography</b> <b>Kapow</b>	<b>What is life like in the Alps?</b> Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children’s own locality.	<b>Why do oceans matter?</b> Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	<b>Would you like to life in the desert?</b> Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.

<b>PE Game On</b>	<b>Football and cricket</b>  <b>Dance</b>	<b>Netball and athletics</b>	<b>Hockey and athletics</b>	<b>Basketball and gymnastics</b>	<b>Orienteering and gymnastics</b>	<b>Tennis and athletics</b>
<b>PSHE/ JIGSAW</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>WOW Events</b>	<b>Pantomime</b>  <b>Christmas Carol Concert</b>		<b>Synagogue Visit</b>		<b>Residential Trip</b>  <b>Summer Concert</b>	