

Cirencester Primary School Curriculum Map – 2023-24– Year 5

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Books chosen as the driver for learning	Fortunately, the Milk... Neil Gaiman	Beowulf Anglo-Saxon Boy by Tony Bradman	The Explorer Catherine Rundell	The Explorer Catherine Rundell Book of Magic Poems	Kind of Spark <i>Way of the Waves-Janina Ramirez</i>	<i>My name is river</i> <i>A River-Marc Martin</i> <i>The River Singers-Tom Moorhouse</i>
The Big Question	What makes things move?	How did Anglo-Saxon settlers change Britain?	What is life like in Brazil?	When and why did most people stop believing in magic?	How was England created?	What makes a river?
Year group specific enhancement activities	Explorer Dome/Planetarium				Visiting Re-enactor (History Squad)	Fieldwork-Churn and Severn
English writing genres	First unit: Instructions (how things work? Moving?) Second unit: Newswise Fact or Fiction? Journalism workshop (WB 8th October onwards) <i>Write up explorer dome visit?</i>					
History coverage		Anglo-Saxon settlement L1: What were homes like in 400CE? L2: Who lived in Britain in 400 CE? L3: Why did the Anglo-Saxons come to Britain? L4: What were early Anglo-Saxon villages like? L5: How did Anglo-Saxons choose their leaders? L5: What were the artistic achievements of the Anglo-Saxons? L6: What can Sutton Hoo tell us about early kings?		Magic through time LP1: What periods can we divide English History into? LP2: What magic can we find in each period? LP3: Why did the Romans leave curses at the baths? LP4: What miracles did medieval saints perform? LP5: What did Tudors and Stuarts believe about witchcraft? LP6: How were witches persecuted in Stuart England? LP7: Why did people stop persecuting witches? LP8: Did Victorians really believe in faeries? LP9 (optional): When did people stop believing in magic?	Viking and Anglo-Saxon conflict L1: Who lived in Britain in 750CE? L2: How was England divided in 750CE? L3: Why did the Vikings attack Britain? L4: How did Alfred defend Wessex? L5: How was England united? L6: What did the Vikings contribute to English life? L7: Who lived in England in 950CE?	
Geography coverage			Non-European case Study: Brazil L1: Where is Brazil? L2: What are the physical features of Brazil? L3: What is the climate like in Brazil, and why? LP4: What could we experience in Rio? LP5: What is it like living in Barra Di Tijuca? LP6: What is it like living in Rochinha favela? LP7: Why is Rio growing?		Maps Placenames LP1: What Anglo-Saxon place names can I find around Gloucestershire? LP2: What is the origin of placenames in Lincolnshire?	Physical features: Rivers LP1: What is a river? LP2: Where are the longest rivers in the world? LP3: How does a river alter over its course? LP4: How are meanders formed? LP5: How do people use rivers? LP6: How does the Amazon alter over its course? LP7: How should we manage the River Churn in Cirencester?
Science coverage	Forces L1: What stops us from flying? L2: What's the difference between weight and mass? L3: What makes the best parachute? L4: What are the forces acting on trains and boats? L5: How does friction act on an object? Space L1: Is the Earth really flat? What about the Sun and Moon?	Materials- Properties Review and Connect: L1: What are the properties of solids, liquids and gases? L2: How can I describe the properties of materials? L3: Which materials make the best thermal insulators? L4: Which materials are magnetic?	Materials- Reversible and Irreversible Changes L1: Which materials are soluble and which are insoluble? L2: How can mixed materials be separated? L3: What is irreversible change?		Reproduction (sexual and asexual) L1: What are the seven life processes? L2: How do mammals reproduce? L3: Do animals reproduce in the same way? L4: How do plants reproduce? L5: What is a life cycle? L6: What are the stages in a life cycle of a plant?	Human Life Cycle L1: What is the human life cycle? L2: How long does it take to grow a baby? L3: What happens whilst you're a foetus? L4: What changes as babies and children? L5: What changes in adulthood and old age?

	L2: What other planets are in our Solar System? L3: How do the planets move? L4: Why does a spherical moon look like it changes shape? L5 – Doesn’t the Sun move across the sky during the day?					
Computing coverage	Online Safety: Use project evolve- online reputation to teach online safety lessons. Recognising suspicious content/devices (PSHE link) Systems and Searching L1: What is a computer system? L2: What is the role of a computer system? L3: How do I use a search engine? L4: How do I select my results? L5: How are search results ranked? L6: How are searches influenced?	Creating Media - Vector Drawing L1: What are drawing tools? L2: How can I combine shapes? L3: What makes an effective drawing? L4: What are layers? L5: How do you manipulate objects? L6: What can you create?	Online Safety: L0: I can demonstrate how to make responsible choices. Project evolve- Self image and Identity. Flat File Databases L1: How can we record information? L2: What is a database? L3: How can we use databases? L4: What tools can I use? L5: How can I use a computer program to compare? L6: How do I use databases to answer questions?	Programming A- Selection in physical computing. L1: What is a crumble? L2: How do I write a program with count-controlled loops? L3: What happens if a condition isn’t met? L4: What is a selection? L5: How can I create a model? L6: How can I test my project? Amazon Micro-bit Trial- Coding for climate change	Online Safety: I can explain what app permissions are and can give examples. Project evolve- Privacy and Security. Video Production L1: What is a video? L2: How do I record on a digital device? L3: How does a storyboard support me? L4: How do I plan my video? L5: How can I improve a video? L6: What can improve the quality?	Programming B – Selection in quizzes L1: How is selection used in computer programs? L2: How do I change an outcome? L3: How do I answer questions? L4: How can I design a quiz? L5: How can I create a quiz that uses selection? L6: What would improve my program?
Music coverage	Theory - Musical genres over time - Oracy outcome TBC From the first ‘bangs’ to the modern music we hear today. Listen to music through the ages. Timeline of music (followed in depth in Y6 with influential events). L1 How has music changed overtime (2 sessions) L2: What instruments and examples of inter-related dimensions of music would we expect to hear in different genres? (3 sessions) Combination of L1&2 in the latter session through listening & appraising, singing and performance.	Singing L1: What makes a good ensemble performance? L2: How can we control our voices to sing in a large group? L3: What challenges live performers	Composer L1: Where in society has music changed the way a community feels? L2: What influences have there been on the music written by composers I know? L3: Who is the composer Ary Barroso? L4: How else can we benefit from music? Whole class Samba with Mrs Alvarez	Whole class instrumental L1: What is a pentatonic scale? L2: What notes and musical symbols can we identify?	Theory: L1: What instruments and instrument families can we hear in a piece of music? L5: How can the interrelated dimensions of music be changed to create a different effect?	Composing (inc digital) notation, recording L1: What challenges do musicians face when recording their music?
Art coverage	Tone LP1: What is tone? LP2: How can we paint a tonal portrait with one colour?	LP1: How can a 3D object be captured on a flat sheet of paper? LP2: How is shape and form created in paintings?	LP1: How does the culture and environment in Brazil influence its artists? LP2: How can I create a piece of art that reflects my knowledge of the Brazilian culture and landscape?	LP1: How have artists inspired magic and awe in architecture? LP2: How can I invent a magical setting for my own story? LP3: Create a design form printing inspired by Gaudi and magic.	LP1: What can we learn from Picasso? LP2: How can I create a still life on a black background?	LP1: How can we draw moving water? LP2: How can we map the route of a river creatively?
DT coverage	Moving Models (powered flight or sky-scene shoeboxes) L1. Who is my customer and what do they want from my product? (subject specific language, (Using				Cooking: Hot Dish Viking vs Saxon diet <i>Children will look at specific diets which use science to explain its benefits, but also</i>	L3: How does the rearing of animals and fruit and vegetables differ today and are there ethical considerations for this? <i>(where food comes from, did they only eat</i>

	<p>own experiences and existing products to develop ideas, recap on what a product is, create questionnaire to establish what the customer wants and or needs, recap on where products are sold and the cost of them, why might some products be more expensive than others etc)</p> <p>L2: research product design - create detail annotated diagrams of what the model will look like, materials that will be needed, how will it move, use internet and own experiences of product design, take customers views into account, use and share ideas from peers, produce a logical and realistic plan, make decisions as to time and resources available.)</p> <p>L2A: Who are the key inventors, designers, engineers, manufacturers of ground breaking products that I can use for inspiration</p> <p>L3: Why is making a prototype model important during the design stage (this can be reworded as clunky!)- create prototype - this is important as it allows children to experiment with creating and adapting their ideas - sketch up could be used as CAD design tool during this phase. pushing, pulling, axels, wing - fixed design - aerodynamic. Thick card and balsa wood can be used to make the prototypes. recapping on choosing appropriate equipment)</p> <p>L4: What techniques do I need to make my model? (measuring accurately, cutting and sawing, reinforcing the structure of the model, create and follow detailed plan, join components together, create a strong structure using reinforced techniques - triangles, layering etc. Know the steps that will be needed to finish the product, being resourceful with practical problems they come across, sharing ideas and solutions)</p> <p>L5: Why should I test and evaluate my product? - evaluate quality of design against specification of my design, test product. discuss what I have made - materials, techniques used, could I have used sustainable or repurposed materials I already have, be</p>				<p><i>its dangers. Research the Viking and Angol Saxon - predominantly vegetarian.</i></p> <p>L1: What elements of the Eatwell plate would be included in a Viking and Anglo Saxon Diet - check to see this has not been completed in science (Eatwell plate and elements of it, use magazines to find pictures from magazines of the fruit and vegetables they would have used, create a collage of this. This will show what food looks like instead of them drawing/sketching)</p> <p>L2: What nutritional benefit would Viking and Anglo Saxon diet have? (use scientific terminology to explain what benefits each group of food would have on the body - mainly vegetarian, those that lived near the sea pescatarian diet, what was the effect of not eating much meat, why did this occur, did the Vikings have a better diet than the Anglo saxons - why? look at the negative impact of both diets)</p>	<p>domesticated animals, how did they grow their fruit and vegetables - how was it different for the Vikings and Anglo Saxons - compare and contrast - research using the internet. Was food seasonal - was this better for the environment and their diet?)</p> <p>L4: How can we make Skause (Viking stew) and a Vegetable stew (Anglo Saxon) using ingredients that we have today? (Using cooking techniques with heat, use of ingredients, following safety procedures)</p> <p>Who is the meal for? Customer e.g. child/athlete/elderly/religious restrictions</p> <p>Modern balanced meal</p> <p>Low carbon footprint</p> <p>Within budgeting limit</p> <p>Environmentally friendly</p> <p>Draws on eatwell knowledge</p> <p>Outdoor cookery experience worked well</p>
--	--	--	--	--	---	---

	resourceful with practical problems, finding a solution - team work. Is my product fit for purpose)					
MFL coverage	<p>The family La Famille</p> <p>L1: Can you name the members of a family?</p> <p>L2: What’s your name?</p> <p>L3: How old are you?</p> <p>L4: Can you count in 10’s?</p> <p>L5: Can you tell me about your family?</p>	<p>My home</p> <p>Chez moi</p> <p>L1: Can you describe where you live?</p> <p>L2: Can you name each room?</p> <p>L3: Which rooms do you have in your house?</p> <p>L4: Are you missing a room?</p> <p>L5: Can you describe a house?</p>	<p>At school A l’école</p> <p>L1: Can you name the different subjects?</p> <p>L2: What’s your favourite subject?</p> <p>L3: What’s the time?</p> <p>L4: What time do you go to school?</p> <p>L5: Can you tell everyone about your school week? What you enjoy and what you don’t?</p>	<p>The weather Quel temps fait il?</p> <p>L1: Can you name the different types of weather?</p> <p>L2: Can you match the weather picture to the word?</p> <p>L3: Can you tell me about the weather?</p> <p>L4: What does a weather person say?</p> <p>L5: Can you report the weather?</p>	<p>Au salon de the (At the tearooms)</p> <p>L1: What can you order from au salon de the? Learn the vocabulary for French food and drink. L2: What else can I order from au salon de the?</p> <p>L3: What would you like from the menu?</p> <p>L4: Can I have the bill?</p> <p>L5: How much is that, please? To use math</p>	<p>Pen friend</p> <p>Correspondence</p> <p>Letter</p> <p>Postcard</p> <p>Using what we’ve learnt so far (Sentences linked to each unit this year and previous)</p>
RE coverage (discrete)	<p>Hinduism- Why do Hindus want to be good? (U2.7)</p> <p>L1: What are Hindu's ideas about the four aims of life? <i>Purusharthas</i></p> <p>L2: How might the idea of ‘karma’ and reincarnation effect the way you might live your life?</p> <p>L3: Why might most Hindus choose be vegetarian and should others do the same?</p> <p>L4: In Which ways have Hindus made a difference to the world-wide community?</p> <p>L5 What are Samskaras? (rites of passage- introduction as will have missed KS1 exploration of birth rites and sacred thread in childhood)</p> <p>L6 How do Hindus celebrate Vivaha? (weddings)</p>	<p>Christianity- Why might Christians believe Jesus was the Messiah?</p> <p><i>Share Big Frieze image</i></p> <p>L1: How do Christians put their beliefs about Jesus' incarnation into practice at Christmas?</p> <p>L2: Why is the Christingle an important symbol? <i>Include Making Christingles</i></p> <p>L3: What Gospel and prophecy texts refer to the Incarnation of Jesus? <i>read Isaiah 7:14, 9:6-7, 11:1-5, 40:3-5, Micah 5:2, Psalm 22:16-18, 16:10, 49:15 Romans 1:1-</i></p> <p>L4: Why do Christians believe the world needs a ‘saviour’? Fall</p> <p>L5: Do you think the world needs a saviour? Why/why not? Should people be responsible for their own actions?</p>	<p>Islam- What does it mean to be a Muslim in Britain today? <i>A visit to a mosque would be beneficial for this unit.</i></p> <p>L1 What can we remember about Islam?</p> <p>L2 What guides Muslim living? <i>Qur'an, Five Pillar, following examples of the prophet?</i></p> <p>L3: What is the design of a mosque? <i>Refer to architecture, layout, artwork, prayer mats- links to pillars</i></p> <p>L4: What are the different Muslim groups, globally and locally?</p> <p>L5: What might be the challenge of Muslims following the five pillars in Modern Britain?</p>	<p>Christianity-What do Christians believe Jesus did to ‘save’ people? (U2.5)</p> <p>L1: What account does Mark 14 -15 give of Holy Week? <i>What is a martyr?</i></p> <p>L2: How does art work portray the scenes given by Mark? <i>Last supper, garden of Gethsemane, Judas' betrayal, Peter's denial, crucification , burial, resurrection</i></p> <p>L3a): Who was responsible for Jesus’ death? Refer to Jesus' willingness to repair the damage between humans and God oracy- debate</p> <p>L3b) written response</p> <p>L4: How do Christians respond to the idea that Jesus sacrificed his life for the sake of humans? <i>Celebration of communion and last supper, link back to the fall in Genesis- share frieze</i></p> <p>L5: How do different Christian churches celebrate communion?</p>	<p>Judaism- Why is the Torah so important to Jewish people? (U2.8)</p> <p>L1: How is the Sefer Torah produced?</p> <p>L2: How is the Sefer Torah used in the synagogue and in annual readings?</p> <p>L3: How do the Mitzvot guide Jewish people?</p> <p>L4: What are kosher food laws and how do they affect everyday life?</p> <p>L5: Why are there different ways of behaving and worshipping within one religion?</p> <p>L6: How do different Jewish groups practice their belief? (orthodox and progressive)</p>	<p>Multifaith/worldview- Why might some people believe in God and some people not?</p> <p>L1: What do the terms ‘theist’, ‘atheist’ and ‘agnostic’ mean?</p> <p>L2: Why might lead to some people believing in a supreme being and others not?</p> <p>L3: What disagreements might religious people have about God/supreme beings?</p> <p>L4: How might believing in a God/supreme being support the lives of believers?</p> <p>Introduce L5: What is Humanism? Introduction prior to Year 6 coverage</p>
PSHE coverage (Discrete)	<p>Relationships 1</p> <p>L1: Why is it important to include people? =</p> <p>L2: What is peer pressure?</p> <p>L3: What can I do if a friendship gets hard?</p> <p>L4: What can I do if a friendship is not making me happy?</p> <p>L5: What is the media? ORACY</p>	<p>Relationships 2</p> <p>L1: What is equality?</p> <p>L2: What is discrimination?</p> <p>L3: What is a stereotype of a community?</p> <p>L4: What is the impact of discrimination?</p> <p>L5: How can I challenge discrimination safely?</p>	<p>Living in the Wider World 1</p> <p>L1: What are resources and how are they shared?</p> <p>L2: What can we do to protect the environment?</p> <p>L3: How can we encourage others to look after the planet?</p> <p>L4: What do I think is important?</p>	<p>Living in the Wider World 2</p> <p>L1: What is ambition?</p> <p>L2: What is a career?</p> <p>L3: What is diversity in the workplace? (Review and connect term 2)</p> <p>L4: How can my education help me with my career?</p>	<p>Health and Wellbeing</p> <p>L1: Why do we need to sleep?</p> <p>L2: How can I enjoy the sun?</p> <p>L3: What is an allergy?</p> <p>L4: What are vaccinations for?</p> <p>L5: Why do we need to wash our hands?</p> <p>L6: How can I keep safe? FGM</p> <p>Recap PUBERTY question opportunities</p>	<p>Health and Wellbeing/SRE</p> <p>L1 What is identity?</p> <p>L2: What is emotional wellbeing?</p> <p>L3: What is a risk?</p> <p>L4: What is first aid?</p> <p>a) About</p> <p>b) Practical session</p> <p>L5: How do I get help in an emergency?</p>

	L6: What is fact and what is fiction?					
PE coverage (discrete)	Swimming Tag Rugby	Swimming Netball	Swimming Net Wall	Gymnastics Quicksticks	KS2 Games Athletics and District Sports Trials	Striking and Fielding